

20062007

57TH SESSION

CALIFORNIA BAPTIST UNIVERSITY

8432 MAGNOLIA AVE
RIVERSIDE, CALIFORNIA 92504-3297
(951)689-5771 • 1-800-782-3382
AN INSTITUTION OF THE
CALIFORNIA SOUTHERN BAPTIST CONVENTION

GRADUATE CATALOG



NONDISCRIMINATION STATEMENT

In compliance with both state and federal law, California Baptist University does not illegally discriminate on the basis of any protected category, except to the extent it is necessary to fulfill its religious purposes, so as to be in compliance with the 2000 version of the Baptist Faith and Message.

SPECIAL NOTICE

This catalog does not constitute a contract between California Baptist University and its students. Although every effort has been made to ensure the accuracy of the content of this catalog, the University assumes no liability for any omissions or errors contained herein. California Baptist University reserves the right to alter and revise the contents of this catalog at any time.

All announcements here are subject to revision.

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University Calendar 2006 -2007

FALL SEMESTER 2006*

August

15 Semester Financial Clearance Deadline

September

4 Labor Day Holiday (offices closed)
6 Classes Begin (individual program start dates may vary*)
13 Last Day to Add a Class for Credit*
20 Last Day to Drop a Class with Refund*
20 Last Day to Turn In Credit/No Credit Request

October

1 Graduation Application Deadline for December 2006 graduation
27 Last Day to Withdraw from a Class with "W" (no refund)*

November

22-24 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 22nd)
27 Classes resume, Offices Open

December

14 Semester Closes
15 Commencement Exercises
15 Christmas Holiday Begins
21 Offices Closed

SPRING SEMESTER 2007*

December

15 Semester Financial Clearance

January

3 Offices Open
10 Classes Begin (individual program start dates may vary*)
15 Martin Luther King Jr. Holiday (no classes, offices closed)
18 Last Day to Add a Class for Credit*
24 Last Day to Drop a Class with Refund*
24 Last Day to Turn In Credit/No Credit Request

February

1 Graduation Application Deadline for May and August 2007 Graduation

March

2 Postmark Deadline for FAFSA and GPA Verification Form (Cal Grant)
9 Last Day to Withdraw from a Class with "W" (no refund)*

April

6-8 Good Friday Holiday (no classes, offices closed)
7-9 Easter Observance (no classes)
9 Offices Open
10 Classes Resume

May

1 Semester Closes
4 Graduate Commencement Exercises and Activities
5 Undergraduate Commencement Exercises and Activities

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Adult Degree Completion Program or ACCESS holiday and semester dates, please refer to the Adult Degree Completion and ACCESS Program Academic Calendar.

University Calendar 2006 - 2007

SUMMER SEMESTER 2007*

April

15 Semester Financial Clearance

May

7 Classes Begin (individual program start dates may vary*)
14 Last Day to Add a Class for Credit*
21 Last Day to Drop a Class with Refund*
24 Last Day to Turn in Credit/No Credit Request
28 Memorial Day Holiday (no classes, offices closed)

June

8 Last Day to Withdraw from a Class with "W" (no refund)*

July

4 Independence Day Holiday (no classes, offices closed)

August

17 Semester Closes

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Adult Degree Completion Program or ACCESS holiday and semester dates, please refer to the Adult Degree Completion and ACCESS Program Academic Calendar.

