

commit themselves to service in their professions, community and places of worship. Fourth, students, faculty, and staff are expected to live disciplined lives. Living and working in Christian community affects our life-style choices.

Accreditation and Affiliations

Point Loma Nazarene University is numbered among those institutions of higher education that meet or exceed the rigorous standards of accrediting associations and commissions. Point Loma is accredited by the Western Association of Schools and Colleges, for which it periodically completes a self-study that addresses recognized principles of excellence. A complete list of accreditations and affiliations is found in the Appendix.

Main Campus and Facilities

The main campus of approximately 90 acres was first established as an educational site by the Theosophical Society of America and has been occupied since by Balboa University, California Western College, and United States International University. The early occupants of this campus erected a number of wooden buildings, some of which are still in use. Since 1953, numerous additional buildings have been constructed on the campus, and today the campus includes art facilities, a theatre, physical education complex, the Fermanian Business Center, the state-of-the-art Cooper Music Center with its 400-seat Crill Performance Hall, Colt Hall, Nicholson Commons and the Bond Academic Center. Several campus buildings are of historical interest. Among these are the Greek Amphitheatre, first of its type to be built in the United States; Mieras Hall, built in 1901 by the Spalding family; and Cabrillo Hall, originally the home of Madame Katherine Tingley, leader of the Theosophical Society.

OTHER TEACHING LOCATIONS

Mission Valley. PLNU, Mission Valley, opened its doors for classes in fall of 2001. The 51,000-square foot structure houses offices and classrooms for the University's graduate programs in education, nursing, business administration and religion. This facility brings Point Loma's program to the heart of the city. In Mission Valley the first floor houses the office of Conference Services. Because of its central location, the building is ideal for companies or groups who

would like to hold seminars, conferences and retreats. For more information, students should contact the Conference Services office at 619.563.2840. In the future, space on the first floor will be completed for archives and a student resource center. The second floor has additional classroom and rental space for expanding programs. Third floor is home to PLNU's M.B.A. offices and classrooms, student lounge, a satellite location for the University's Common Knowledge Bookstore, the Whitcomb Family Prayer Chapel, plus classrooms, computer lab and graduate Nursing. The fourth floor is occupied by faculty offices for teacher credentialing and graduate education as well as classroom space. The Graduate Administrative Services Offices are also located in Mission Valley on the third floor.

Bakersfield. Located in the culturally rich San Joaquin Valley, PLNU, Bakersfield, is committed to serve Kern County and the surrounding areas. The Bakersfield facility is conveniently located in the pleasant surroundings of the newly refurbished downtown area. Classes are held in state-of-the-art instructional facilities conducive to the delivery of higher education in a pleasant atmosphere.

Arcadia. Point Loma Nazarene University, Arcadia, is located in the greater Los Angeles area in the city of Arcadia. It is adjacent to the Interstate 210 freeway between the Santa Anita and Huntington Blvd. exits.

Albuquerque, New Mexico. Point Loma Nazarene University offers a Master of Ministry program at the facilities of the Nazarene Native American Training Center, 2315 Markham Rd. SW, Albuquerque, New Mexico, 87105. The program is offered on the weekend only, in three sessions per year.

LIBRARY AND LEARNING RESOURCES

The Ryan Library and Learning Center is the book and periodical repository of the University. These facilities contain approximately 160,000 volumes and 53,143 microforms.

Facilities for reading, research, and study are provided for students and faculty. Many online periodical databases are available. Special collections, and resources including Information Technology Services, the Wesleyan Center, the Language Learning Center, the Center for Teaching and Learning and Media Services are also located here.

Ryan Library offers remote access to all library resources for registered students, faculty and staff. In addition to books and periodicals held at Ryan Library, more than 20 research databases are available on the Internet via the library home page: www.ptloma.edu/LibraryServices/

Choose the Reference Databases link for online research. First-time users will need to configure their Internet browsers. Follow the red link on the Reference Databases page for instructions.

PLNU students, faculty and staff may also make use of InterLibrary Loan services. Materials not housed in Ryan Library are borrowed from other facilities and delivered to the campus at which the user is currently enrolled. For example: if a Mission Valley student requests a copy of an article from a journal to which the library does not subscribe, the library will obtain a copy of the requested article and deliver it to the Mission Valley location. InterLibrary Loan forms are available from the departmental assistant at each center.

Ryan Library also offers an electronic reference desk to connect remote users with the librarians for research assistance. Users contact the library via the Electronic Reference Desk link on the library home page. There they may type in their research question or problem and expect a response from the library within two days. The library response may include citations to source material, full-text articles, and advice on other resources that may be helpful to the student.

INFORMATION TECHNOLOGY RESOURCES

Mission Valley. Post-baccalaureate and graduate students in Mission Valley have access to a variety of technology resources—both at the site and from their homes and offices. The computer lab in Mission Valley is located on the third floor. There are both Apple and PCs available. Printers are located in the lab for student convenience. The computer software available in the lab include word processing, data base programs, spread sheets and video editing. In addition, all computers in the lab have Web access—this allows them access to a free e-mail account, and library links to the main campus. These library links are also available from other computers using valid student ID numbers as passwords. Some full text journals are available on-line and can be printed out or sent to another e-mail address for future reference. Video cameras, VCR units, data projector and classroom access to the Web enhance classroom instruction and student presentations.

Bakersfield. Computer and technology-related courses at PLNU, Bakersfield, are taught in the new Learning Center facility. It is owned and operated by the Kern County Superintendent of Schools Office. It is conveniently located next to the Point Loma site and is the home for the latest technological resources available for computer users in education. Combined with instruction designed for practical application, this state-of-the-art facility provides PLNU students with an

opportunity to arrive at the leading edge of technology in education for the 21st Century.

Arcadia. Point Loma Nazarene University, Arcadia, has a new computer laboratory with both Windows and Macintosh formats. There is a computer link in the library that connects to the main Point Loma Nazarene University library.

Software. As part of the Microsoft Campus Agreement between Point Loma Nazarene University and Microsoft, students may purchase the Microsoft Office suite of application software for only the cost of the media and shipping (approximately \$40 per software version). This agreement entitles students to use the software on their personal computer during the duration of their education at Point Loma Nazarene University. Graduates may continue to use the software after leaving, as long as Point Loma Nazarene University continues to participate in the Microsoft Campus Agreement.

SPECIAL COLLECTIONS

The main campus is home to various works of art. As a former center for the Theosophical Society, original buildings feature interior woodworking by Reginald Machel. Ryan Library houses sculptures of the artist Scott Stearman and an original Norman Rockwell painting created for use as a Saturday Evening Post cover.

Paintings from the Spiros John *Karras Collection* of California Plein Air paintings, housed primarily in the Cooper Music Center, are prominently displayed for public viewing.

The *Fischer Collection* (a rare and unique set of matched, hand-made string instruments for use by faculty and student string quartets) is housed in the Cooper Music Center and may be viewed and heard in public recitals.

Ryan Library has two collections of note: special collections of the writings of Arminius and John Wesley and the William C. and Frances Vaughters collection of pre-Columbian artifacts.

EDUCATION RECORDS (FERPA) AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended affords students certain rights with respect to their education records. These include: 1) the right to inspect and review their own education records within 45 days of the day the University receives a request for access, 2) the right to request the amendment of the student's education records that the student believes are inaccurate or misleading, 3) the right to consent to disclosures of personally identifiable information contained in their own education records, and 4) the right to file a

complaint with the U.S. Department of Education concerning alleged failures by Point Loma to comply with the requirements of FERPA.

The University has defined directory information as name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended. This information may be provided as public information or to individuals who demonstrate a need to contact students. Students choosing not to release this information must complete a non-release form. This form is available on the PLNU home page and at each graduate location.

DEPARTMENT OF PUBLIC SAFETY

It is the intention and resolve of the Department of Public Safety to provide a safe environment for the University. To this end, the Department strives to provide a safe environment in which students are free to learn and faculty may teach without undue concerns for safety. The University also has obligations to meet federal regulations relating to the reporting of crime.

The Department of Public Safety strongly encourages victims and witnesses to report all crime and suspicious incidents against persons or property, both to administrative offices of regional teaching locations and to the Department on the main campus in San Diego, Point Loma. All teaching locations maintain and frequently review evacuation procedures. Students are urged to take precautions regarding the protection of personal property, since the University cannot be responsible for the theft of personal property.

Additional resources regarding public safety are available at the Web site maintained by the Department of Public Safety. Students may also contact the Department directly at 619.849.2201.

ADMISSION REQUIREMENTS AND PROCEDURES

Admission to graduate studies is open to applicants who hold the bachelor's degree from a college or university that is accredited by a regional accrediting association and who meet the admissions requirements. Applicants are evaluated on their individual scholarly potential to complete graduate-level course work and curriculum requirements. It is expected that each student will have adequate undergraduate preparation for the intended major area. At the discretion of the school or academic department, a student may be required to have as prerequisite for graduate study any undergraduate course normally required of undergraduate majors in the field. Each student must satisfy all entrance requirements for the specific program of interest and file an approved program of study with the appropriate director.

PROVISIONAL STUDENT STATUS

Promising applicants may be allowed to begin classes on a provisional status pending final receipt of all admission items.

The provisional status must be removed in the first semester of study. **Note: If students in Education have not been able to find a suitable testing date for the MAT or GRE by the end of their first semester, they will be permitted to continue as "Admitted with Condition" for one more semester. After that, enrollment will be suspended if test scores have not been received.* After the first semester, registration in subsequent classes will be suspended until the admission materials have been received.

ADMISSION UNDER EXCEPTIONS

Applicants who do not meet the standards, but can demonstrate that they have an exceptionally rich experiential background and/or have demonstrated dramatic change in academic performance, may petition the school or department and Graduate Studies Committee to review their status. In order to apply under this exceptions policy, the following information must be submitted by the applicant:

1. A statement outlining the applicant's reasons for requesting an exception to admissions policies; and

2. Two additional written recommendations from supervisors as identified by the director of the program.

Note: If the exceptions request is due to unacceptable test scores, a minimum of two test scores must be submitted.

After the applicant submits the above documentation, the file is reviewed by the school or department. After this review, a recommendation is made by the director and faculty and this is forwarded to the Graduate Studies Committee. The file is then reviewed by at least two faculty members from the Graduate Studies Committee. The Chair of the Committee then reports the outcome to the appropriate program director.

GRADUATE SPECIAL STANDING

This status is assigned to students who are qualified for admission to graduate studies but have indicated no intention to pursue a degree or credential program. Only six units of appropriate course work taken as a special student may be used in a graduate program.

GRADUATE REGULAR STANDING

This status is granted to a student who has met all admission requirements. Applicants are notified of their status in their first semester of enrollment.

APPEALS

Any appeals shall be made by the candidate through the program director to the Vice Provost for Graduate Program Support.

Credential Admission Procedures

TEACHING CREDENTIALS (PRELIMINARY: MULTIPLE SUBJECT, SINGLE SUBJECT, EDUCATION SPECIALIST MILD/MODERATE AND INTERN PROGRAMS)

UNIVERSITY ADMISSION

- Application
- Matriculation fee (\$25)
- Two professional recommendation letters/or completed recommendation forms
- Official transcripts from all institutions leading up to and including the one indicating the completion of a baccalaureate degree.

PROGRAM REQUIREMENTS

- *California Basic Educational Skills Test (CBEST)* A passing score on the CBEST is required.
- *Education and Grade-Point Average:* Teacher candidates must have completed a baccalaureate or higher degree from a

regionally accredited college or university. A cumulative undergraduate grade point average of 2.750 is required to be admitted into the credential program. Candidates who do not have a 2.750 cumulative grade point average may apply for “Admission with Conditions.”

- *Teacher Education Program Interview:* All candidates must complete a personal interview with faculty from the School of Education. Following the interview, the interviewers discuss the candidate’s potential and recommend one of the following: admission, “admission with conditions,” or denial of admission.

OTHER* CREDENTIAL REQUIREMENTS

- *Subject Matter Competence:* Single Subject candidates meet this requirement by completing a state-approved subject matter competency program or by passing the appropriate subject matter exam. Information about examinations is available at each location. Multiple Subject candidates are required to pass the CSET: MS.
- *Professional Preparation:* met by completing the sequence of courses for the appropriate credential program.
- *US Constitution:* Knowledge of the Constitution is demonstrated by either a California Commission on Teacher Credentialing approved college level course, by exam, or by a workshop followed by an exam offered by PLNU.
- *Developing English Language Skills:* Met by passing Education 532.
- *Teacher Performance Assessment (TPA)/E-Portfolio:* All candidates will also be required to successfully pass California’s Teacher Performance Assessment (TPA). All credential candidates will be required to establish an electronic portfolio, providing evidence of meeting required competencies.
- *Current CPR Certification:* Successful completion of an approved infant-child-adult CPR course and documentation of that fact is required before applying for a preliminary credential.
- *Computer Level I Competencies:* Computer Level I competencies are imbedded into Education coursework and successful completion of coursework will meet this standard.
- *Health Clearance:* Evidence must be presented that the candidate is free from tuberculosis.
- *Certificate of Clearance:* Teacher candidates must possess or apply for a valid Emergency Permit or a Certificate of Clearance as they apply for admission to the credential program.
- *Speech Clearance:* An acceptable grade (“C”) or above in an introductory speech course or

satisfactory rating in speech obtained from the Department of Communication and Theatre or the School of Education (form C).

- *Reading Instruction Competence Assessment (RICA):* Multiple Subject candidates are required to pass the Reading Instruction Competence Assessment (RICA) exam prior to applying for a teaching credential.

**Note: The above must be completed in order to obtain a credential. The time for completion varies from one location to another. See your advisor or the Teacher Education Handbook for details.*

Point Loma Nazarene University has a Teacher Education Handbook. This handbook is provided to those applying to the program and contains the actual forms required for credential program admission as well as the instructions for completion.

Once admitted to the program, candidates are assessed during each course as well as in their fieldwork experiences. Decisions regarding each candidate’s ability to continue in the program are made prior to both the first and second student teaching assignments.

Upon successful completion of all requirements and coursework, candidates may apply for the appropriate Preliminary/Level I credential.

ADMISSION TO CREDENTIAL PROGRAM “WITH CONDITIONS”:

Students with less than a 2.750 undergraduate GPA must be admitted “with conditions” following the receipt of two additional written recommendations from college or university faculty members giving evidence for academic potential in credentialing coursework. Such students must meet at least one of the following criteria: (1) a minimum 2.550 GPA in the major, (2) a minimum 2.750 GPA for the previous two semesters, (3) a minimum of 3.000 GPA for each class in the previous semester and 6 units of post-baccalaureate work, or (4) successful completion of a graduate degree from a regionally accredited university. Interviews of such candidates must include a third interviewer. The Interview Committee may recommend the completion of certain remedial work that must be completed prior to advancement to full-candidacy.

Such “with conditions” students must earn at least a “B” in all program coursework. They must also receive a minimum evaluation score (see advisor for details) in their student teaching to continue in the program.

Professional Level II Clear Credential

Candidates may earn the Professional Clear Credential through a California Commission on Teacher Credentialing (CCTC) approved Professional Teacher Induction program, through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special education, computer education and teaching English learners.

PLNU offers a special Master of Arts in Education degree with a concentration in Teaching and Learning in partnership with public school districts offering a Beginning Teacher Support and Assessment (BTSA) Induction Program. For more information see www.pltoma.edu/graded or contact the location nearest you.

PROFESSIONAL AND SERVICES CREDENTIALS (PRELIMINARY AND PROFESSIONAL ADMINISTRATIVE SERVICES, PUPIL PERSONNEL SERVICES, CLAD CERTIFICATE)

- Application
- Matriculation fee (\$25)
- Two recommendation letters/or completed recommendation forms
- Official transcript showing completion of a bachelor or higher level degree (other transcripts may be required in particular circumstances e.g. transfer courses, but these will not be required for admission)
- Evidence of passing score on CBEST

TUITION COSTS (PER UNIT):

	San Diego	Arcadia	Bakersfield
500-599	\$ 355	\$ 385	\$ 355

Master of Arts

The Master of Arts degree is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree. The Master of Arts is offered in Religion with two concentrations and in Education with four concentrations.

APPLICATION FOR ADMISSION TO MASTER OF ARTS-RELIGION

- A completed admission application form;
- An undergraduate upper-division grade-point average of 3.000;
- All official transcripts from accredited institutions, one of which must indicate the completion of an undergraduate degree;
- A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance;
- A writing sample which indicates graduate-level ability;
- Test scores: Graduate Record Exam minimum raw scores: 400 verbal and 400 quantitative or Miller Analogies Test raw score of 35; and
- An interview with the appropriate graduate director or coordinator.

APPLICATION FOR ADMISSION TO MASTER OF ARTS—EDUCATION

- A completed admission application form
- Successful completion of post-baccalaureate credential program or graduate degree program or an undergraduate upper-division grade-point average of 3.000;
- Official transcript showing completion of a bachelor degree (other transcripts may be required if MA program is joined with a credential program, but these will not be required for admission);
- A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance;
- A writing sample which indicates graduate-level ability;
- Test scores: Graduate Record Exam or Miller Analogies Test; and
- Interview with the appropriate graduate director or coordinator

Prospective candidates who have completed a graduate degree from a regionally accredited college or university will not be required to take an admission examination and the undergraduate grade point average requirement will be waived.

TUITION COSTS (PER UNIT):

	San Diego	Arcadia	Bakersfield
M.A. – Education	\$ 420	\$ 455	\$ 420
M.A. – Religion	\$ 255		

Master of Business Administration

The Master of Business Administration is a professional degree designed for adults who have developed quality experience in the business world and desire to continue their education in a field that is beneficial to their needs and careers. The degree is offered as a cohort program.

APPLICATION FOR ADMISSION TO MASTER OF BUSINESS ADMINISTRATION

- A completed admission application form;
- Baccalaureate degree from a regionally accredited institution;
- All official transcripts from accredited institutions, one of which must indicate the completion of an undergraduate degree;
- Three letters of recommendation; and
- A personal essay that describes why the applicant desires to participate in the M.B.A. program and a description of the applicant’s future goals;
- The successful completion of a post-baccalaureate professional certificate program or graduate degree program, or scores from the Graduate Management Admission Test (GMAT);
- An interview with a faculty member from the School of Business;
- Evidence of knowledge of the Bible and Christian principles;
- Evidence of successful completion of an accounting course;
- Evidence of successful completion of a college algebra course; and
- Evidence of basic knowledge of content of undergraduate courses in economics, finance, law management, marketing and statistics. If the student has not taken the undergraduate courses listed above, the evidence of knowledge of content requirement can be fulfilled in one of the following ways:
 - ◆ Special course content examination, or
 - ◆ Evidence of familiarity with curriculum content from work or other experience, or
 - ◆ Attending a seminar course for each of the basic business courses listed above.

TUITION COSTS

For the M.B.A. cohort that begins in the fall of 2005, the cost of the program is \$22,000 (\$550 per unit).

Master of Ministry

The Master of Ministry is a professional degree designed for the active minister who desires additional academic development leading to a master’s degree focusing on Christian ministry a total of 36 units are required for the degree.

APPLICATION FOR ADMISSION TO MASTER OF MINISTRY

- A completed admission application form;
- Official transcripts indicating an approved undergraduate degree;
- Evidence of one year full-time Christian ministry
- An interview with the Director of Master of Ministry program; and
- A writing sample which includes a statement of commitment to Christian values and to excellence in scholarship.

TUITION COSTS

\$255 per unit. Note: the per-unit cost may be lower based on class size.

Master of Science in Nursing

The Master of Science in Nursing is an advanced degree combining instruction, research, and public service opportunities for nursing professionals. The program is offered by cohort groups.

ADMISSION REQUIREMENTS

- A Bachelor of Science in Nursing degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program;
- Official transcripts for previous colleges and universities;
- Successful completion of post-baccalaureate certificate program or graduate degree program, or an undergraduate grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.990 may be considered under the exception policy [see below]);
- Current California licensure as a registered nurse;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Current malpractice insurance;
- A health examination within six months of the first clinical course;
- Proof of immunizations and a current TB screening (within six months) upon admission to the program;

- A completed application for admission and three letters of reference (two professional and one personal);
- A personal essay demonstrating writing skills and the importance of graduate study to the applicant;
- A personal interview with the graduate nursing selection committee;
- Completion of the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE);
- Basic computer literacy; and
- Completion of baccalaureate courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership and community health nursing.

TUITION COSTS

\$ 520 per unit.

EXCEPTIONS POLICY

Applicants who do not meet the above standards, but who can demonstrate an exceptionally rich experiential background and/or demonstrate dramatic change in academic performance, may petition the School of Nursing to review their status. This petition, if approved by the School of Nursing, is then sent to the Graduate Studies Committee. (See Graduate Admissions Procedures.)

Educational Specialist

The Ed.S. degree program is a post-master's degree program designed for experienced teachers, counselors, administrators, and others interested in school change and leadership.

Earning the Educational Specialist degree requires:

- The satisfactory completion of prescribed graduate courses in the 700 series for a total of 32 semester units;
- A written comprehensive examination over the field of specialization with a satisfactory score; and
- A positive recommendation by departmental faculty.

APPLICATION FOR ADMISSION TO EDUCATIONAL SPECIALIST

In addition to the requirements for admission to the Master of Arts degree (see above), applicants for admission to the Educational Specialist programs must present evidence of:

- A master's degree from an accredited institution and an academic background adequate for the specialized study required;
- A minimum of three years of successful full-time classroom teaching, administrative experience, pupil personnel experience, health, or library experience in the public schools or in private schools of equivalent standing; and
- A grade-point average of 3.000 on master's degree work.

TUITION COSTS (PER UNIT):

San Diego	Arcadia	Bakersfield
\$ 455	\$ 455	\$ 455

FINANCIAL AID

Financial assistance is intended to recognize and aid students who otherwise would be unable to attend Point Loma Nazarene University. The financial assistance program at PLNU includes a limited number of scholarships, grants, and loans. Awards are made on a one-year basis, and federal regulations mandate that financial aid awards are disbursed in multiple disbursements. Awards may be renewed every year, provided students complete the required procedures and remain financially and academically eligible. An award letter is issued to students after they have submitted the appropriate paperwork to the University's Student Financial Services office. This paperwork includes the Free Application for Federal Student Aid (FAFSA) and the PLNU Application for Financial Assistance for credential and graduate students the academic year in which they wish to receive an award letter. The FAFSA can be obtained at the Student Financial Services office or on-line at www.fafsa.ed.gov. The PLNU Application for Financial Assistance can be obtained on-line at www.ptloma.edu/financialaid, or in the Student Financial Services office at each campus location.

Satisfactory Academic Progress (SAP). In accordance with the Higher Education Act of 1965, as amended, all post-secondary institutions establish a Satisfactory Academic Progress (SAP) policy. At Point Loma Nazarene University, all students receiving federal and state financial aid (including federal loans such as federal Stafford, Perkins, or PLUS) are required to make satisfactory progress in order to maintain eligibility for financial aid programs. PLNU's SAP policy requires students to complete a minimum number of units (the quantitative requirement) and maintain a minimum grade-point average at the end of the academic year (the qualitative requirement). For more complete information on the University's SAP policies, students may contact the Student Financial Services office at each teaching location.

Federal Family Educational Loan Program (FFELP)

The Federal Family Education Loan Program (FFELP) enables students to borrow from eligible lenders at a low interest rate to help meet educational expenses at a participating college or university. Under the FFELP, the funds for a loan are borrowed from a private lender (a bank, credit union, or other lender that participates in the Program). Applicants must complete the FAFSA and the PLNU Application for Financial Assistance.

Graduate students who are enrolled in three units or more, meet the University's SAP policy, and are citizens of the United States or U.S. permanent residents are eligible for federal Stafford Loans. FFELP Stafford Loans are either subsidized or unsubsidized. Students can receive a subsidized and an unsubsidized loan for the same enrollment period. A subsidized loan is awarded on the basis of financial need, and borrowers will not be charged interest before they begin repayment or during authorized periods of deferment. The federal government subsidizes the interest during these periods.

An unsubsidized loan is not awarded on the basis of need. Student borrowers will be charged interest from the time the loan is disbursed until it is paid in full. If students allow the interest to accumulate, it will be capitalized—that is, the interest will be added to the principal amount of their loan and additional interest will be based upon the higher amount.

The maximum amount that eligible, dependent, Teaching Credential Students may borrow is \$5,500 a year. These students may borrow a maximum aggregate loan limit of \$23,000. An independent, Teaching Credential Student may borrow up to an aggregate of \$46,000 (no more than \$23,000 may be subsidized). Qualifying graduates or professional students may borrow up to \$8,500 per year. The aggregate amount for graduate or professional students is \$138,500 (no more than \$65,500 may be subsidized) and includes any Stafford Loans obtained at the undergraduate level.

The interest rate on new Stafford loans is variable, adjusted annually on July 1, with a cap of 8.25 percent. Payment on principal and interest begins six months after graduation, withdrawal or if the student is enrolled less than halftime. An origination fee up to three percent and an insurance fee up to one percent is charged on each loan.

FINANCIAL AID FOR TEACHING CREDENTIAL STUDENTS

Teaching Credential Students at Point Loma Nazarene University may be eligible for Federal Stafford Loans, Cal Grant Teaching Credential Program (TCP), academic scholarships, or Nazarene Grants and veterans benefits. Teaching Credential Students who are enrolled in six units or more, meet the University's Satisfactory Academic Progress (SAP) policy, and are citizens of the United States or U.S. permanent residents are eligible for Federal Stafford Loans. An award letter is issued to students after they have submitted the appropriate paperwork to Point

Loma Nazarene University's Student Financial Services office. This paperwork includes the FAFSA and the PLNU Application for Financial Assistance for Credential and Graduate Students for the academic year in which they wish to receive an award. The FAFSA may be obtained at the Student Financial Services office or on-line at www.fafsa.ed.gov. The PLNU Application for Financial Assistance may be obtained on-line at www.ptloma.edu/financialaid, or at the Student Financial Services office at each teaching location.

Cal Grant Teaching Credential Program (TCP).

Cal Grant A or B recipients who:

1. Have received a Bachelor's degree;
2. Are accepted and have enrolled in a professional teaching preparation program at PLNU within 15 months of the end of the term for which the recipient last received a Cal Grant payment;
3. Have not received or submitted an application for a Preliminary Teaching Credential;
4. Do not currently possess any other initial teaching credential;
5. Continue to maintain financial need for a Cal Grant;

Should contact the California Student Aid Commission (CSAC) for information and application materials or visit CSAC's web site at www.csac.ca.gov.

At Point Loma Nazarene University full-time for a Teaching Credential Student is twelve units. To be eligible for the Cal TCP Program, students must carry at least six units.

ACADEMIC SCHOLARSHIPS AND NAZARENE GRANTS FOR TEACHING CREDENTIAL STUDENTS

Academic scholarships and Nazarene Grants will only be applied to Teaching Credential Students who either began their undergraduate coursework at PLNU and graduated in four years or less, or took the last twenty-four units of their undergraduate coursework at PLNU. Classes that qualify for assistance must begin at the next regular semester after undergraduate graduation. Assistance is available for up to 12 months. A Teaching Credential Student must be full-time to receive either of these awards. The Academic scholarship has a minimum GPA requirement. This requirement depends on the policy during the year of the students' first enrollment at PLNU.

Federal PLUS Loans (Parent Loans for Undergraduate Students). These loans are for parents or stepparents who need to borrow for their dependent, Teaching Credential Student's educational costs. These loans are not based on a family's income or assets, though the parent borrower is required to pass a credit check. To be eligible to receive a PLUS Loan, parents must apply online at www.ptloma.edu/financialaid and click on "Applying for My Parent (PLUS) Loan 2005-2006" and follow the instructions. In addition, the student must complete and submit the PLNU Application for Financial Assistance for Credential and Graduate Students.

PLUS Loans carry a variable interest rate, adjusted annually on July 1 each year, with a cap of nine percent. An origination fee up to three percent and an insurance fee up to one percent is charged on each loan. Repayment begins 60 days after the final loan disbursement of the academic year. There is no grace period for these loans; this means that interest begins to accumulate at the time the first disbursement is made. Parents of dependent students in the teaching credential program must begin repaying both principal and interest while students are enrolled at the University.

LIMITATION OR FORFEITURE OF FINANCIAL ASSISTANCE

Special students, not officially working for degrees or credentials and part-time students registered for less than six semester units as a credential or less than 3 units as a graduate, are not eligible for financial assistance. Defaulted loans from prior institutions or PLNU automatically exclude students from receiving federal aid until they have made satisfactory arrangements with the bank, collection agency, or U.S. Department of Education. Over awards owed on a federal grant also exclude students from receiving federal aid. Students are required to provide written documentation of the arrangements or payment in full.

REQUIREMENTS, DEADLINES, AND APPLICATION PROCEDURES

All students requesting financial assistance must do the following:

- Make formal application for admission, be officially accepted by the Graduate Admissions Office or Teaching Credential Program and the particular graduate program, and be enrolled at least a half-time;
- Complete and file the PLNU Application for Financial Assistance with the Student Financial Services office; and
- Complete and file the FAFSA form.

Financial awards are made on a yearly basis. The awards are disbursed on a Quad or Semester basis. Many awards may be renewed every year, provided the student completes the required procedures and remains financially and academically eligible.

VETERANS BENEFITS

Point Loma Nazarene University is approved for the training of veterans. Any students receiving veterans benefits are required to maintain satisfactory academic progress and conduct according to standards established and enforced by the University, and published in this Graduate *Catalog*. The Student Financial Services office monitors all veterans progress on a regular basis and is responsible for reporting all changes in status to the Veterans Administration, which may affect benefits received by students. Failure to make satisfactory academic progress will result in the loss of eligibility to receive benefits. If withdrawal from the University occurs, veterans benefits will be terminated as of the official termination of enrollment.

PAYMENT INFORMATION AND REFUND POLICY

Students are responsible for handling all financial matters related to their attendance at the University and are charged for all courses for which they are registered unless a Change of Schedule form is filed with the student's campus location, completed with the proper signatures.

Payment Options

Payment in Full: Payment of total charges for enrolled session is due at the end of the second week of classes.

Multiple Payments: Payment of total charges for semester is split into four equal payments, due by the 1st of each month. Students interested in this option must complete an Automatic Monthly Debit/Credit Card Authorization Form, available at the Student Financial Services office. Debit or credit card only.

Financial Aid: Students interested in obtaining financial aid may be eligible for scholarships, grants, and/or loans. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) and the PLNU Application for Financial Assistance for Credential and Graduate Students, available at the Student Financial Services office.

Refund Policy

Refunds or adjustments of student accounts arising from registration changes are made as of the date the Change of Schedule form is filed at the student's campus location. Students may receive a refund for any dropped course provided that: 1) the course is dropped within the parameters of the refund schedule 2) the course is dropped via online registration, e-mail, or a signed Change of Schedule form turned into the appropriate campus location by the close of the business week for which the student wishes to receive a refund. Please note – close of business week refers to Friday at 4:30 pm, exempting holidays.

Refund Schedule

16-week semester:

Class is dropped in weeks:

1-2 = 100% refund

3 = 75% refund

4 = 50% refund

5-8 = 25% refund

9-16 = no refund

8-week quad:

Class is dropped in weeks:

1-2 = 100% refund

3 = 50% refund

4 = 25% refund

5-8 = no refund

6-week course:

Class is dropped in week:

1-2 = 100% refund

3 = 50% refund

4-5 = no refund

Five 8-hour class meetings:

Class is dropped after class:

1 = 50% refund

2-5 = no refund

4-week course:

Class is dropped in week:

1 = 100% refund

2 = 50% refund

3-4 = no refund

Other configurations: Refund is based upon the percentage of class time elapsed in a proportional manner to the semester and quad schedules.

WITHDRAWALS

At the time a student leaves the University all accounts must be paid in full. Any unpaid balance will accrue interest at eighteen (18%) percent per annum. In addition, Point Loma Nazarene University may report unpaid accounts to a national credit bureau. Students are responsible for paying all collection costs, including attorney fees and court costs as adjudged reasonable, in the event a suit must be instituted. Transcripts will not be released, nor will a student be permitted to participate in graduation, until all accounts at the University have been paid.

Operational costs are sometimes affected by factors over which the institution has no control. Therefore, the charges and financial-aid policies quoted in this Graduate *Catalog* are subject to change without notice.