University Calendar 2007 – 2008 (Proposed)

FALL SEMESTER 2007*

August

15 Semester Financial Clearance Deadline

September

3 Labor Day Holiday (offices closed)
5 Classes Begin (individual program start dates may vary*)
12 Last Day to Add a Class for Credit*
19 Last Day to Drop a Class with Refund*
Last Day to Turn in Credit/No Credit Request

October

1 Graduation Application Deadline for December 2007 Graduation

November

2 Last Day to Withdraw from a Class with "W" (no refund)*
21-23 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 21st)
26 Classes Resume, Offices Open

December

13 Semester Closes
14 Christmas Holiday Begins
20 Offices Closed

SPRING SEMESTER 2008*

December

15 Semester Financial Clearance

January

2 Offices Open
9 Classes Begin (individual program start dates may vary*)
16 Last Day to Add a Class for Credit*
21 Martin Luther King Jr. Holiday (no classes, offices closed)
23 Last Day to Drop a Class with Refund*
23 Last Day to Turn in Credit/No Credit Request

February

1 Graduation Application Deadline for May and August 2008 Graduation

March

2 Postmark Deadline for FAFSA and GPA Verification Form (Cal Grant)
7 Last Day to Withdraw from a Class with "W" (no refund)*
17-24 Spring Break (no classes)
21 Good Friday Holiday (no classes, offices closed)
23-24 Easter Observance (no classes)
24 Offices Open
25 Classes Resume

April

29 Semester Closes

May

2 Graduate Commencement Exercises and Activities
3 Undergraduate Commencement Exercises and Activities

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Adult Degree Completion Program or ACCESS holiday and semester dates, please refer to the Adult Degree Completion and ACCESS Program Academic Calendar.

University Calendar 2007 - 2008 (Proposed)

SUMMER SEMESTER 2008*

April

15 Semester Financial Clearance

May

5 Classes Begin (individual program start dates may vary*)
12 Last Day to Add a Class for Credit*
21 Last day to Drop a Class with Refund*
24 Last day to turn in Credit/No Credit
26 Memorial Day Holiday (no classes, offices closed)

June

13 Last Day to Withdraw from a Class With "W" (no refund)*

July

4 Independence Day Holiday (no classes, offices closed)

August

8 Semester Closes

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Adult Degree Completion Program or ACCESS holiday and semester dates, please refer to the Adult Degree Completion and ACCESS Program Academic Calendar.

ACCESS (The Institute of American Language and Culture) Academic Calendar 2006-2007

FALL 2006 SEMESTER*

Session 1

September

4	Labor Day Holiday (offices closed)
6	Classes Begin - Session 1
11	Last Day to Add a Course for Credit
18	Last Day to Drop a Course with a Refund

October

2	Last Day to Withdraw from a Course with a "W"
26	Session Closes - Session 1

Session 2

October

30	Classes Begin - Session 2
----	---------------------------

November

4	Last Day to Add a Course for Credit
8	Last Day to Drop a Course with a Refund
20	Last Day to Withdraw from a Course with a "W"
22-26	Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 23rd)
27	Classes Resume, Offices Open

December

14	Semester and Session 2 Closes
21	Christmas Holiday Begins (offices closed December 21 - January 2)

*For Graduate, Traditional or Adult Degree Completion Program holiday and semester dates, please refer to the University and Adult Degree Completion Program Academic Calendars.

ACCESS (The Institute of American Language and Culture) Academic Calendar 2006-2007

SPRING 2007 SEMESTER*

Session 1

January

3	Offices Open
10	Classes Begin - Session 1
15	Martin Luther King Jr. Holiday (no classes, offices closed)
16	Last Day to Add a Course for Credit
23	Last Day to Drop a Course with a Refund

February

5	Last Day to Withdraw from a Course with a "W"
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March

1	Session Closes - Session 1
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Session 2

March

5	Classes Begin - Session 2
8	Last Day to Add a Course for Credit
	Last Day to Drop a Course with a Refund
19-25	Spring Break (no classes)
28	Last Day to Withdraw from a Course with a "W"

April

	Good Friday Holiday (no classes, offices closed)
7-9	Easter Observance (no classes)
9	Offices Open
10	Classes Resume

May

1	Semester and Session 2 closes
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*For Graduate, Traditional or Adult Degree Completion Program holiday and semester dates, please refer to the University and Adult Degree Completion Program Academic Calendars.