Fees

Health and Accident Insurance Fee

Graduate students may obtain this insurance, but must specifically apply for the insurance during the first four weeks of each semester. The fee for 2005-2006 will be determined at a future date. The fee for 2004-2005 was \$280 per semester. Application forms for this insurance are available at each graduate location.

The University is not responsible for loss or damage to personal property.

Special Fee

Student teaching fee, per unit	\$75.00
Special examination fee . . . . .	.35.00
Matriculation fee . . . . .	.35.00
Credential analysis fee . . . . .	.45.00
Teacher placement fee . . . . .	.45.00
Career file (placement) . . . . .	.15.00

ORGANIZATION OF THE UNIVERSITY

ACADEMIC GOVERNANCE

Point Loma Nazarene University is committed to broad-based participation in decision making as evidenced in the organization of the faculty and administration. Both groups serve, often with student members, on a wide range of councils and committees that deal with administrative and faculty areas of concern. Recommendations are brought to faculty meetings and/or to the administration through the Administrative Cabinet. A complete listing of the committee structure is included in the *Faculty Handbook*.

In matters of curriculum, the various academic units (education, arts and sciences, and social science and professional studies) propose changes through the Academic Policies Committee, and then on to a general meeting of the faculty acting as a committee of the whole. The Provost provides general direction to these efforts with the assistance of the Vice Provosts. The Academic Affairs Committee of the Board of Trustees acts upon matters of policy relative to the academic program.

College of Arts and Sciences

ADMINISTRATION

LocationBond Academic Center, Deans' Suite
 Telephone619.849.2221
 Fax619.849.7018
 Dean, College of Arts
 and SciencesDavid L. Strawn
 E-maildstrawn@ptloma.edu
 Administrative AssistantJudy Ashcraft

GENERAL INFORMATION

The College of Arts and Sciences is at the very heart of liberal arts education at Point Loma Nazarene University. Programs in the arts and sciences are offered through seven academic departments and the School of Theology and Christian Ministry. Course offerings in the arts and sciences are designed to help students explore a wide range of ideas. The College's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the University's mission To Teach, To Shape, To Send, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

CURRICULA

Students should refer to the following pages in this *Undergraduate Catalog* for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Arts and Sciences.

Master's Degrees

Master of Arts in Religion
 Master of Ministry

Bachelor's Degrees *(B.A. unless otherwise noted)*

Art Subject Matter
 Biblical Studies
 Biology (B.A., B.S.)
 Biology-Chemistry (B.S.)
 Broadcast Journalism
 Chemistry (B.S.)
 Christian Ministry
 Composition (Music) (B.Mus.)
 Computer Science (B.A., B.S.)
 Engineering Physics (B.S.)
 Graphic Design
 Information Systems (B.S.)
 Instrumental Performance (B.Mus.)
 Journalism
 Literature
 Mathematics (B.A., B.S.)
 Music
 Music and Ministry
 Music Education
 Philosophy
 Philosophy and Theology
 Physics (B.A., B.S.)
 Piano Performance (B.Mus.)
 Romance Languages
 Spanish
 Visual Arts
 Vocal Performance (B.Mus.)

Minors

Children's Ministry
 Computer Science
 French
 Information Systems
 Literature
 Mathematics
 Music
 Philosophy
 Physics
 Spanish
 Youth Ministry

Credential and Internship Programs

California Commission of Teacher Credentialing in single-subject arts and science content areas, Christian Ministries Internship, Institute for Holy Land Studies (a division of Jerusalem University College).

CENTERS

Point Loma Nazarene University maintains several centers, and one in particular falls within the organization of the College of Arts and Sciences.

Center for Pastoral Leadership

Norman V. Shoemaker, D.Min, Director

The Center for Pastoral Leadership exists to enhance the education mission of the University through its work with ministerial students, pastors, and the Church. The Center is an educational and service resource designed to strengthen the relationship of the University and the sponsoring denomination, the Church of the Nazarene, and to promote effectiveness in pastoral ministry.

Activities of the Center include oversight of the Master of Ministry degree program, mentoring of pre-ministerial students, continuing education for pastors, and other aspects of Church and University relations including, especially, pastoral support.

ACCREDITATIONS AND AFFILIATIONS

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC) and the National Association of Schools of Music (NASM).

ACADEMIC ORGANIZATION

The College of Arts and Sciences, under the direction of the dean of the college, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the College.

Department of Art and Design –

James Skalman, chair

Department of Biology – Kerry D. Fulcher, chair

Department of Chemistry – Kenneth A. Martin, chair

Department of Literature, Journalism, and

Modern Languages – Karl E. Martin, chair

Department of Mathematical, Information, and

Computer Sciences – Maria R. Zack, chair

Department of Music – Paul S. Kenyon, chair

Department of Physics and Engineering –

Keith G. Walker, chair

School of Theology and Christian Ministry –

Samuel M. Powell, dean

College of Education

ADMINISTRATION

LocationBond Academic Center, Deans' Suite
Telephone619.849.2640
Fax619.849.7018
Dean, College of EducationDarrel R. Falk
E-maildfalk@ptloma.edu
Administrative AssistantLinda Nelson

GENERAL INFORMATION

The College of Education at Point Loma Nazarene University is responsible for Graduate Program Support and for all programs in the School of Education. Course offerings in the School of Education are designed to help students explore a wide range of ideas and skills, while meeting the requirements of the California Commission on Teacher Credentialing. The College's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the University's mission To Teach, To Shape, To Send, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

CURRICULA

Students should refer to the following pages in this *Graduate Catalog* for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Education.

Graduate Degrees

Master of Arts (M.A.) in Education
Educational Specialist (Ed.S.)

Undergraduate Degree

Liberal Studies (B.A.)

Credential Programs

Point Loma Nazarene University offers course work that fulfills the requirements of the State of California Commission of Teacher Credentialing in single-subject teaching (secondary education) and in multiple-subject teaching (elementary education). Single-subject approved programs include art, music, physical education, English, social science, home economics, mathematics, and biology.

ACCREDITATIONS AND AFFILIATIONS

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Credentialing (CCTC).

ACADEMIC ORGANIZATION

The College of Education, under the direction of the dean of the college, functions with the supervision of Graduate Support Services and the School of Education. There are three directors:
PLNU, Arcadia – Karen R. Davis
PLNU, Bakersfield – Don A. Burnard
PLNU, Mission Valley – Darrel R. Falk

College of Social Sciences and Professional Studies

ADMINISTRATION

LocationBond Academic Center, Deans’ Suite
 Telephone619.849.2653
 Fax619.849.7018
 Dean, College of Social Sciences and Professional Studies . . .Rebecca A. Havens, Ph.D.
 E-mailbhavens@ptloma.edu
 Administrative AssistantLauren Johnson

GENERAL INFORMATION

The College of Social Sciences and Professional Studies centers on areas of study at Point Loma Nazarene University that focus on preparation in the social sciences and professions. Programs in the social sciences and professions are offered through six academic departments, the School of Business, and the School of Nursing. Course offerings in the social sciences and professional studies are designed to help students explore a wide range of people-related, theoretical, and practical knowledge and skills. The College’s highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the University’s mission To Teach, To Shape, To Send, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

CURRICULA

Students should refer to the following pages in this Undergraduate Catalog for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Social Sciences and Professional Studies.

Master’s Degrees

Master of Business Administration
 Master of Science in Nursing

Bachelor’s Degrees (*B.A. unless otherwise noted*)

Accounting
 Athletic Training
 Broadcast Journalism
 Business Administration
 Child Development
 Communication
 Consumer and Environmental Sciences
 Dietetics (B.S.)
 Exercise Science
 Family Life Services
 History
 Industrial-Organizational Psychology
 International Development Studies
 International Studies
 Managerial and Organizational Communication
 Media Communication
 Nursing (B.S.N.)
 Nutrition and Food
 Physical Education
 Political Science
 Psychology
 Social Science
 Social Work
 Sociology
 Theatre

Minors

- Accounting
- Business Administration
- Child Development
- Communication
- Criminal Justice
- History
- International Development Studies
- Media Communication
- Nutrition
- Nonprofit Organizational Management
- Pre-Therapeutic Psychology
- Public Relations
- Sociology
- Theatre
- Women’s Studies

CREDENTIAL AND INTERNSHIP PROGRAMS

California Commission of Teacher Credentialing in single-subject social science and professional content areas, Los Angeles Film Studies Center, World Capitals Program.

CENTERS

Point Loma Nazarene University maintains several centers within the organization of the College of Social Sciences and Professional Studies, including:

- Armenian Center for International Development
- Center for Justice and Reconciliation
- Early Childhood Learning Center
- Fermanian Business Center
- Health Promotion Center in the School of Nursing
- Institute of Politics and Public Service
- Margaret Stevenson Center for Women’s Studies

ACCREDITATIONS AND AFFILIATIONS

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC), the Association of Collegiate Business Schools and Programs, the Commission on Accreditation of Allied Health Education Programs, and the Commission on Collegiate Nursing Education.

ACADEMIC ORGANIZATION

The College of Social Sciences and Professional Studies, under the direction of the dean of the college, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the College.

Department of Communication and Theatre –
Paul R. Bassett, chair

Department of Family and Consumer Sciences –
Kay M. Wilder, chair

Department of History and Political Science –
Linda M. Beail, chair

Department of Kinesiology – Ted Anderson, chair

Department of Psychology – Brad D. Strawn, chair

Department of Sociology and Social Work –
David C. Barrows, chair

Fermanian School of Business – Bruce A. Schooling, dean

School of Nursing – Dorothy E. Crummy, dean

The Armenian Center for International Development – Robert C. Gailey, director

The Center for Justice and Reconciliation –
James F. Gates, director

The Early Childhood Learning Center –
Susan Rogers, academic director

The Fermanian Business Center –
Julie McEliece, director

The Institute of Politics and Public Service –
Ronald B. Kirkemo, director

The Margaret Stevenson Center for Women’s Studies – Linda M. Beail, director

ACADEMIC POLICIES

TRANSCRIPTS

A complete and official transcript is available at the Records Office upon graduation or withdrawal. By federal law, requests for transcripts must be in writing. Transcripts may not be released to anyone other than the student except by written authorization. Students are entitled to free transcripts at no charge (except where a rush order is requested). Unofficial transcripts are available at the Records Office as well as on the Web.

CLASS SCHEDULES

All class schedules are posted on the Web. The schedule of classes is available each spring for the following year's classes. Also, in the spring a Summer Sessions schedule of classes is posted. The University reserves the right to cancel any class with insufficient enrollment and make necessary changes in its schedule and programs.

ACADEMIC HONESTY

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of campus life. Academic honesty and integrity are strong values among faculty and students alike. Any violation of the University's commitment is a serious affront to the very nature of Point Loma's mission and purpose. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations.

A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course. The faculty member will file a written report of the incident and the action taken with the program director. The director, after an examination of the event, will submit a report to the Vice Provost for Graduate Program Support. If he/she believes other disciplinary action should be taken, consultation between the faculty member and the administrators will determine the resulting discipline.

The student or students involved in the academic

dishonesty may appeal the action by talking first to the program director then, if necessary, to the Vice Provost, and finally to the Graduate Studies Committee. The appeal decision reached by this committee is final. If a grade of "F" is received in a course due to academic dishonesty, the student may not withdraw from the course nor can the course be dropped to remove the "F" grade.

REGISTRATION LIMITATIONS

Concurrent Enrollment. A registered student may not transfer credit for a course taken concurrently at another institution if a similar course is offered at the University except by prior approval of the director of the program. In computing a student's maximum load, all courses being taken are considered.

ALTERNATE-YEAR OFFERINGS

Some of the courses listed in this Graduate *Catalog* are offered on alternate years. The University reserves the right to withdraw courses and to make changes in its class schedule and academic program as necessary.

PREREQUISITE/COREQUISITE

Some courses listed in this Graduate *Catalog* stipulate either a prerequisite or a corequisite. A prerequisite is a condition or requirement that must be fulfilled prior to enrolling in a course, such as a specific student classification, permission of the instructor, or another course. A corequisite refers to a condition or a requirement that must be met prior to or concurrent with enrollment in a course.

TIME LIMIT FOR COMPLETION OF A GRADUATE DEGREE

All requirements for the graduate degree and/or a credential must be completed within an eight-year period from the time of initial enrollment in the program. Transfer credit will be evaluated for acceptance by the program/location director.

DEPARTMENTAL RECOMMENDATION FOR DEGREE COMPLETION

Prior to recommending a student for a degree, the Department will evaluate the student's:

- Knowledge base, including a capstone academic experience; and
- Grade-point average, writing, speaking, and other requirements.

The Records Office will review documents prior to graduation to assure that all requirements for graduation have been met.

All work taken toward a degree must be completed in full before graduation. Degrees are conferred only once a year at the close of the academic year.

A candidate who is deficient in meeting graduation requirements by an amount which could reasonably be earned in the Summer Sessions following, may be permitted to participate in the spring Commencement. The student will not receive a diploma, but will be publicly recognized as a summer graduate, and the fact will be indicated on the Commencement program. The diploma will be presented only upon satisfactory completion of all work for the degree.

CURRICULAR EXCEPTIONS

Occasionally, due to transfer credits or other acceptable reasons, an exception to Graduate *Catalog* requirements may be appropriate. For such considerations students may petition the Graduate Studies Committee. Decisions regarding exceptions will be made by this committee based upon the merit of each individual case.

APPLICABLE CATALOG

Students in continuous enrollment may elect to graduate under the curricular requirements of either: the Graduate *Catalog* for the year in which they entered the University; or the Graduate *Catalog* of a subsequent year. Those whose enrollment is not continuous (i.e. not enrolled for more than one semester) as regular students will be subject to the Graduate *Catalog* requirements for the year in which they re-enter the University or that of a subsequent year. A student may not combine requirements from two or more catalogs.

COURSE NUMBERING SYSTEM

- 300-399 Foundational lower-division courses open to post-baccalaureate and graduate students when approved by a director.
- 400-499 Upper-division courses open to post-baccalaureate and graduate students when approved by the director of the graduate program.
- 500-599 Post-baccalaureate courses taken by students in the Teaching Credential program.
- 600-699 Graduate courses open to students who hold a valid bachelor's degree.
- 700-799 Graduate courses open to students who hold a valid master's degree.

COURSE LOADS

Six semester units are considered a minimum full-time course load for a graduate student during one semester. For government financial aid, the full-time course load for post-baccalaureate students working on a teaching credential is twelve units. For institutional aid, it is considered

to be nine units. The minimum number of units to receive government aid is six.

The maximum course load for credential students during the entire summer is 15 units.

No student who is employed full-time may register for more than two courses of graduate credit in addition to accompanying field work in any regular semester.

The maximum graduate course load is twelve units. Overloads (over twelve units) may be carried with the written approval of the advisor and the program director.

REGISTRATION AND USE OF UNIVERSITY FACILITIES

Graduate study commonly involves periods of independent study. Students who have completed all course requirements for a degree often need to use a laboratory or other facilities to carry out required independent study or thesis research. For the protection of both the student and the University, any student using facilities or making use of the professional time of faculty members must be enrolled for credit.

ADD/DROP POLICY

Adding a Class. During the first two weeks of the semester students may add classes with the permission of the academic advisor and the course instructor.

Courses which begin or end at dates other than the beginning or end of the academic semester, may be added or dropped on a schedule with the same proportion as a regular semester course.

Dropping a Class. Students may drop a course through the first 50 percent of the period of offering; enrollment will be deleted from the student's permanent record. After that, a student with extenuating personal circumstances may request permission of the program director (local site director in the case of Education programs) to withdraw from the course. If approved, a "W" will appear on the transcript with no impact on the GPA. If the petition is not approved or not submitted, the grade of "WF" will be assigned or a letter grade in accordance with the grading policy noted in the syllabus as determined by the professor. Students will want to consider Refund and Transcript Implications when dropping a class. (See chart).

TRANSFER CREDIT

Students who transfer into a graduate program from another accredited institution may apply, with the approval of the program director, a maximum of six graduate semester units.

GRADES AND GRADING SYSTEM

Grading. Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of a term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

[H] Audit. The grade assigned when a course is taken as an audit course. A student wishing only exposure to a course may elect to audit the course. The student will register in the regular manner and pay the regular fees. Regular attendance at all class meetings is the responsibility of the student, but written assignments and examinations are not mandatory. A grade of H will be awarded for satisfactory attendance. A grade of F will be awarded for non-attendance. Courses audited carry no credit toward the grade-point average, toward graduation, or toward meeting professional requirements. Audit units count toward the student's course load, except in determining financial aid. Audits may be repeated for credit.

[CR] Credit. The grade utilized for designated courses which are graded on a Credit/No Credit basis. Courses graded Credit are counted toward a student's total number of units but have no grade-point value and no effect on the grade-point average.

[I] Incomplete. A grade of Incomplete is given for work which has been completed partially in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. The grade of "I" is to be given only on the basis of extraordinary circumstances clearly beyond the student's control. The grade of "I" is regarded as a deficiency grade and may be removed by the assignment of additional work to make up the deficiency; or, in cases where the "incomplete" is assigned because of inability to take a final examination, by a special examination. A grade of "I" must be made up, if at all, by the end of the next regular semester. Until made up, a grade of "I" is considered as "F" in determining the student's grade-point average, and eligibility for financial assistance.

[IP] In Progress. A provisional grade used in certain courses which may extend longer than a semester. The grade of "IP" carries no grade points, and is replaced by the letter grade earned when the requirements for the course are properly completed. The grade of IP (In Progress) is used

in connection with education courses that extend beyond one semester (Education 540, 550, 560, 570 and 580; Graduate Education 628, 638, 639, 642, 677, 682, 684, 683, 685, 686, 687, 689, 691, 698, 699, 795 and 796; Christian Ministries 612, 622, 632, 642, 652, 662, 672, 675, 682, 685, 690; Graduate Nursing 604, 605, 605L, 608, 608L, 610L, 611L, 612L and 613L; Graduate Religion 690, 699; Business 695.) The IP is assigned at the completion of the intervening term and is replaced with CR (Credit) when the student has completed the work. If the work is not completed within one calendar year from the end of the semester date of enrollment (two years for Graduate Education 687 and 796), the course will be computed into the grade-point average as an NC (No Credit). It is the student's responsibility to take initiative in completing the coursework during the one-year period.

[NC] No Credit. The grade recorded for all non-passing work in those courses graded on a Credit/No Credit basis. The "NC" grade has no grade-point value and no effect on the grade-point average.

[W] Withdrawn. This grade is recorded when a student doing passing work is given permission by the program or location director to drop a course after the first 50% of the course. In exceptional circumstances (i.e., personal and family emergency) a student may be granted a W after the half-way point.

[WF] Withdrawn under failing conditions. This grade is recorded when a student does not request permission or whose petition to withdraw from a class is denied after 50% of the class.

A grade of "WF" is considered the same as an "F" in calculating the grade-point average.

Courses in which grades of IP, W, AU, CR and NC are received are not included in determining the grade-point average.

Grade Points. Letter grades are converted to numerical equivalents for computation according to the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

COURSE GRADE APPEAL

It is the responsibility of the faculty to evaluate student performance and assign grades. The University has established a course grade appeal policy, however, that may be used when a student believes the syllabus was not followed in the grade calculation or if it is thought that grading was done in a capricious and arbitrary manner. The appeal policy does not include student dissatisfaction with a grade based on the faculty member's professional judgment. A

Course Grade Appeal Form available at each location, is filed with the program director at each location and must be filed within one year from the end of the course in which the grade was given.

CLASS ATTENDANCE

Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost.

Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the semester. Registered students who neither attend the first class session nor inform the faculty of their desire to remain on the class roll may, at the request of the instructor, be dropped from the class list.

Exceptions to the foregoing attendance regulations due to extenuating circumstances may be granted only by appeal to the Vice Provost for Graduate Program Support. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

WITHDRAWAL FROM THE UNIVERSITY

Any student who wishes to discontinue attending the University must officially withdraw. If the student has no unpaid accounts or charges of misconduct, they are entitled to an honorable withdrawal. A student may initiate withdrawal from the University by completing a "Notice of Intent to Withdraw from the University – Graduate Programs" form online or by notifying their advisor or program assistant. In such cases a grade of "W" is given in those courses where the work was of passing grade at the time of withdrawal, if after the last day to drop deadline. For unsatisfactory work a grade of "WF" is given. A student withdrawing from all courses and from the university without notifying the appropriate personnel will be given a grade of "F" or "NC" in all registered courses. If there are no unpaid accounts, a transcript of record may be sent to another institution upon request.

Any student who has not been registered for two regular semesters, is not completing any current In Progress (IP) coursework, and has not officially withdrawn will be administratively withdrawn from the University. In any case of withdrawal from the University, the student must readmit to resume taking classes.

EXAMINATIONS

Examinations may be deferred only on account of illness or because of other equally valid conditions over which the student has no control.

MINIMUM GRADES REQUIRED

Except as indicated below, all students admitted to a master's degree program must maintain a grade-point average of 3.000 (B) or better as a condition of remaining in the program.

Note: Students in M.A. program in Education have one probationary semester if their cumulative GPA falls below 3.000. After that, if the GPA does not reach this level, they will be dismissed.

- The minimum acceptable grade-point average for Master of Ministry students is 2.750.
- The minimum acceptable grade-point average for Educational Specialist students is 3.000.
- The grade-point average is computed on all courses taken since admission to graduate study. Courses accepted as transfer credit are not used in computing the grade-point average.
- A low grade earned in a graduate course may not be raised by repeating the course. It is advisable for the student to repeat such a course, but in this case, both grades will be used in computing the grade-point average.
- The Vice Provost for Graduate Program Support reserves the right to deny or to revoke admission to a program for any graduate student who receives unsatisfactory grades.

APPEALS PROCESS

A student who wants to appeal a decision shall set forth in writing the request and the basis for it.

The appeal shall be made in the following order:

- The course professor
- The program coordinator
- The program location director responsible for student's academic area.
- The Vice Provost for Graduate Program Support
- The Provost

Decisions may be appealed ten working days after postmark date of the semester's grade report or ten working days after decision is postmarked. The University is committed to responding within ten working days following the receipt of an appeal.

READMISSION

Students who have been admitted to graduate study but who have withdrawn from the University (or were administratively withdrawn) must apply for readmission. Students who have completed a graduate degree or credential program and wish to begin a new graduate program must apply for readmission and meet the program standards.

INTERNATIONAL STUDENTS

In addition to admission requirements, international students must submit an Affidavit of Support and a score on the Test of English as a Foreign Language (TOEFL) of 550 (213 on the computer-based exam) or International English Language Testing System (IELTS) Band 6. A student from a non-English speaking country who has received a bachelor's degree from an American college or university and has demonstrated proficiency with the English language need not submit a TOEFL score.

Further information on the TOEFL may be obtained by writing to Test of English as a Foreign Language, Box 899, Educational Testing Service, Princeton, New Jersey 08540.

International students planning to enter in the fall semester should submit all application materials and test scores by the first business day in June. Students planning to enter in the spring semester should submit all application materials and test scores by the first business day in October.

THESIS REQUIREMENTS

The purpose of a thesis is to give students experience in carrying out the kind of research they may expect to be doing throughout their professional careers. A thesis involves investigation of primary sources. It may involve a reexamination or reevaluation of primary sources which others have already studied in an effort to confirm or revise the conclusions of others. It may involve a new program of testing and analyzing procedures or methods. In any event, it is intended to demonstrate the student's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research, and to demonstrate ability to form valid generalizations from the data used.

ONE MASTER'S DEGREE

Only one Master of Arts degree may be taken at Point Loma Nazarene University. Any exception to this policy must be approved in advance by the Graduate Studies Committee and the Vice Provost of Graduate Program Support.

COURSE OFFERINGS AND DESCRIPTIONS

The faculty of Point Loma Nazarene University annually reviews curricular proposals through its committee structure. The following section is a summary of approved graduate-level programs and course descriptions. The listing of course descriptions does not imply that they are offered in a given academic year. Students should contact their respective academic departments and the Web for specific information on current offerings. Programs are also subject to change.



Post-Baccalaureate

Credentials *in the* School of Education

Darrel R. Falk, Ph.D. ■ Dean of the College of Education ■ 619-849-2640
 Darrel R. Falk, Ph.D. ■ Director, Teacher Education, San Diego ■ 619-849-2272
 Karen R. Davis M.A. ■ Director, PLNU Arcadia ■ 626-821-8260
 Don A. Burnard, Ed.D. ■ Director, PLNU, Bakersfield ■ 661-321-3481

PLNU offers selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods which ensure learning and achievement. The faculty is committed to equip candidates to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society. Several courses taken as a post baccalaureate credential candidate may be applied toward a Master of Arts in Education.

PRELIMINARY TEACHING CREDENTIALS

Preliminary Level I Multiple Subject Teaching Credential and Intern Program

A Multiple subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, science, social studies, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

COURSE #	TITLE	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	.3

EDU 508	Assessment and Research Practices	.3
EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.3
EDU 524	Differentiated Mathematics Instruction for All Learners	.3
EDU 526	Differentiated Elementary Science, Health and Physical Instruction For All Learners	.3
EDU 528	Differentiated Social Science and Visual and Performing Arts Instruction for All Learners	.3
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 550	Student Teaching/Supervised Intern Teaching II	.4
EDU 551	Student Teaching/Supervised Intern Teaching Inquiry Reflection II	.1
	Total	.37

Preliminary Level I Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject Credential enables a person to teach in a departmentalized (K-12) classroom. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

COURSE #	TITLE	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	.3
EDU 508	Assessment and Research Practices	.3
EDU 530	Differentiated Instruction For All Learners in the Secondary Classroom	.3
EDU 532	Secondary Content Area Literacy	.3
EDU 534	General Methods for Secondary Teachers	.3
EDU 536	Curriculum Development, Innovation and Evaluation	.3
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 550	Student Teaching/Supervised Intern Teaching II	.4
EDU 551	Student Teaching/Supervised Intern Teaching Inquiry Reflection II	.1
	Total .....	.34

Preliminary Level I Education Specialist (Mild/Moderate) Teaching Credential and Intern Program

This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, Individual Education Plans (IEP), specialized curricula, learning, behavior and transition strategies as well as the use of current and assistive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

COURSE #	TITLE	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	.3
EDU 508	Assessment and Research Practices	.3

EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.3
EDU 524	Differentiated Mathematics Instruction for All Learners	.3
	OR	
EDU 534	General Methods for Secondary Teachers	.3
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	.3
GED 621	Assessment Procedures and Services for Students with Disabilities	.3
GED 631	Curricular and Instructional Adaptations for Students with Disabilities	.3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	.3
	Total .....	.33

Students who are not under contract with a school district also take:

COURSE #	TITLE	UNITS
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 560	Special Education Student Teaching II	.4
EDU 561	Special Education Student Teaching Inquiry and Reflection II	.1
	Total .....	.10

Students who are under an intern contract with a school district also take:

COURSE #	TITLE	UNITS
EDU 555	Educational Specialist Intern Support Seminars (.5 unit for 4 semesters)	.2
EDU 570	Special Education Supervised Intern Teaching I	.4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	.1
EDU 580	Special Education Supervised Intern Teaching II	.4
EDU 581	Special Education Supervised intern Inquiry and Reflection II	.1
	Total .....	.12

Preliminary Level I Education Specialist (Moderate/Severe) Teaching Credential

COURSE #	TITLE	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 507	Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.3
EDU 508	Assessment and Research Practices	.3
EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 525	Methods of Teaching Students with Moderate/Severe Disabilities	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.3
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	.3
GED 621	Assessment Procedures and Services for Students with Disabilities	.3
GED 626	Organization and Management for Success in the Moderate/Severe Classroom	.3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	.3

Fieldwork with special placement depending upon credential authorization (10-12 units)

COURSE #	TITLE	UNITS
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 560	Special Education Student Teaching II	.4
EDU 561	Special Education Student Teaching Inquiry and Reflection II	.1

OR (for those under contract with a school district)

EDU 555	Educational Specialist Intern Support Seminars (.5 unit for 4 semesters)	.2
EDU 570	Special Education Supervised Intern Teaching I	.4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	.1
EDU 580	Special Education Supervised Intern Teaching II	.4

EDU 581	Special Education Supervised intern Inquiry and Reflection II	.1
TOTAL		43-45

TITLE II INFORMATION

According to federal regulations, all accredited departments, schools, and colleges of education are required to report information regarding their candidates' passing rates on examinations. A summary of the passing rates may be found on the Web site at www.ptloma.edu.

Professional Clear Teaching Credential / Master of Arts in Education, Teaching and Learning

PLNU/BTSA PARTNERSHIP PROGRAMS

PLNU offers a special Master of Art in Education Program with a concentration in Teaching and Learning (36 units) for K-12 public school teachers completing their professional clear credential requirements as part of a Beginning Teacher Support and Assessment (BTSA) Program in PLNU/District Partnership Districts. This M.A. program provides a cohesive and relevant course of study beyond the BTSA induction program to develop highly qualified, high performing teachers who can deliberately and explicitly direct and support the learning of ALL students. (For more information on District Partnerships, see www.ptloma.edu/graded or contact the School of Education in your location.

A typical M.A. course of study would be:

- 6 units of specific preliminary credential coursework,
- Up to 8 units of credit from BTSA induction training and practicum work related the following advanced level coursework: Graduate Education 628-Technology, 639-Health, 642-English learners, and 677-Special Populations. The credit will be based on evidence of proficiency based on PLNU course requirements,
- Up to 6 units of credit for Year 1 and Year 2 formative assessment event completion,
- At least 4 units of PLNU advanced, graduate level coursework for the technology, health, English learners, and special populations courses identified above,
- 3 units of Philosophy of Education,
- 9 units of advanced study in specific areas such as: reading certification, research in a content area or an issue of interest, National Board Certification, coursework toward other

advanced credentials or degrees in special education, counseling and guidance, or educational administration.

Beyond academic excellence, this PLNU graduate program provides explicit support for the moral and ethical development of classroom teachers in a Christ-centered learning community.

Customized M.A. courses of study are also available for:

- Experienced classroom teachers with a Ryan credential and,
- Private or charter school teachers who are seeking a CTC approved fifth year/M.A. program to earn their professional clear credential and graduate degree
- Credentialed teachers seeking a teaching position
- Educators seeking a masters degree only

Level II Credential/ Master of Arts in Education, Special Education

PLNU/BTSA DISTRICT PARTNERSHIP PROGRAM

PLNU offers a Level II/M.A. Program (36 units) for special education teachers in K-12 public schools who are participating in Beginning Teacher Support and Assessment (BTSA) Programs in PLNU Partnership Districts.

This Level II/M.A. Program allows special education teachers to fully integrate their BTSA coursework with PLNU coursework to meet the requirements for the Level II credential and continue with highly relevant graduate coursework toward their M.A. degree.

A typical Level II/M.A. course of study would be:

- 6 units of specific Level I coursework,
- 9 units of Level II coursework: Graduate Education 622-Assessment, 616-Curriculum Adaptations,
- Graduate Education 634-Transition with up to 6 units earned from BTSA, district, or regional intensive training sessions or practicum experiences with appropriate evidence of proficiency meeting PLNU course requirements,
- 3-6 units of BTSA formative assessment event completion with appropriate evidence
- 6 units of required advanced coursework in health and technology with up to 4 units earned through BTSA induction training and practicum sessions,
- 3 units of Philosophy of Education,

- 6-9 units of specialized in-depth study or research on a key special education issue.

Beyond academic excellence, this PLNU graduate program provides explicit support for the moral and ethical development of classroom teachers in a Christ-centered learning community.

Customized Level II programs are available for BTSA Induction teachers who have already earned a masters degree but still need to complete requirements for a Level II credential

Preliminary Level I Education Specialist Credential Program— Mild/Moderate

Special Education Teaching Credential

The program is designed for those who wish to teach special education students either as an intern or in a traditional credential preparation program. This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, IEP mandates, specialized curricula, learning, behavior and transition strategies as well as the use of current and adaptive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

Course Descriptions

EDU 502 (3) RESEARCH-BASED LEARNING THEORY

An overview of the major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all students are analyzed and applied. Research-based theories of human learning are examined as to how these theories and practices inform school policies and practices and affect student conduct, attitudes and achievements.

EDU 504 (3) LEGAL, ETHICAL, AND WESLEYAN PERSPECTIVES ON EDUCATION

Major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Research on the social and cultural conditions of K-12 schools are analyzed in relation to the purposes, functions and inequalities of schools. Different perspectives on teaching and learning, alternative conceptions of education are

explored. A professional perspective that recognizes the ethical and professional responsibilities of teaching is developed. Relevant state and federal laws pertaining to the education of all students to sustain a just, democratic society are examined. The role of Christian educators in public and private schools from the Wesleyan tradition and perspective is emphasized.