ACCESS (The Institute of American Language and Culture) Academic Calendar 2006-2007

SUMMER 2007 SEMESTER*

Session 1

May

7	Classes Begin - Session 1
11	Last Day to Add a Course for Credit
18	Last Day to Drop a Course with a Refund
25	Last Day to Withdraw from a Course with a "W"
28	Memorial Day Holiday (no classes, offices closed)

June

27	Session Closes - Session 1
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*For Graduate, Traditional or Adult Degree Completion Program holiday and semester dates, please refer to the University and Adult Degree Completion Program Academic Calendars.

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CALIFORNIA
BAPTIST
UNIVERSITY

GRADUATE CATALOG

Dr. Ronald L. Ellis

President

Ms. Ann Cramer

Administrative Assistant to the

President

Phone (951) 343-4210

FAX (951) 343-4511



CALIFORNIA BAPTIST UNIVERSITY

Dr. Ronald L. Ellis

President

Ms. Ann Cramer

Administrative Assistant to the President

Phone (951) 343-4210

FAX (951) 343-4511

Dear Friend:

Welcome to California Baptist University! I look forward to greeting you personally when the opportunity permits, but for now allow me to congratulate you for deciding to pursue your educational goals at CBU and to thank you for trusting us to help you reach those goals.



Since 1950, students have chosen California Baptist University for the caring personal attention they receive and for high quality academic programs taught by faculty members who recognize the importance of spiritual development as well as intellectual growth.

Now in its sixth decade, CBU remains faithful to the Christian values and principles found in the Great Commission, Christ's challenge to his followers found in Matthew 28:19-20:

Go ye therefore and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you; and lo, I am with you always, even unto the end of the world.

At CBU, we work hard to fulfill this commandment by integrating faith and learning and by offering a wide range of opportunities for service. Throughout Southern California and around the world, we are gaining a reputation to match our vision of "a University Committed to the Great Commission."

For many students, the decision to share the CBU experience marks the first step in a long-term relationship. We trust it will be a positive and rewarding experience for you. This is an exciting time to be part of the CBU community and we are genuinely pleased that you are here.

Once again, welcome to California Baptist University and may the Lord continue to bless!

Your brother in Christ,

A handwritten signature in cursive script that reads "Ronald L. Ellis". The signature is written in dark ink on a white background.

Ronald L. Ellis, Ph.D.
President

The University

History

On September 18, 1950, the Los Angeles Baptist Association opened the doors of California Baptist College in El Monte to 120 students who came seeking a liberal arts education in a Christian environment.

In 1955, after four years of continued growth, the college relocated to larger facilities in Riverside. Today, California Baptist University's nearly ninety acre campus is home to Spanish-style buildings that include classrooms, campus housing, a library, offices, maintenance and athletic facilities. Growth in all areas paved the way for the institution to become a university on September 25, 1998. And along with continuing enrollment growth California Baptist University continues the tradition of higher education in a Christian environment.

Location and Environment

Located in the Los Angeles Basin, sixty miles east of downtown L.A., Riverside is easily accessible by all modes of transportation. Freeways lead into Riverside from every direction and the city is served by international airports in nearby Ontario and Los Angeles.

California Baptist University is surrounded by cultural and scientific opportunities for students of all interests, and the proximity of other colleges and universities makes possible inter-library and inter-cultural exchanges.

Mission Statement

The primary purpose of this corporation is to conduct regular four-year college courses in education, music, sciences and the liberal arts, and to grant certificates, diplomas and any and all degrees evidencing completion of any course of training, together with any and all honorary degrees and to provide training for Baptist youth and others desiring to be affiliated with Baptist theology and theological instruction and such other instruction as may be needful and advantageous in preparing and qualifying ministers and others for Christian work.¹

Philosophy Statement

California Baptist University is a Christian liberal arts institution founded by Southern Baptists to serve the world. As such, the university community provides an accepting, caring Christian atmosphere in which the growth of individuals is enhanced by spiritual formation, personal development, vocational preparation, and a sound, academic, liberating education. In the midst of the pursuit of truth, individuals are encouraged to investigate, practice, and refine their aesthetic, moral, social, and spiritual values in order to prepare themselves to make substantial contributions to the cause of Christ as skilled professionals, thinking citizens, and educated persons.