EDU 506 (3) PRINCIPLES OF LANGUAGE ACQUISITION

Knowledge and application of pedagogical theories, principles, and instructional practices for English language learners and an examination of principles of educational equity to provide English learners and special population students equitable access to the core curriculum. Theoretical foundations and principles of language acquisition and the development of academic English are investigated. Program models for bilingual instruction are examined and compared. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Specially Designed Academic Instruction in English (SDAIE) methodology is emphasized through a field experience practicum.

EDU 507 (3) PRINCIPLES OF LANGUAGE ACQUISITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES

Issues of language acquisition as related to students with Moderate/Severe Disabilities are the class focus. These include: assessment, behavior management, communication styles that impact learning, development of appropriate IEP goals, development of needed augmentative systems, and social skill instruction.

EDU 508 (3) ASSESSMENT AND RESEARCH PRACTICES

Analyzes assessment practices and instruments used to evaluate student academic achievement and social behavior. Relationships between theory and practice provide the basis for reflection to encourage application of proven pedagogical strategies in the classroom.

EDU 520 (3) DIFFERENTIATED READING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS

Intensive instruction grounded in methodologically sound research and organized, systematic, explicit teaching of skills that promote fluent reading. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies for all students, including students with varied reading levels and language backgrounds are provided. Instruction in reading

and related language skills aligned with the state-adopted academic content standards is emphasized. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

EDU 522 (3) DIFFERENTIATED WRITING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS

Grounded in methodologically sound research, the course provides intensive instruction in how to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards and English Language Development standards for Writing and Listening and Speaking. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies for all students, including students with varied writing levels and language backgrounds are provided. The acquisition of, understanding and effective using of systematic instructional strategies designed to make curriculum comprehensible to English learners is emphasized.

EDU 524 (3) DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS

Planning of content-specific instruction consistent with state adopted curriculum frameworks for physical education and health and the methods of delivery of that content and planning and delivery of content-specific instruction consistent with state-adopted K-8 mathematics standards is the focus. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. Includes instruction in how to model and teach students to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students.

EDU 525 (3) METHODS FOR TEACHING STUDENTS WITH MODERATE/SEVERE DISABILITIES

Study of curriculum and instruction appropriate for individualized services including supplementary aids, services and technology. Curricular issues to be addressed include: modification of the curriculum within natural environments appropriate to student needs, selecting appropriate curricula and developing instructional plans based on a variety of assessments. Instruction methods and strategies that are appropriate for individuals with diverse needs, interests and learning styles is addressed.

**EDU 526 (3) DIFFERENTIATED ELEMENTARY
SCIENCE, HEALTH, AND PHYSICAL EDUCATION
INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the social science disciplines are studied through in-depth case studies, historical literature, and cross-cultural activities. The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities will be utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Included also are specific teaching strategies that are effective in achieving goals of a) the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation; b) the acceptance of personal responsibility for lifelong health; respect for and promotion of health in others; understanding of the process of growth and development; and informed use of health-relations information, products, and services.

**EDU 528 (3) DIFFERENTIATED SOCIAL SCIENCE
AND VISUAL AND PERFORMING ARTS
INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the social science disciplines are studied through in-depth case studies, historical literature, and cross-cultural activities. The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities will be utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Specific teaching strategies that are effective in achieving goals of the visual and performing arts including how the various art forms related to each other, other subject areas, and to careers are utilized to emphasize and enhance writing literacy and goals of the visual and performing arts framework.

**EDU 530 (3) DIFFERENTIATED INSTRUCTION FOR
ALL LEARNERS IN THE SECONDARY CLASSROOM**

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts

methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

EDU 532 (3) SECONDARY CONTENT AREA LITERACY

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 533 (3) FOUNDATIONS OF SPECIAL
EDUCATION AND CHARACTERISTICS OF
STUDENTS WITH DISABILITIES**

An overview of the major educational practices of special education, including emergent issues, theories and research. The purpose of special education, laws, ethical concerns, perspectives, characteristics and needs of students with disabilities will be examined. This course provides an introduction to the foundations necessary to provide special education services in the school system. Behavior management strategies for creating effective, safe learning environments will be addressed.

**EDU 534 (3) GENERAL METHODS FOR SECONDARY
TEACHERS**

Demonstration of mastery of specific competencies including writing objectives and student learning plans to make content accessible to all students, classroom management, interpretation and use of assessment, appropriate questioning, and use of technology in the classroom. Extensive use of demonstration lessons provides opportunity for reflection on practices attempted.

EDU 536 (3) CURRICULUM DEVELOPMENT, INNOVATION AND EVALUATION

Mastery of specific knowledge and skills needed for effective instruction in their content areas. Curriculum is analyzed and modified as necessary to maximize student learning and curricular alignment to the California Standards and Frameworks.

EDU 540 (1-4) STUDENT TEACHING I

Candidates observe and participate as teachers in the appropriate grade level classroom. Student teachers are "phased in" over a period of several weeks to an appropriate amount of full-day experience. This coursework is graded Credit/ No Credit.

EDU 541 (1) STUDENT TEACHING INQUIRY AND REFLECTION I

Application of principles of effective classroom management that maximize instructional time and enhance student academic achievement and social behavior. Candidates demonstrate their ability to create and maintain a positive learning environment. Seminar-like. Repeated twice, once each in conjunction with student teaching experiences. Graded Credit/No Credit in Arcadia and Bakersfield.

EDU 550 (1-4) STUDENT TEACHING II

Candidates assume full-day responsibilities sooner in the K-12 grading period in which the assignment is completed. Graded Credit/No Credit.

Prerequisite: Education 540.

EDU 551 (1) STUDENT TEACHING INQUIRY AND REFLECTION II

Continuation of Education 541. Graded Credit/ No Credit in Arcadia and Bakersfield.

Prerequisite: Education 541.

EDU 555 (.5 UNITS FOR 4 SEMESTERS= 2 UNITS) EDUCATIONAL SPECIALIST INTERN SUPPORT SEMINARS

Seminar designed for processing urgent issues that interns face in their classrooms. Reflection on the link of theory and practice will create a network of professionals addressing learners with special needs. This network will help problem solve from a variety of perspectives, be able to identify resources, introduce interns to effective practitioners and build professional collegiality between and among those serving in different districts. Graded Credit/No Credit.

EDU 560 (1-4) SPECIAL EDUCATION STUDENT TEACHING II

Student teaching experience with students identified as having mild/moderate disabilities. Candidates supervised by an on-site master teacher and a university supervisor. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students with mil/moderate disabilities. Graded Credit/No Credit.

EDU 561 (1) SPECIAL EDUCATION STUDENT TEACHING INQUIRY AND REFLECTION II

Continuation of Student Teaching I Inquiry and Reflection with a special focus on issues faced by educators serving those with mild/moderate disabilities. Graded Credit/ No Credit in Arcadia and Bakersfield.

EDU 570 (1-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING I

In this course interns complete all of their Student Teaching/Supervised Intern Teaching in Special Education placements, but have specialized guided observations so that they will better see their role in collaboration with other educators. In addition, whenever possible, interns work alongside other teachers to assist students with special needs in the regular education classroom. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students identified with mild/moderate disabilities. Feedback on classroom practice is provided by both an on-site supervisor and a University supervisor. Graded Credit/No Credit.

EDU 571 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION I

Seminar-like course where interns strengthen their ability to reflect upon and then improve their practice as related to classroom management, instructional strategies, consultation, collaboration as well as parent/community involvement. Repeated twice, once each in conjunction with Student Teaching/Supervised Intern Teaching. Graded Credit/No Credit.

EDU 580 (1-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING II

Continuation of Education 570. Graded Credit/No Credit.

EDU 581 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION II

Continuation of Education 571. Graded Credit/No Credit.

EDU 590 (1-3) SPECIAL STUDIES IN EDUCATION

Intensive study in a special topic in education under the direction of faculty member. Consent of location director is required. May be repeated for a total of six units. Graded Credit/No Credit.

EDU 591 (0.5-3) WORKSHOP IN EDUCATION

Intensive study in a special topic in education involving university faculty and expert consultants. Consent of location director is required. Graded Credit/No Credit. May be repeated for a total of six units.

EDU 599 (1-3) RESEARCH IN EDUCATION

Open to students of proven ability. Consent of location director is required. May be repeated for a total of six units. Graded Credit/No Credit.



Fermanian School *of* Business

Master of Business Administration

MISSION STATEMENT

To prepare experienced professionals for enhanced performance in organizations through quality graduate business education from a vital Christian perspective.

The Master of Business Administration degree is an advanced academic degree which builds upon an appropriate undergraduate foundation. A total of 40 units (taken in a cohort) are required for the degree. The graduate program in Business exists primarily to serve adults who have developed quality experience in the business world and desire to continue their education in a field that is beneficial to their needs and careers. It is designed to reach out to those individuals who are interested in the acquisition of knowledge and skills shared from a vital Christian perspective, where values and human dignity are stressed and expected. This program, from start to finish, takes two years. Completion of the program provides students with the tools and the credentials to advance in their respective fields.

GRADUATION REQUIREMENTS

1. Successfully complete the requirements for the core Common Professional Component (This is done either by meeting a prescribed set of prerequisite courses prior to enrolling or by attending a prescribed set of seminars as assigned by the program director.)
2. Complete the approved graduate program of 40 units, including the final project.
3. Achieve a cumulative grade point average of 3.000 or higher. A student may earn a maximum of two "C" grades in the program.
4. Pay all tuition and fees in full.
5. Complete (with appropriate approval) the application for Master of Business Administration degree by the time indicated for the program.

COHORT PROGRAM

1. The 2005-2006 program cost is \$22,000. There is an additional charge for students who are required to attend seminars to complete the Common Professional Component.
2. Students apply for the entire program, not individual courses within the program. Books, materials, identification, and fees are added.
3. All classes are taken within a cohort as follows:
 - BUS 600 Learning Faithfully: Management History and Current Practice
 - BUS 610 Organizational Behavior and the Future
 - BUS 615 Managerial Accounting
 - BUS 620 Managing Human Resources
 - BUS 630 Managerial Economics
 - BUS 640 Technological Innovation and Management Knowledge
 - BUS 650 Operations Management
 - BUS 655 Marketing in an Entrepreneurial World
 - BUS 660 Contemporary Management in a Competitive World
 - BUS 670 Financial Management
 - BUS 675 Strategic Management
 - BUS 680 Managing Faithfully: Putting Faith to Work in the Marketplace
 - BUS 695 Masters Applied Project (6 units)

Students should read carefully the general regulations concerning admission to a graduate program at Point Loma Nazarene University and the general requirements for graduate degrees.

Business *Courses*

BUS 600 (1) LEARNING FAITHFULLY:

MANAGEMENT HISTORY AND CURRENT PRACTICE

This course explores the progression of management thought from a foundation found in the scriptures through its development to current practice. An understanding of the impact of historical management thought upon today's manager is explored. Students are also exposed to Wesleyan thought (grace, truth, and holiness) as it relates to the curriculum of management. Students are introduced to seminal works through reading assignments prior to starting the class. Concepts such as classical management theory, behavioral theory, cohort learning, and the impact of faith in the marketplace are discussed.

BUS 610 (3) ORGANIZATIONAL BEHAVIOR AND THE FUTURE

This course is about the study of how organizations behave and the impact of values, diversity, and technology upon organizational behavior. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

BUS 615 (3) MANAGERIAL ACCOUNTING

Develops the concepts and techniques necessary to analyze financial statements and management accounting reports. In particular, participants will learn to use these statements and reports as effective management tools for decision making in the coordination of managerial and organizational activities.

BUS 620 (3) MANAGING HUMAN RESOURCES

Explores the management of human resource functions including employee selection, training, evaluating, and compensation. Stresses the importance of Human Resources in a rapidly changing global environment impacted by different sets of values and progressive technology. Examines the impact of the setting in which human resources takes place. It also addresses labor relations, collective bargaining and equal employment opportunity issues.

BUS 630 (3) MANAGERIAL ECONOMICS

This course is about the study of the main principles and techniques of managerial economics and its applications to designing practical solutions to everyday business problems and managerial challenges. The major topics covered in this course include the theories of price, production, consumer behavior, cost, distribution, the firm, risk and uncertainty, transaction costs, and games. The analysis of the various market structures is also an integral aspect of the course. This course introduces students to managerial applications of demand, supply, consumer choice, cost and marginal analysis, pricing behavior in different market structures, and optimal resource allocation, and also provides them with the opportunity through which they become familiar with new developments in the techniques of managerial economics. The design and delivery of this course create the requisite environment through which students come into contact and grapple with pertinent ethical issues, questions, and the significance of biblical principles in the management process. Due to the objectives and nature of this course, assignments, class discussions, and group work encourage students to develop critical thinking and problem solving skills in a global context. The course is organized around biblical principles and the significance of the human quality in managerial decision making.

BUS 640 (3) TECHNOLOGICAL INNOVATION AND MANAGEMENT KNOWLEDGE

This course will investigate and demonstrate the planning and implementation of strategies that help organizations improve productivity, satisfaction, and responsiveness to the environment. The course views management from the perspective of human systems and organizational development, technological innovation, and strategic management.

BUS 650 (3) OPERATIONS MANAGEMENT

This course focuses on the delivery of high quality products and services in competitive environments. It addresses the issues of total quality management and continuous process improvement. The approach is quantitative in nature, exploring collection of relevant data, data analysis techniques and development of information systems to support management decision-making. In addition the course is designed to allow for the exploration of the use of the data generated by the tools used in this field.

BUS 655 (3) MARKETING IN AN ENTREPRENEURIAL WORLD

This course examines the issues involved in organizing and operating start-up businesses and new ventures as well as the role of marketing in today's organizations. Attention is given to the ethical, social, and economic problems faced by entrepreneurs and marketing managers.

BUS 660 (3) CONTEMPORARY MANAGEMENT IN A COMPETITIVE WORLD

This course explores how high performance in organizations is related to ones ability to adapt to changing internal and external needs and the impact of values upon the performance of the organization. It will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes will be stressed along with a study of strategies for involving others in the designing and execution of change projects in a technologically and culturally changing world. The course will include an assessment of the student's own orientation to change and style of change leadership.

BUS 670 (3) FINANCIAL MANAGEMENT

This course explores the role of the financial manager in providing the financial resources necessary for successful operation of the firm. It addresses the topics of evaluating financial performance, financial forecasting, asset valuation, capital budgeting, planning the firm's capital structure, and corporate restructuring.

BUS 675 (3) STRATEGIC MANAGEMENT

The aim of this course is to give the student a through understanding of the analytical techniques and skills necessary to identify and exploit strategies successfully. Students explore steps taken toward achieving the objective by understanding an overview of the main elements of the strategic management process, and examination of how they fit together, and a discussion of the factors that affect the quality of strategic decisions generated by the process.

BUS 680 (3) MANAGING FAITHFULLY: PUTTING FAITH TO WORK IN THE MARKETPLACE

This course integrates the student's professional management analysis and decision making, with the academic knowledge gained throughout the graduate experience. It is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with Biblical, ethical, and legal considerations. Specifically how does being a Christian impact the application of management in general and at the student's place of employment and how does the student integrate his or her faith into the marketplace. Graded Credit/No Credit.

BUS 690 (1-3) SPECIAL STUDIES IN BUSINESS ADMINISTRATION

Selected studies in an area of Business Administration as determined by the School of Business. Permission is required from the Director for Graduate Programs and the course faculty. Students may repeat up to a total of 9 units.

BUS 695 (1-6) MASTERS APPLIED PROJECT

To finalize the graduation requirements for the MBA program, the student must complete and defend a project applying academic and professional experience in the development of a recommended solution of a specific complex situation found within an organization. The project is divided into the following parts: proposal, fact-finding, solution building, professional report, and formal presentation to a faculty committee. Six units of this project are to be completed within the two-year course of instruction as a self-directed study under the guidance of a selected faculty mentor. For those projects not completed during the two-year course of study, students must continue to enroll for 1 unit of credit each semester (Fall, Spring and Summer) until completed. Graded Credit/No Credit. Minimum of 6 units required for degree.



School of Education

MASTER OF ARTS IN EDUCATION

The Master of Arts degree in Education is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree. The curriculum for each of the concentrations in this degree links theory to practice for teachers, counselors, principals and other educators.