Educational Standings

California Baptist University is incorporated under the laws of the State of California as a university of arts and sciences authorized to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Applied Theology, Master of Arts, Master of Science, Master of Business Administration, Master of Music and Master of Public Administration.

California Baptist University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)*. The School of Business at California Baptist University is nationally accredited by the Association of Collegiate Business Schools and Programs. Additionally, the School of Music at California Baptist University is accredited by the National Association of Schools of Music. California Baptist University is approved for teacher education by the State of California Commission on Teacher Credentialing.

The University also holds memberships in the Association of Independent California Colleges and Universities, the Association of Southern Baptist Colleges and Schools, the Council for Christian Colleges & Universities, and the Service Members Opportunity Colleges.

Accreditation letters may be viewed in the Office of the Provost.

* Western Association of Schools & Colleges
 Association of Senior Colleges & Universities
 Accrediting Commission for Senior Colleges & Universities
 985 Atlantic Avenue, Suite 100
 Alameda, CA 94501

Phone: (510) 748-9001
 Fax: (510) 748-9797
 Web Site: www.wascweb.org

¹Articles of Incorporation of the California Baptist College, 1954.

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CALIFORNIA
BAPTIST
UNIVERSITY
ENROLLMENT AND
STUDENT SERVICES

GRADUATE CATALOG

Mr. Kent Dacus

*Vice President for Enrollment and
Student Services*

Mr. Anthony Lammons

Dean of Students

Ms. Kristine Smith

Administrative Assistant

Phone (951) 343-4217

FAX (951) 343-4576



ENROLLMENT AND STUDENT SERVICES

Mr. Kent Dacus

Vice President for Enrollment and Student Services

Mr. Anthony Lammons

Dean of Students

Ms. Kristine Smith

Administrative Assistant

Phone (951) 343-4217

FAX (951) 343-4576

Philosophy of Student Development

As a Christian university, California Baptist University has dual responsibilities to its constituency. As an academic institution, it seeks to promote high scholastic standards, stimulate mental alertness, impart a general knowledge of the natural world and of the history and institutions of human society, and to assist students in choosing and learning an area of specialization for their life's work.

As a Christian institution, the University seeks to promote and follow the spiritual principles set forth by Jesus Christ. In acknowledging these principles, the University places special emphasis on leading its students in an active pursuit of the spiritual values of life and on developing leaders for the Southern Baptist churches of California and for Christian services around the world.

Students at California Baptist University are individuals involved in academic pursuits and at the same time are members of a Christian community nurturing one another in spiritual growth. The University expects students to take seriously this two-fold responsibility.

The Student Services Division is committed to the intellectual, spiritual, social, aesthetic, and physical development of CBU students so that they are assisted in becoming autonomous, competent, responsible, and interdependent individuals who use their intellects and skills with wisdom and integrity.

Freedom and Responsibility

California Baptist University students are entitled to the same freedom as any other citizens of our country. It is the policy of the University to ensure these rights, consistent with the provisions of law, acceptable tastes, and the purposes and goals of the institution. When matriculation in the University requires that conditions be placed upon student freedoms, these conditions and their rationale are clearly delineated.

At California Baptist University, the concepts of freedom and personal responsibility are inextricably bound together. The University community, like any other, functions upon the principle that all members will respect, and indeed will protect, the rights of their fellow citizens. Students are encouraged to develop these values which represent mature, self-disciplined persons who appreciate the privilege of education and are willing to accept its responsibilities.

When persons choose a university, they commit themselves to its philosophy of education and its policies and regulations. Even though students may not agree with a few rules established by the University, it is expected that they will comply with them in a manner conducive to the highest moral standards and in keeping with the discipline of the academic community.