CONCENTRATIONS

TEACHING AND LEARNING

The concentration in Teaching and Learning refines and expands the ability of classroom teachers to understand and apply the latest research, methodology and technology in order to enhance achievement for all students. The program builds upon the Preliminary Multiple or Single Subject Credential. This concentration may be offered through partnership with school districts. Candidates may be eligible for a Professional Clear (Level II) Teaching Credential upon successful completion of requirements. Some coursework from a course of study for a Preliminary Teaching Credential may be applied toward the M.A.

COURSE #	TITLE	UNITS
<i>Students who complete their preliminary credential at PLNU*:</i>		
EDU 502	Research Based Learning Theories	3
EDU 506	Principles of Language Acquisition	3
EDU 508	Assessment and Research Practices	3
EDU 522**	Differentiated Writing and Related Language Arts Instruction for All Learners (Multiple Subject),	OR
EDU 536**	Curriculum Development, Innovation and Evaluation (Single Subject)	3
GED 672	Philosophy of Education	3
GED 628	Using Technology to Support Student Learning	3

GED 642	Teaching Strategies for English Learners	3
GED 677	Teaching Strategies for Special Populations	3
GED 639	Health Education	3
GED 683	BTSA Induction/ Reflective Coaching	6
	Elective***	9
	Master's Total	36

**Students who completed their preliminary coursework elsewhere may transfer up to 6 units preliminary credential coursework.*

*** Take either Education 522 or 536*

**** Which courses depends on candidate expertise. The selection is designed to maximize potential as a maturing teacher. Could be a thesis, an action research project, or other coursework.*

SPECIAL EDUCATION

The concentration in Special Education builds upon the foundation of the Preliminary Education Specialist Credential. The program broadens the understanding and abilities of those who serve special needs students. Some coursework from the Preliminary Credential may be applied toward the M.A. Candidates may be eligible for a Professional Clear (Level II) Education Specialist Credential upon successful completion of requirements.

Master's Degree [Mild/Moderate Concentration]

COURSE #	TITLE	UNITS
GED 616	Curriculum Development, Innovation and Evaluation	3
GED 621	Assessment and Services for Students with Disabilities	3
GED 631	Curricular and Instructional Adaptations for Students with Disabilities	3

Darrel R. Falk, Ph.D. ■ Director, Teacher Education, San Diego ■ 619-849-2272
 Karen R. Davis, M.A. ■ Director, PLNU, Arcadia ■ 626-821-8260
 Don A. Burnard, Ed.D. ■ Director, PLNU, Bakersfield ■ 661-321-3481

GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
GED 622	Advanced Special Education Assessment	3
GED 628	Using Technology to Support Student Learning	3
GED 634	Transition Services for Students with Disabilities	3
GED 639	Health Education	3
GED 642	Teaching Strategies for English Learners	3
GED 684	BTSA Induction/Reflective Coaching for Special Education	3-6
	** Electives	3-6
	Master's Total	36

Master's Degree [Moderate/Severe]

COURSE #	TITLE	UNITS
EDU 508	Assessment and Research Practices	3
GED 621	Assessment Procedures and Services for Students with Disabilities	3
GED 626	Organization and Management for Success in the Moderate/Severe Classroom	3
GED 628	Using Technology to Support Student Learning	3
GED 634	Transition Services for Students with Disabilities	3
GED 684	BTSA Induction/Reflective Coaching for Special Education	6
GED 622	Advanced Special Education Assessment	3
GED 638	Systems Management for Success in the Moderate/Severe Classroom	3
GED 672	Philosophy of Education	3
GED 639	Health Education	3
	Elective	3

COUNSELING AND GUIDANCE

The purpose of the concentration in counseling and guidance is to prepare school counselors for service to students in a changing world. Candidates may be eligible for a Pupil Personnel Services credential upon successful completion of requirements. This concentration can also be designed for individuals who seek an M.A. only.

Master's Degree only

COURSE #	TITLE	UNITS
GED 633	Educational Law and Finance	3
GED 641	School Communities in a Pluralistic Society	3
GED 662	Foundations of Counseling and Counseling Theory	3

GED 663	Individual and Group Counseling and Ethical Standards	3
GED 664	Counseling for Academic Achievement and Career Development	3
GED 667	Comprehensive Counseling and Guidance Programs: Coordination and Collaboration	3
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
GED 681	Educational Measurement and Evaluation	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	3

Electives (6 units) to be selected from:

GED 601	Foundations of Leadership and Educational Issues	3
GED 665	Safe Schools and Violence Prevention	3
GED 675	Family Systems	3
GED 677	Teaching Strategies for Special Populations	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	6
	TOTAL	36

Master's and PPS Credential

COURSE #	TITLE	UNITS
GED 633	Educational Law and Finance	3
GED 641	School Communities in a Pluralistic Society	3
GED 662	Foundations of Counseling and Counseling Theory	3
GED 663	Individual and Group Counseling and Ethical Standards	3
GED 664	Counseling for Academic Achievement and Career Development	3
GED 667	Comprehensive Counseling and Guidance Programs: Coordination and Collaboration	3
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
GED 681	Educational Measurement and Evaluation	3
GED 601	Foundations of Leadership and Education Issues	3
GED 665	Safe Schools and Violence Prevention	3
GED 675	Family Systems	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9

And either

GED 677	Teaching Strategies for Special Populations	3
	OR	
	Demonstration of competency in the area of Special Education	0-3
	TOTAL	45-48

EDUCATIONAL LEADERSHIP

The purpose of the program leading to a concentration in educational leadership is to prepare leaders to meet the challenges of school improvement and improve student achievement in a rapidly changing society. Candidates may be eligible for a Preliminary Administrative Services Credential upon successful completion of requirements.

Required Courses for the Credential & Educational Leadership Degree (for those who started the program prior to September 2005)

COURSE #	TITLE	UNITS
GED 601	Foundations of Leadership & Educational Issues	.3
GED 616	Curriculum Development, Innovation & Evaluation	.3
GED 620	Instructional Supervision & Personnel Administration	.3
GED 633	Educational Law and Finance	.3
GED 636	Elementary & Secondary School Management	.3
GED 641	School Communities in a Pluralistic Society	.3
GED 686	Field Studies & Practicum in School Management	.6
	Credential Total	.24
GED 670	Advanced Educational Psychology (3)	or
GED 608	Educational Psychology	.3
GED 672	Philosophy of Education	.3
GED 681	Educational Measurement & Evaluation	.3
	Elective	.3
	Master's Total	.36

Required Courses for the Credential & Education Leadership Degree (effective September 2005)

COURSE #	TITLE	UNITS
GED 603	Visionary Leadership	.3
GED 604	Instructional Leadership for the Success of All Students	.3
GED 606	Organizational Leadership and Resource Management	.3
GED 609	Collaborative and Responsive Leadership	.3
GED 610	Leadership within the Political, Social, Economic and Legal Framework	.3
GED 611	Ethical, Moral and Servant Leadership	.3
GED 686	Fieldwork and Practicum	.6

GED 672	Philosophy of Education	.3
GED 681	Educational Measurement and Evaluation	.3
	Electives	.6
	Masters Total	.36

CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT CERTIFICATE (CLAD)

The purpose of this certificate is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD Certificate. (Graduate Education 641, 642, 668 and 685).

SUPPLEMENTAL COURSE (AS NEEDED)

GED 690	Special Studies in Education	.1-6
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Educational Specialist

The Educational Specialist degree is a post-masters program designed for experienced teachers, counselors, and administrators and others interested in school change and leadership. A total of 32 semester hours balanced between course requirements and active research is required. At the conclusion, a comprehensive examination is written on The Educational Specialist degree may be accepted by other institutions as applicable toward the doctoral degree.

The program provides advanced education in the leadership complexities involved in school site and central operations. Graduates will be prepared for promotion in educational leadership. The Professional Administrative Services Credential may be earned in conjunction with this program.

REQUIRED COURSES FOR THE EDUCATIONAL SPECIALIST DEGREE

COURSE #	TITLE	UNITS
GED 700	Leadership Theories and Human Relations	.3
GED 715	Instructional Leadership and Staff Development	.3
GED 725	Management of Human Resources	3
GED 730	Decision Making for Curriculum Change and Improvement	.3
GED 740	Educational Law, Finance and Governance	.3
GED 755	Professional and Political Issues in Organizations	.3
GED 760	School/Community Relations in a Changing Society	.3
GED 780	Philosophical & Sociological Backgrounds in Education	.3

GED 795	Concurrent Course Assignments . . .8
	<i>Ed.S. Total</i>32
GED 796*	Advanced Fieldwork, Mentoring and Induction4

GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language3
GED 693	Research-Based Intervention Models and Strategies2
GED 698	Special Studies in Education: Literacy Field Studies (Reading Certificate Level)1

CANDIDATES WHO ARE COMPLETING BOTH THE PROFESSIONAL ADMINISTRATIVE CREDENTIAL AND THE ED.S. DEGREE WOULD TAKE:

COURSE #	TITLE	UNITS
GED 700	Leadership Theories and Human Relations	3
GED 715	Instructional Leadership and Staff Development	3
GED 725	Management of Human Resources	3
GED 730	Decision Making for Curriculum Change and Improvement	3
GED 740	Educational Law, Finance and Governance	3
GED 755	Professional and Political Issues in Organizations	3
GED 760	School/Community Relations in a Changing Society	3
GED 780	Philosophical & Sociological Backgrounds in Education	3
GED 796	Advanced Fieldwork, Mentoring and Induction	3
GED 797	Professional Development and Assessment	3
GED 798	Research Design Seminar	2

and either
Successful completion of a Comprehensive Examination (total 32 units)

OR		
GED 794	Dissertation Design	3

**Required for the Professional Administrative Services Credential/Tier II*

Reading Certificate Program

The pivotal goal of all the courses in the Reading Certificate program is to contribute to the improved reading achievement of California’s children by influencing the professional growth of their teachers. Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CCTC) for the Reading Certificate.

Candidates compete the following coursework:

COURSE #	TITLE	UNITS
GED 628	Computers/Technology in Education	3
GED 694	Standards, Assessment and Instruction: Word Analysis, Fluency and Systematic Vocabulary Development	3

Graduate Education Courses

GED 601 (3) FOUNDATIONS OF LEADERSHIP AND EDUCATIONAL ISSUES

A study of leadership theory and skills in the context of today’s management/administrative problems as they relate to current critical educational issues, especially those in public education.

GED 602 (3) INDIVIDUAL STUDENTS LEARNING STYLES AND THE EFFECTIVE TEACHER

A variety of the most effective strategies developed through research, learning theory and effective schools.

GED 603 (3) VISIONARY LEADERSHIP

Study of leadership practices that establish and support a shared vision for student learning throughout the school community.

GED 604 (3) INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS

Study of strategies for translating the shared vision into observable actions including management of resources and collaboratively effecting improvements in curriculum and instruction for student success.

GED 606 (3) ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT

Study of labor relations, collective bargaining and management of contractual agreements with a focus on how to prioritize, plan and allocate human, fiscal and material resources to support the learning of all students.

GED 608 (3) EDUCATIONAL PSYCHOLOGY

Students explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation and classroom discipline.

GED 609 (3) COLLABORATIVE AND RESPONSIVE LEADERSHIP

Study of strategies for supporting and maintaining the shared vision of student learning with the extended learning community.

GED 610 (3) LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND LEGAL FRAMEWORK

Study of laws and policies that provide oversight for students and employees; roles of school boards and others in making decisions that impact student learning experiences.

GED 611 (3) ETHICAL, MORAL AND SERVANT LEADERSHIP

Study of the moral obligations for leadership to include stewardship for guarding and protecting the school's purpose—equitable and excellent education for all students.

GED 616 (1.5-3) CURRICULUM DEVELOPMENT, INNOVATION, AND EVALUATION

Principles and problems of curriculum development; procedures for evaluation of curriculum and curricular innovation; methods for stimulating change in education.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one units must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 619 (3) CURRICULUM, INSTRUCTION AND TECHNOLOGY FOR MILD/MODERATE DISABILITIES

Development of teaching skills in the methods and materials in prescribed academic, vocational and independent living skills areas for students with mild/moderate disabilities. emphasis on skill development in mathematics, science, social studies, pre- and vocational, and independent living skills. Course content will include the teaching of cultural or language-diverse students with mild/moderate disabilities.

GED 621 (3) ASSESSMENT PROCEDURES AND SERVICES FOR STUDENTS WITH DISABILITIES

The teacher candidate will receive expanded knowledge and practice in the screening, referral, assessment and placement procedures necessary to identify and qualify students with disabilities for Special Education services. Additional instruction will be given so that candidates will be able to use standard and non-standard assessments to determine the developmental, academic, behavioral, social, communication, vocational and community-life skill needs of individual students to develop and implement effective programs. The issues of diverse learners will be reviewed through discussions of referrals, assessments, placement, and parent collaboration. An emphasis of this course will be training for collaboration with students, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

GED 622 (1.5-3) ADVANCED SPECIAL EDUCATION ASSESSMENT

This course will provide the candidate the opportunity to acquire advanced skills and proficiencies in identifying, describing, and administering a variety of standardized and non-standardized, formal and informal assessments. Additionally each candidate will demonstrate advanced knowledge and the ability to implement systems that assess, plan and provide academic and social skill instruction to support students with emotional and behavioral needs.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one units must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 626 (3) ORGANIZATION AND MANAGEMENT FOR SUCCESS IN THE MODERATE/SEVERE CLASSROOM

The focus for this course is to introduce issues of managing the learning environment to promote a safe, socially supportive and enriched classroom that produces growth and learning for the child with moderate to severe disabilities. Techniques in training support personnel to actively use the appropriate monitoring systems to support the classroom will be presented. Additionally strategies and techniques related to behavior management, supporting the use of behavior strategies throughout the learning environment, and the laws and regulations to promote positive behavior interventions.

GED 628 (1.5-3) USING TECHNOLOGY TO SUPPORT STUDENT LEARNING

The purpose of this course is to provide fifth-year candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education and to prepare their students to be life-long learners in an information-based, interactive society. Candidates will make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Field experience is an important component of this course; candidates may either work with their

BTSA Support Provider or their PLNU advisor will assist them in selecting a classroom teacher with whom they can work collegially. May be repeated for up to 3.0 units.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 629 (3) THE COMPUTER AS A THINKING TOOL

Critical examination of the use of computers to teach thinking skills. Content includes theoretical background, research on technology effectiveness, applications in educational settings and grant writing procedures for technology funding.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

Prerequisite: Graduate Education 528 or equivalent.

GED 631 (3) CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES

The teacher candidate will receive expanded knowledge and practice in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for students with mild/moderate disabilities. This course provides the candidate with the necessary knowledge regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services in the school system. Evaluation of the classroom management techniques and use of appropriate instructional methodology by the candidate will be assessed throughout the class.

GED 632 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION AND PROGRAM IMPROVEMENT

The teacher candidate will receive expanded knowledge regarding the synthesis of all aspects of educating students with mild/moderate disabilities. The course will provide the candidate with the opportunity to synthesize information related to assessment of standards, short-range and long-range planning for students, transition services language and the effective use of consultation and collaboration.

GED 633 (3) EDUCATIONAL LAW AND FINANCE

Legal principles, laws relating to children, students, and school management; principles of financing public education; practices, techniques, and problems associated with financial administration of schools.

GED 634 (1.5-3) TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate will demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational, community agencies, students and families to plan for successful transitions by students.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 636 (3) ELEMENTARY AND SECONDARY SCHOOL MANAGEMENT

Planning, organizing, implementing, facilitating and evaluating the daily operation of the school in order to achieve organizational goals and create a safe, productive environment conducive to student achievement.

GED 638 (1.5-3) SYSTEMS MANAGEMENT FOR STUDENT SUCCESS IN THE MODERATE/SEVERE CLASSROOM

Demonstration of advanced communication and leadership skills for maintaining and modifying an educational system that promotes adapting instructional strategies, curricular content, behavior support and daily schedules to maximize learning. Essential elements of systems management to be addressed in this course include: advanced behavioral supports, transition planning, data based decision making, curriculum selection and implementation, advanced communication and advanced leadership and management skills. Coursework may be graded IP for one year.