Responsibility for student conduct lies with the Vice President of Enrollment and Student Services, Dean of Students and the Student Services staff. This group defines behavioral expectations and takes appropriate action in support of the rules of the University.

Standard of Student Conduct

In order to achieve its mission, California Baptist University expects members of the University community to accept responsibility for their personal conduct and to encourage others within the community to do the same.

All California Baptist University students (undergraduate, adult degree completion, and graduate) are expected to conduct themselves in accordance with the rules and regulations contained within the Student Handbook.

If the conduct of any member of the University community is found to be detrimental to the academic, social, and spiritual development of others within the community, the University (through its various offices and personnel) provides guidance, direction, and, if necessary, judicial action.

This Standard of Student Conduct shall apply to any and all lands owned or leased by the University, as well as to any location where a student is engaged in a University activity. Students should understand the commitment to the spirit of the University and realize that their enrollment is viewed as a willingness to abide by and accept the responsibilities of the environment. A detailed discussion of the Standard of Student Conduct is located in the Student Handbook. Failure to abide by the Standard of Student Conduct may result in expulsion from the University.

Philosophy of Discipline

The purpose of discipline at California Baptist University is to assist in maintaining individual and community growth. Personal growth and maturity are encouraged most when each member of the University community uses self-discipline and shares the responsibility to care enough about others to confront them when appropriate. The responsibility to confront one another in a loving manner, if functioning properly, should enable inappropriate behavior to be corrected on a personal level.

Unfortunately, situations may arise which warrant a formalized judicial process. The judicial procedures of the University are designed to provide a just and equitable process of educational discipline. While every effort is made to protect the rights of students, the University does not attempt to duplicate or to emulate court proceedings and should not be viewed as a court. Student judicial procedures, student rights, and the appeal process are outlined in detail in the Student Handbook.

STUDENT SERVICES

Enrollment Advising

Advising provides scheduling services and registration for traditional, adult degree completion, and graduate students. The advising staff works in cooperation with faculty assigned to students by major. Enrollment Advisors are available to meet with each student to develop the appropriate schedules and review the student's course plan. Students are encouraged to make appointments to discuss degree requirements, scheduling, and pre-graduation checks. Enrollment Advising is located in the Eugene and Billie Yeager Center, Room B150. Appointments are necessary for advising.

Student Employment and Career Services

The Dr. Linda P. Drake Career Center is designed to assist students in their personal journey of career exploration and development, as well as, their immediate employment needs while attending California Baptist University.

In addition to coordinating on-campus jobs for both work-study and non-work study positions, the Center assists students with securing off-campus employment. At no expense to students, the following resources are provided:

- Individual employment and career consultation
- Interactive computer software on topics of career exploration, self-assessment, interview techniques, and résumé writing
- Local job postings
- Seasonal employment and ministry opportunities locally, nationally and abroad
- Internships
- Salary and job trend projections, both locally and nationally
- Directories of employers, including literature and audiovisual material
- Directory of current employment opportunities in business, government, industry, and other agencies
- Brochures and periodicals
- Graduate and professional school catalogs

Job fairs are held both in the fall and spring semesters, as well as, workshops on resume writing, job search, and interviewing skills. Additionally, students may produce professional résumés at the Center. Personal assistance in résumé and interview preparation is available by appointment.

International Student Services

The director of international student services assists students from other countries to make a successful transition into the American culture and understand institutional expectations. In addition to providing assistance with the processing of U.S. Citizenship and Immigration Services (U.S.C.I.S.) documents related to the California Baptist University admissions and enrollment process, the director international student services provides support services, processes arrival and departure documents, and actively recruits international students.

Upon student completion of the initial enrollment process, the director of international student services counsels students regarding U.S.C.I.S. regulations and procedures (i.e. Practical Training, Work Permits), and plans and implements activities that promote campus awareness and appreciation for international students.