GED 639 (1.5-3) HEALTH EDUCATION

This course is designed to extend and refine the graduate student's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Graduate students focus on developing and sustaining the components of well-being as well as modeling preventative health practices in their own personal/professional lives. Success completion of a course portfolio, at an overall proficient level, satisfies the health education credit requirement for the professional Level 2 teaching credential.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one units must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY

Current teaching and practices for working with diverse ethnic groups and cultures, promoting good human relations and having the school relate desirably and effectively to the community.

GED 642 (1.5-3) TEACHING STRATEGIES FOR ENGLISH LEARNERS

The purpose of this course is to provide fifth-year candidates the additional preparation they need to deliver comprehensive, specialized instruction for English learners in California public schools. Sources of information range from professional resources (textbooks) to CDE documents to BTSA forms. This course will focus on using various types of assessment to inform instruction, solving instructional and cultural issues that arise with English learners and their parents and designing units of study for both ELD and content areas that utilize effective scaffolding strategies. Field experience is an important component of this course; candidates may either work with their BTSA Support Provider or their PLNU advisor will assist them in selecting a classroom teacher with whom they can work collegially. May be repeated for up to 3.0 units.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one units must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

Prerequisite: Education 400 (In San Diego only).

GED 662 (3) COUNSELING AND COUNSELING THEORY

This course provides an overview of the school counseling profession including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

GED 663 (3) INDIVIDUAL AND GROUP COUNSELING AND ETHICAL STANDARDS

This course will allow the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations. Candidates begin to develop a professional identity in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

GED 664 (3) COUNSELING FOR ACADEMIC ACHIEVEMENT AND CAREER DEVELOPMENT

This course will explore the role of the counselor in both academic and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-12 students have knowledge of and preparation for a full range of options.

GED 665 (3) SAFE SCHOOLS AND VIOLENCE PREVENTION

The purpose of this course is to provide candidates with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques will be explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates will learn how to effectively employ these skills when working with students, teachers and families and how to improve student self esteem to assist in the development of a positive outlook for the future.

GED 667 (3) COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS: COORDINATION AND COLLABORATION

This course will give students an understanding of the development, operation, management and on-going evaluation of a comprehensive counseling and guidance program at the elementary, middle and high school levels. The course will describe, define and discuss the elements necessary for the development of an effective guidance program that includes coordination of services, and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

GED 668 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (Taught in English)

The purpose of this course is to provide a knowledge base of the theory and practice of bilingual education and other related socio-political issues. Models of teaching specially designed academic instruction in English (SDAIE) is emphasized in this course. This course is required for students working toward a cross-cultural, language, and academic development (CLAD) emphasis credential.

Prerequisite(in San Diego): Education 400.

GED 670 (3) ADVANCED EDUCATIONAL PSYCHOLOGY

Application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

GED 672 (3) PHILOSOPHY OF EDUCATION

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices. The course includes an emphasis on how the Judeo-Christian tradition (especially the Wesleyan perspective) informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and the community.

GED 675 (3) FAMILY SYSTEMS

The purpose of this course is to provide candidates with an understanding of the interdependence among family members to include how family members conceptualize their roles and position in the family unit. This course will equip candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates will gain an understanding of parents' rights in the educational process enabling them to better meet their needs.

Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

GED 677 (1.5-3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS

The purpose of this course is to provide fifth-year candidates the opportunity to build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates will review the statutory and/or local provisions relating to the education of students who are gifted and talented. May be repeated for up to 3.0 units.

Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one units must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

GED 681 (3) EDUCATIONAL MEASUREMENT AND EVALUATION

Study of validity and accuracy of examinations and marking systems; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

GED 682 (3) FIELD STUDIES /ACTION RESEARCH IN TECHNOLOGY INSTRUCTION

Supervised field experiences in technology applications in classroom settings and/or educational institutions. Graded Credit/No Credit. May be repeated.

GED 683 (1-6) BTSA INDUCTION/REFLECTIVE COACHING

Beginning teachers enrolled in the PLNU masters program may receive up to 6 units of graduate credit for completing the California Formative Assessment and Support System events at the proficient level. PLNU masters degree students who are not participating in a district induction program will participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. Graded Credit/No Credit. May be repeated to a total of 6 units.

If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 683 course requirements are met according to the PLNU course standards.

GED 684 (1-6) BTSA INDUCTION/REFLECTIVE COACHING FOR SPECIAL EDUCATION

Supervised field study, practicum and directed teaching with students with mild/moderate disabilities. Advanced field-based experiences of research, and application of learning/teaching principles with students with mild/moderate disabilities. Supervised teaching experiences will be assigned as appropriate. Graded Credit/No Credit. May be repeated to a total of 6 units.

If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 684 course requirements are met according to the PLNU course standards.

GED 685 (1-6) RESEARCH, FIELD STUDY, AND SPECIAL TOPICS IN MULTICULTURAL EDUCATION

Supervised field experience and practice in action research on special topics related to multicultural education. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

GED 686 (1-6) FIELDWORK AND PRACTICUM

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated for a total of 6 units of Credit.

GED 687 (1-3) RESEARCH, FIELD STUDIES, AND PRACTICUM IN COUNSELING AND GUIDANCE

Supervised field work in counseling and guidance. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated for a total of 9 units.

GED 689 (3-9) MASTER'S PROJECT

A research study organized and conducted under the supervision of a faculty member with approval of the Dean of the School of Education and the location director. The Master's Project is one option for those who do not choose to write a formal thesis. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

GED 691 (.5-3) EDUCATIONAL WORKSHOPS/SPECIAL STUDIES IN EDUCATION

An intensive study of a special topic in education involving university faculty and/or lecturers. May be repeated. Graded Credit/No Credit. Available for continuing education units. May be repeated for a total of 12 units.

GED 692 (3) STANDARDS, ASSESSMENT AND INSTRUCTION: COMPREHENDING AND COMPOSING WRITTEN LANGUAGE

Planning, organizing, implementing, managing, and evaluating explicit instruction of: comprehension strategies and study strategies, literary response and analysis skills, and the writing process. Focuses on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite: Admission to the Reading Certificate Program

GED 693 (2) RESEARCH-BASED INTERVENTION MODELS AND STRATEGIES

Development of research-based knowledge and skills in the alignment of reading and writing intervention models and strategies with on-going assessment results. Strengthens understanding of the use of intervention, both in and outside of the classroom, to help struggling readers build the reading and writing skills necessary for school success.

Prerequisite: Admission to the Reading Certificate Program

GED 694 (3) STANDARDS, ASSESSMENT AND INSTRUCTION: WORD ANALYSIS, FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENT

Students explore research and best practices related to: precursors for phonics success, stages in word recognition, stages of spelling, exemplary phonics instruction, developing sight words, automaticity and fluency, and systematic vocabulary and concept development. Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite: Admission to the Reading Certificate Program

**GED 698 (1) SPECIAL STUDIES IN EDUCATION:
LITERACY FIELD STUDIES (READING CERTIFICATE
LEVEL)**

The literacy field studies provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the program design and curriculum standards. Graded Credit/No Credit.

GED 699 (3-9) THESIS

Credit granted for completion of an acceptable thesis. Consent of location director is required. Graded Credit/No Credit. May be repeated to a total of 9 units.

**GED 700 (3) LEADERSHIP THEORIES AND HUMAN
RELATIONS**

Advanced study of theory and application of leadership, management, administration, motivation, and organizational development.

**GED 715 (3) INSTRUCTIONAL LEADERSHIP AND
STAFF DEVELOPMENT**

Role of the administrator and supervisor in positively impacting instruction, staff performance, and student achievement.

**GED 725 (3) MANAGEMENT OF HUMAN
RESOURCES**

District organization as it relates to recruitment, selection, evaluation, discipline and employer-employee relations in educational organizations.

**GED 730 (3) CURRICULUM CHANGE AND
IMPROVEMENT**

The role of the educational leader in the development of programs. Techniques for generating change and innovation in curriculum and instruction in order to enhance student learning.

**GED 740 (3) EDUCATIONAL LAW, FINANCE AND
GOVERNANCE**

The federal, state, and local legal and financial foundations for effective organizational governance.

**GED 755 (3) PROFESSIONAL AND POLITICAL
ISSUES IN ORGANIZATIONS**

Dealing with current, critical, professional, social, and political issues impacting education.

**GED 760 (3) SCHOOL/COMMUNITY RELATIONS IN
A CHANGING SOCIETY**

Understanding and working with interest groups, individuals, and coalitions in society; an in depth understanding of diversity.

**GED 780 (3) PHILOSOPHICAL AND SOCIOLOGICAL
BACKGROUNDS IN EDUCATION**

A concept of the cultural matrix in which educational problems occur; exploration in depth of educational philosophical backgrounds, and the impact of sociological environment on education.

GED 790 (1-9) SPECIAL STUDIES IN EDUCATION

An intensive study on a special topic in education involving university faculty and/or lecturers. Consent of location director is required. May be repeated for a total of 9 units. Graded Credit/No Credit.

GED 794 (3) DISSERTATION DESIGN

Study of the design of a doctoral dissertation in education. Emphasis is on the dissertation proposal including the preparation of a sample dissertation proposal.

**GED 795 (1-3) ACTION RESEARCH/
CONCURRENT COURSE ASSIGNMENTS**

Through a series of projects, the candidate will deal with selected complex and controversial issues facing educators today. Development of a project may include a historical review, current status, and a projected solution for the issue. Graded Credit/No Credit. May be repeated for a total of 8 units.

**GED 796 (3) INDUCTION, MENTORING, AND
ADVANCED FIELDWORK**

Assessment of leadership competency, development of Induction Plan and mentoring. Graded Credit/No Credit.

**GED 797 (3) PROFESSIONAL DEVELOPMENT AND
ASSESSMENT**

Professional development opportunities, continued mentoring and final activity indicating achievement of goals and objectives included in the Induction Plan. Graded Credit/No Credit.

GED 798 (2) RESEARCH DESIGN SEMINAR

Discussion and study of research designs for planning and conducting research in the field of education. Seminar format.



School of Nursing

Dorothy E. Crummy, Ph.D. ■ Dean of the School of Nursing ■ 619-849-2236
Barbara J. Taylor, Ph.D. ■ Director, M.S.N. Program ■ 619-849-2766

MISSION STATEMENT

Through the efforts of a professionally prepared and caring faculty and staff, Point Loma Nazarene University School of Nursing aspires to prepare M.S.N. graduates who are leaders among their peers in a global community. These graduates think critically, value diversity, and are committed to the highest spiritual and ethical good. These M.S.N. graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities.

Graduates are exposed to a broad foundation of knowledge to meet the rapidly changing needs of today's healthcare environment. PLNU combines instruction, research, and public service opportunities that advance the intellectual, spiritual, professional, and economic potential of its M.S.N. graduates for productive nursing practice in settings around the globe.

GRADUATION REQUIREMENTS

1. Complete and have accepted the application for master's degree at the time indicated by the program.
2. Complete the approved graduate program of 40-43 units, including the thesis or project.
3. Achieve a cumulative grade point average of 3.000 or higher. A student may earn a maximum of two "C" grades in the program.
4. Pay all tuition and fees in full.

M.S.N. CURRICULAR OUTCOMES

Each masters level nursing course is designed to include competency development which incorporates the following five curricular outcomes:
Critical Thinking – A learned approach to the practice of nursing which reflects intellectual development in reasoning, analysis, research and decision-making.

Therapeutic Nursing Interventions – A series of theory-based, nurse initiated actions which are

goal-directed and designed to optimize health. These interventions are client-centered, interdisciplinary, research based, and focus on empowering the client.

Communication – A dynamic, interactive process that transmits thoughts, ideas, and feelings through the use of symbols which are culturally appropriate.

Service – The provision of leadership in clinical practice and the socio/political environment

Spirituality – The dimension of life that provides meaning to existence. Within the context of vital Christianity, ethics arise out of a spiritual framework. The ethical practice of nursing adheres to the ethical and legal standards of the nursing process.

M.S.N. COURSE PROGRESSION

Year One—FALL SEMESTER

COURSE #	TITLE	UNITS
GNSG 601	Theoretical Foundations and Research	4
GNSG 602	Teaching Faithfully: Communicating with Adult Learners in a Diverse Society	2
Total units		6

SPRING SEMESTER

GNSG 605	Advanced Assessment and Health Promotion Across the Lifespan	2
GNSG 605L	Advanced Assessment and Health Promotion Across the Lifespan Practicum	2
GNSG 606	Advanced Pathophysiology	3
Total units		7

Option: GNSG 604 Thesis/Project1 unit

SUMMER SESSIONS

GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
Total units		6

Option: GNSG 604 Thesis/Project1 unit
GNSG 610L, 611L, 612L, 613L . .1-3 units

Year Two—FALL SEMESTER

GNSG 603	Healthcare Issues, Ethics and Politics . . . . .	.2
GNSG 608	Development of Educational Programs . . . . .	.3
GNSG 608L	Nursing Education Role Practicum . . . . .	.2
	Total units . . . . .	.7
	Option: GNSG 604 Thesis/Project . . . . .	.1 unit
	GNSG 610L, 611L, 612L, 613L . . . . .	.1-3 units

SPRING SEMESTER

GNSG 604	Thesis . . . . .	.1-3
GNSG 607	Advanced Pharmacology . . . . .	.3
GNSG 610, 611, 612, 613	- Capstone Seminar . . . . .	.2
	Total units . . . . .	.8

SUMMER SESSIONS

GNSG 604	Thesis . . . . .	.1-3
GNSG 610L, 611L, 612L or 613L	- Practicums . . . . .	.3-6
	Total units . . . . .	.6-12
	NURSING TOTAL . . . . .	.40-43 UNITS

* 6 units required for those seeking CNS certification

M.S.N. CORE COURSES

COURSE #	TITLE	UNITS
GNSG 601	Theoretical Foundations and Research in Nursing . . . . .	.4
GNSG 602	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society . . . . .	.2
GNSG 603	Healthcare Issues, Ethics and Politics From a Christian Perspective . . . . .	.2
GNSG 604	Thesis/Project in Nursing (3-3) . . . . .	.6
	Total . . . . .	.14

CLINICAL CORE COURSES

COURSE #	TITLE	UNITS
GNSG 605	Advanced Assessment and Health Promotion . . . . .	.2
GNSG 605L	Advanced Assessment and Health Promotion Practicum . . . . .	.2
GNSG 606	Advanced Pathophysiology . . . . .	.3
GNSG 607	Advanced Pharmacology . . . . .	.3
	Total . . . . .	.10

EDUCATION CORE COURSES

COURSE #	TITLE	UNITS
GED 670	Advanced Educational Psychology . . . . .	.3
GED 672	Philosophy of Education . . . . .	.3
GNSG 608	Development of Educational Programs in Nursing . . . . .	.3
GNSG 608L	Nursing Education Role Practicum . . . . .	.2
	Total . . . . .	.11

CLINICAL FOCUS COURSES (ONE REQUIRED)

COURSE #	TITLE	UNITS
<i>Select one of the following clinical focus areas:</i>		
GNSG 610	Mental Health Nursing Capstone Seminar . . . . .	.2
GNSG 610L	Mental Health Nursing . . . . .	.3-6*
GNSG 611	Medical-Surgical Nursing Capstone Seminar . . . . .	.2
GNSG 611L	Medical-Surgical Nursing . . . . .	.3-6*
GNSG 612	Gerontological Nursing Capstone Seminar . . . . .	.2
GNSG 612L	Gerontological Nursing . . . . .	.3-6*
GNSG 613	Family Health Nursing Capstone Seminar . . . . .	.2
GNSG 613L	Family Health Nursing . . . . .	.3-6*
	Total Units for Degree . . . . .	.40-43

M.S.N. Core Courses

GNSG 601 (4) THEORETICAL FOUNDATIONS AND NURSING RESEARCH

This course focuses on the interaction of theory, research and practice in the development of clinical or educational outcomes. Middle range theories from nursing and other disciplines are examined as a basis for practice and research. Historical events, philosophical views and conceptual frameworks, which have influenced the development of theory and research, are explored. In addition, the course includes both qualitative and quantitative research methodology.

GNSG 602 (2) TEACHING FAITHFULLY:

COMMUNICATING WITH ADULT LEARNERS IN A DIVERSE SOCIETY

This course will focus on the development of skills necessary for effective professional communications, both written and oral. Scientific writing and effective oral presentation principles will be discussed. Wesleyan thought as it relates to nursing education is integrated through interdisciplinary teaching. A review of the history of nursing education based on religious teachings is discussed with an emphasis on the role of faith in education and nursing practice.

GNSG 603 (2) HEALTHCARE ISSUES, ETHICS AND POLITICS FROM A CHRISTIAN PERSPECTIVE

This course is an introduction to global, federal, state and local issues as they affect health services. Selected health policies are considered in their historical perspective, present status, and future direction within their social, economic and political contexts. All are studied through the lens of a Christian perspective.

GNSG 604 (1-6) THESIS/PROJECT IN NURSING

To complete requirements for the MSN with an emphasis in Nursing Education, the student must complete and defend a thesis or project that applies to the educational process in a program of nursing, hospital education setting, or patient education program. This thesis/project should be conducted over two semesters of instruction with mentorship from a designated faculty member. For students that choose to start their thesis/project early, they must enroll in 1-3 unit segments for each semester in which they intend to work on the project. Students must enroll in a cumulative total of 6 units during the time period of completing other classes. For thesis/projects not completed during this time period, students must continue to enroll for 1 additional unit of credit each semester (Fall, Spring, and Summer) until finished and approved. Graded Credit/No Credit. Minimum of 6 units required for degree. Student must enroll in one unit of credit until completion of thesis.

Clinical *Core Courses*

GNSG 605 (2) ADVANCED ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN

This course provides a focused examination of theories of assessment across the lifespan. A study of human development theories focusing on the concepts of health promotion, disease prevention, and nursing care

GNSG 605L (2) ADVANCED ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN PRACTICUM

Consists of opportunities for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role. (For CNS certification, 2 clinical units equates to 80 clinical hours). Graded Credit/No Credit.

GNSG 606 (3) ADVANCED PATHOPHYSIOLOGY

This course is designed to provide the student with a comprehensive theoretical foundation of the phenomena that produce alterations in human physiologic function across the life span.

GNSG 607 (3) ADVANCED PHARMACOLOGY

This course is designed primarily for graduate students in nursing who require an appreciation of pharmacology in their careers. The one semester course defines basic principles of drug action, drug disposition and pharmacokinetics. Specific areas of discussion include central nervous system, cardiovascular, respiratory, gastrointestinal and endocrine pharmacology.

GNSG 608 (3) DEVELOPMENT OF EDUCATIONAL PROGRAMS IN NURSING

This course builds upon students' previous conceptual knowledge base and practicum experiences necessary for clinical and classroom instruction. Instructional design principles are applied to clinical and classroom teaching. Students synthesize a conceptual foundation for the development and evaluation of curriculum. Assessment and evaluation methods are explored in the context of appropriate teaching/learning styles and within state nursing regulations and/or accrediting bodies. Traditional and innovative learning environments are analyzed in relationship to the adult learner. Issues and research findings important to teaching/learning are addressed.

GNSG 608L (2) NURSING EDUCATION ROLE PRACTICUM

This course is designed to help prospective nurse educators conceptualize and operationalize elements of clinical instruction in a variety of practice settings. Students have the opportunity to experience the role of a Christian nurse-educator through guided preceptorship experience in an area relevant to the student's practice and education interest. (For CNS certification, 2 clinical units equates to 80 clinical hours). Graded Credit/No Credit.

Educational *Core Courses*

GED 670 (3) ADVANCED EDUCATIONAL PSYCHOLOGY

Application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

GED 672 (3) PHILOSOPHY OF EDUCATION

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices.

Clinical Focus *Courses*

Select one of the following clinical emphases:

GNSG 610 (2) MENTAL HEALTH NURSING CAPSTONE SEMINAR

Exploration of advanced mental health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals and groups with a focus on wellness and mental health promotion.

GNSG 610L (1-6) MENTAL HEALTH NURSING PRACTICUM

Consists of opportunities for clinical application of mental health nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete 6 units which equates to 240 clinical hours). A minimum of 3 units is required for graduation. Graded Credit/No Credit.

GNSG 611 (2) MEDICAL-SURGICAL NURSING (ADULT) CAPSTONE SEMINAR

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on medical-surgical care of the adult. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups

GNSG 611L (1-6) MEDICAL-SURGICAL NURSING PRACTICUM

Consists of opportunities for clinical application of medical-surgical nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete 6 units which equates to 240 clinical hours). A minimum of 3 units is required for graduation. Graded Credit/No Credit.

GNSG 612 (2) GERONTOLOGICAL NURSING CAPSTONE SEMINAR

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing the social sciences as it relates to individuals with a focus on the older adult.

GNSG 612L (1-6) GERONTOLOGICAL NURSING PRACTICUM

Consists of opportunities for clinical application of medical-surgical nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete 6 units which equates to 240 clinical hours). A minimum of 3 units is required for graduation. Graded Credit/No Credit.

GNSG 613 (2) FAMILY HEALTH NURSING CAPSTONE SEMINAR

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including children /adolescents and child bearing women, within the context of the family.

GNSG 613L (1-6) FAMILY HEALTH NURSING CLINICAL PRACTICUM

Consists of opportunities for clinical application of family health nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete 6 units which equates to 240 clinical hours). A minimum of 3 units is required for graduation. Graded Credit/No Credit.

M.S.N. ASSESSMENT PLAN

The assessment of the M.S.N. program will occur annually and include the following:

- 1.The program's professional, educational and spiritual emphases are centered around five curricular outcomes: Critical Thinking, Therapeutic Nursing Interventions, Communication, Service, and Spirituality. The evaluation of these outcomes will be demonstrated through an ongoing review of a student-developed portfolio of their coursework as they progress through the master's program. The goal of the portfolio is to produce evidence of meeting the graduate competencies related to the five curricular outcomes.
- 2.Evaluation of student progress with the cohort will be ongoing and reported annually. A project or thesis will provide evidence of a student's ability to present and defend a professional project with the mentorship of a designated nursing faculty member.
3. Faculty evaluation and assessment of teaching will be conducted at the end of each course. Faculty are responsible for maintaining current in their area of clinical expertise and actively engaged in research and writing in their discipline.
- 4.Program, professional, educational and spiritual competencies will be evaluated annually through review of individual course evaluations, student portfolios, and faculty, graduate and employer surveys.
- 5.M.S.N. Advisory Council will meet annually and review the annual report of the M.S.N. program director. The Advisory Council will be invited to dialogue concerning the changing healthcare environment and determine if the program is meeting the educational needs in the community and beyond.
6. Director of the M.S.N. program will provide the Graduate Studies Committee at Point Loma Nazarene University with an annual report of all assessment components.



School of Theology *and* Christian Ministry

Samuel Powell, Ph.D. ■ Dean ■ 619.849.2334

Norman V. Shoemaker, D.Min. ■ Director, M.Min. Program

The graduate program exists primarily as a response to the need for post-graduate theological education for ministry in the educational region of the Church of the Nazarene served by Point Loma Nazarene University. This graduate program exists in a community of learning and living in covenant to Christ, embodied in a Christian liberal arts context. This offers the strength of rich diversity of various Christian traditions and of critical reflection in the inter-disciplinary relationship of learners and leaders. Therefore, those providing leadership in the program see their task as:

- Preparing both clergy and lay leaders for serving in Christian congregations and related institutions;
- Preparing scholars for higher education in the public realm, the church, and the academy; and
- Enlarging the vision of practical theology and Christian mission as a public enterprise, responding to the increasingly complex theological, ethical, and socio-political issues facing the worlds of the present and the future.

Master of Arts in Religion

The Master of Arts degree in Religion is an academic degree building on an appropriate undergraduate foundation with study on a more advanced level. The degree may lead directly into ministry, be applied to a seminary degree, or prepare one for further graduate study in religion. Two concentrations are available: Theology and Biblical Studies.

VISION STATEMENT

The purpose of this degree is to provide an academic program immersed in the classic disciplines and texts of the Christian faith. The ability to do responsible, independent research, to think theologically in critical and constructive terms, and to interpret and integrate data, are targeted outcomes. The program aims at

credibility in the three public arenas of church, society, and the academy. It encourages responsible engagement in nurturing Christian community in contemporary society in a manner that is academically accountable. This degree prepares a student for ministry, public service, or entrance to doctoral or seminary programs.

REQUIREMENTS

- Quantitative and Verbal Aptitude test of the GRE with a raw score of 400 on each of the two sections or in the 25th percentile, which is a raw score of 383 on the Miller Analogies Test. Students may not continue enrollment after the first semester without the minimum score.
- An acceptable thesis written under the supervision of a committee appointed by the Dean. Four units of credit are earned for the thesis.
- An oral examination on a syllabus of books assigned for the core courses. The exam will also cover the subject of the thesis. The exam will be graded either Pass with Distinction, Pass, or Fail. A failed examination may be retaken.

Students who, in the opinion of the Dean, lack an adequate undergraduate background for graduate study in Religion will be required to take remedial courses as necessary.

GRADUATE RELIGION CORE COURSES

COURSE #	TITLE	UNITS
THE 645	History of Christian Thought I	.3
THE 646	History of Christian Thought II	.3
THE 695	Seminar in Wesleyan Theology	.3
BIB 495*	Seminar in Biblical Literature	.3
GRE 600	Research Methods and Bibliography	.3
GRE 690	Special Studies in preparation for the thesis	1-2
GRE 699	Thesis	4

* Offered both for graduate and undergraduate credit.

Concentration in Theology

- Graduate Religion Core courses

- The balance of courses to be taken from 400 and 600 level courses in the School of Theology and Christian Ministry

COURSE #	TITLE	UNITS
THE 647	Contemporary Theology and Ethics	3

Concentration in Biblical Studies

- Graduate Religion Core courses
- Competency in a Biblical language
- One course outside of Bible taken from 400 and 600 level courses in the School of Theology and Christian Ministry
- The balance of courses to be taken from 400 and 600 level courses in Bible

Master of Ministry

The Master of Ministry is a professional degree designed for the active minister who desires additional academic development leading to a master's degree focusing on Christian ministry.

The program for the degree consists of eight basic courses combined with elective Master of Ministry courses (675 and 685) and/or other electives chosen from 400 and 600 level courses in the School of Theology and Christian Ministry for a total of 36 semester units. All elective courses must be approved by the program director.

VISION STATEMENT

The purpose of this degree is to provide a program in academic and professional ministry competencies that is rooted in the classic theological disciplines and engaged with contemporary life, resulting in leadership skills in the formation of character in Christian communities. The desired outcome is the integration of theology and ministry culminating in graduates who are "practical thinkers and thinking practioners." The program builds on basic prerequisites in undergraduate work and professional experience and provides education intended to lead to lifelong learning for the active minister.

The following eight courses are team taught by guest lecturers, professionals in their respective fields, along with faculty from the the School of Theology and Christian Ministry and other appropriate academic departments of the University.

REQUIRED COURSES

COURSE #	TITLE	UNITS
CMI 612	The Life of the Minister	3
CMI 622	Communicating the Gospel	3
CMI 632	The Old Testament in the Christian Pulpit	3
CMI 642	The New Testament and Ministry	3
CMI 652	The Christian Faith	3

CMI 662	Worship, Leadership and Liturgy	3
CMI 672	Contemporary Ministry	3
CMI 682	Stewardship and Management in Ministry	3
TOTAL		24

ELECTIVES

COURSE #	TITLE	UNITS
CMI 675	Theology and Christian Ministry	3
CMI 685	Bible and Christian Ministry	3

Electives may be repeated.

PREREQUISITES

Completion of an acceptable undergraduate degree from an accredited institution plus the completion of one year of full-time Christian ministry in a local church setting. Students should read carefully the general regulations concerning admission to a graduate program at Point Loma Nazarene University and the basic requirements for graduate degrees that appear in this *Catalog*.

Graduate Bible Courses

BIB 670 (3) CONTEMPORARY PREACHING

The use of the Bible for preaching today. Alt.*

BIB 697 (3) INTRODUCTION TO CHRISTIAN ORIGINS AND THE NEW TESTAMENT

An introduction to the early Jesus movement and the diversity of Christian origins within the social-historical context of the Greco-Roman world and their relationship to documents that later became the New Testament. Alt. +

Master of Ministry Courses

CMI 612 (3) THE LIFE OF THE MINISTER

A study of factors that occur in the life of the minister. The study could include psychological profiles, stress factors, family life issues or relationships. Designed for the Master of Ministry student.

CMI 622 (3) COMMUNICATING THE GOSPEL

Aspects of public speaking, learning theory, writing, the minister as prophet, priest, and king, the reading of Scripture, and the proclamation of scriptural holiness. Designed for the Master of Ministry student.

CMI 632 (3) THE OLD TESTAMENT IN THE CHRISTIAN PULPIT

The proclamation of the Old Testament. The literature and theology of the Old Testament are utilized in developing a perspective for ministry. Designed for the Master of Ministry student.

CMI 642 (3) THE NEW TESTAMENT AND MINISTRY

The New Testament, its literature and theology, will be explored as a resource for ministry. Designed for the Master of Ministry student.

CMI 652 (3) THE CHRISTIAN FAITH

Examination of one or more significant doctrines, persons, or historical movements with particular application for contemporary ministry. Designed for the Master of Ministry student.

CMI 662 (3) WORSHIP, LEADERSHIP AND LITURGY

Aspects of corporate worship and renewal, spiritual formation, models and theology of leadership, sociology of groups, community resources, and pastoral counseling. Designed for the Master of Ministry student.

CMI 672 (3) CONTEMPORARY MINISTRY

An analysis of demographic, social and cultural factors impacting ministry, with attention to pastoral care and church growth including ethnic diversity, urbanization, evangelism, and missions. Designed for the Master of Ministry student.

CMI 675 (3) THEOLOGY AND CHRISTIAN MINISTRY

Selected topics relating to theological understanding and ministry. Designed for the Master of Ministry student. May be repeated.

CMI 682 (3) STEWARDSHIP AND MANAGEMENT IN MINISTRY

The principles of finance as they relate to pastoral involvement in church and life, church budgeting, fund raising, building financing, family budgeting and long-range financial planning. Designed for the Master of Ministry student.

CMI 685 (3) BIBLE AND CHRISTIAN MINISTRY

Selected topics relating to Biblical interpretation and ministry. Designed for the Master of Ministry student. May be repeated.

CMI 690 (1-4) SPECIAL STUDIES

Selected studies in an area of Christian ministry. Permission of the Dean is required. May be repeated up to eight units.

Graduate Religion Courses

GRE 600 (3) RESEARCH METHODS AND BIBLIOGRAPHY

Graduate level instruction in the scholarly methods used in the study of religion.

GRE 690 (1-4) SPECIAL STUDIES

Selected studies in an area of Religion. Permission of the Dean is required. May be repeated for up to nine units.

GRE 691 (1-3) TOPICS IN RELIGION

Selected topics in the graduate study of Religion. By permission of the Dean. May be repeated for a total of 15 units.

GRE 699 (4) THESIS

Credit granted for the completion of an acceptable thesis. Permission of the Dean, who also approves the Thesis Committee membership, is required.

Graduate Theology Courses

THE 645 (3) THE HISTORY OF CHRISTIAN THOUGHT I

A study of the development of Christian thought from the apostolic fathers to the beginnings of the Reformation. Alt.*

THE 646 (3) THE HISTORY OF CHRISTIAN THOUGHT II

A study of the development of Christian thought from the Reformation to the twentieth century. Alt.*

THE 647 (3) CONTEMPORARY THEOLOGY AND ETHICS

A study of selected contemporary Christian theologians, ethicists and themes. Alt.+

THE 695 (3) SEMINAR IN WESLEYAN THEOLOGY

A study of the Wesleyan theological heritage from John Wesley's antecedents to present developments in the tradition. Alt.+

Courses Designed for the Graduate Level

Courses numbered at the 400-level in the School of Theology and Christian Ministry may be approved as electives by the Dean. Graduate students taking such courses must meet higher qualitative and quantitative standards in order for the course to qualify for graduate credit.

Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964, Point Loma Nazarene University does not discriminate on the basis of race, color, age or national origin. Furthermore, as required by Title IX of the 1972 Education Amendments, Point Loma Nazarene University does not discriminate on the basis on sex in its educational programs, activities, or employment policies. Point Loma Nazarene University also provides equal opportunity for qualified handicapped persons in compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The Associate Dean of Students/Academic Advising provides advice and support to students with disabilities. Inquiries and appeals regarding compliance with these federal requirements should be directed to the Vice President for Student Development, c/o the University.