California Baptist University requires international students who must interrupt or reduce a full course of study as the result of an illness or other medical condition to submit written documentation from a physician that specifically recommends the interruption or reduction of studies for a specified amount of time. Documentation must be submitted to the International Student Services Office.

Upon receipt and evaluation of documentation from a physician, the director of international student services will issue a written response to the student. The director of international student services may, at his/her discretion, request additional information prior to issuing the student a response.

Enrollment and Student Services

Disability Services

Students who have qualified disabilities and wish to arrange the appropriate accommodations, in addition to the general academic support services coordinated by the Academic Resources Center, must identify themselves to the director of disability services. Disabled students who wish to arrange appropriate accommodations must complete and submit a Request for Accommodations form and provide recent, no older than three (3) years, diagnostic test results.

California Baptist University does not offer testing facilities to determine learning disabilities and can provide only limited specialized support. Additional information regarding disabled student services is available in the Disability Services Office.

Public Safety

California Baptist University maintains a Department of Public Safety for the purpose of enhancing the safety and security of the University community. The department assists with the protection of students, employees, and property. Public Safety assumes an educational role in teaching members of the University community to look out for one another.

California Baptist University certifies that it has established a campus security policy, is carrying out that policy, and meets the disclosure requirements of Title IV of the Higher Education Act (HEA) of 1965 regarding campus security policies and crime statistics.

Information in the Emergency Response and Safety Handbook, and Annual Security Report is provided by law annually to all current students, faculty and staff, employees, and upon request to applicants for employment or enrollment or parents, or upon demand to the Secretary of the Department of Education. The Annual Security Report is distributed by the Department of Public Safety throughout the year to new students at registration, and to new employees with their new-hire-packet.

The Department of Public Safety provides twenty-four hour assistance to the campus community. In addition to providing service at CBU Welcome Pavilion, Public Safety Officers regularly patrol all areas of the campus. Public Safety Officers may be contacted by dialing 4311 from an on-campus phone or (951) 343-4311 from an off-campus phone. Public Safety may also be contacted by using courtesy phones located on campus.

Students who operate a vehicle on campus must register with the Public Safety Department. Current parking permits are issued for the school year at the time of registration. Drivers are expected to comply with the University traffic and safety regulations; non-compliance may result in citations, and the suspension of parking and/or driving privileges on campus. Copies of the California Baptist University Vehicle Code are available in the Public Safety Office.

Campus Housing

Students interested in campus housing should consult the Campus Life Office.

Counseling Services

The Counseling Center offers a full program of assistance to individuals as they strive to become more effective, productive, and comfortable as students. The university experience is a time of growth and transition during which students are confronted with questions about self, religious faith, relationships, and future plans.

In addition to licensed professional counselors, supervised Marriage and Family Therapy interns and trainees are available through the Counseling Center.

Students may discuss and explore freely, and in confidence, problems or feelings that are important to them. During counseling, concerns may be examined, alternatives explored, and decisions made about future courses of action.

Individual intelligence and personality instruments, administered by trained personnel, are also available through the Counseling Center. Test results are kept confidential and released to authorized personnel at the discretion of the Counseling Center personnel.

Services offered without charge to California Baptist University students include individual, group, academic, pre-marital, and marriage and family counseling.

Student Health Services

Graduate Students who are actively attending classes may be eligible to participate in CBU's health plan. Participation in the Health Care Plan requires pre-payment and pre-enrollment.

The purchase of student medical insurance is optional for students who are enrolled in graduate programs. Students who would like information or wish to enroll on the student insurance offered through CBU should contact the Student Services Office.

20062007

CALIFORNIA
BAPTIST
UNIVERSITY

GRADUATE
ADMISSIONS

GRADUATE CATALOG

Ms. Gail Ronveaux

Dean of Graduate Enrollment

Ms. Jody Turney

Assistant Director of Graduate Admissions

Phone (951) 343-4249

Toll free (877) 228-8866



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Assistant Director of Graduate Admissions

Phone: (951) 343-4249

Toll Free: (877) 228-8866

FAX: (951) 343-5095

graduateadmissions@calbaptist.edu

Mr. Jim Paulus

Director of International and Disability Services

International Student Center

Phone: (951) 343-4690

jpaulus@calbaptist.edu

Ms. Darla Cupery

ESL Program Director

ACCESS: American Culture Combined

with English for Student Success

Phone: (951) 343-4638

accessinfo@calbaptist.edu

The goal of California Baptist University Graduate Programs is to provide avenues for working adults to better themselves personally and professionally through practical, ethical, and Christian education. Programs are structured to accommodate busy schedules, as we acknowledge that most of our students are attempting to balance a graduate education with work, home and family. The Graduate Admissions Office at CBU is available to assist both prospective and current graduate and credential students.

Admission and Application

California Baptist University maintains a rolling admission policy. Applicants for admission to graduate study at California Baptist University must apply for acceptance into a specific program of study. Each program of study has specific admission requirements which are listed in the program sections of the catalog. Admission and application requirements common to all graduate programs are as follows:

1. Application
 - Applicants for admission to graduate study at CBU must apply for acceptance into a specific graduate program. Applications can be submitted online at www.calbaptist.edu/admissions or paper applications can be obtained by contacting the Graduate Admissions Office.
2. Application Fee
 - A non-refundable application processing fee is required.
3. Completion of a Bachelor's Degree
 - A bachelor's degree from a regionally accredited institution or the evaluated equivalency of a bachelor's degree from a regionally accredited institution is required.
4. Official Transcripts
 - Official sealed transcripts from all colleges and universities attended must be submitted to the Graduate Admissions Office. "Issued to Student" transcripts are not official. An official transcript is one that the University receives directly from that institution and bears an official seal. A summary of credit transferred from an institution previously attended and recorded on another transcript is not acceptable.
 - Foreign transcripts must be translated and evaluated by an approved evaluation service. Evaluations must be detailed, including course grades and grade point average. An official sealed copy of the evaluation is required. Please contact the Graduate Admissions Office or the International Student Center for additional information.

5. GPA Requirement
 - Applicants to graduate studies must possess a minimum cumulative or last 60 semester (or 90 quarter) unit grade point average of 2.75. Some programs (such as Alumni MBA and certain Credential Programs) have higher GPA requirements. Applicants who do not meet the minimum GPA should see specific program admission requirements for options.
6. Recommendations
 - Three positive recommendations are required and forms are provided. Recommendations may not come from family members or friends. Please see specific program requirements for additional recommendation criteria.
7. Prerequisites
 - Each program has specific prerequisite requirements that can be found in the program section of the catalog. Students who have not completed program prerequisites may be admitted conditionally with the following stipulations:
 - a. If three or more prerequisites are outstanding students may be admitted conditionally but may only enroll in undergraduate courses to meet prerequisite requirements.
 - b. If two or fewer prerequisites are outstanding students may be admitted conditionally and permitted to enroll in graduate courses while completing prerequisites. Students should complete prerequisite deficiencies by the end of the first semester of enrollment.
 - c. Please see the Academic Information sections of the catalog for information about student load limits.
8. Application Essay
 - All programs require an application essay. Please see specific program admission requirements for essay information.
9. English Language Proficiency
 - An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction may be required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL) with a minimum score of 230 (575) paper based or International English Testing Systems (IELTS) with a minimum band score of 6.5. Applicants whose scores do not meet this requirement or who have not taken the TOEFL or IELTS may be admitted jointly to the Graduate Program and the California Baptist University ACCESS Program. For more information please see the International Student Admission section.

Student Status

Applicants to the program will be considered according to the following classifications:

Unconditional

Applicants who have met the unconditional status GPA requirement specified by each program, who have completed the required prerequisites and have provided Graduate Admissions with all required forms, documents and fees, may be unconditionally admitted to the University with full graduate standing.

Conditional

Applicants with a 2.75 GPA who are lacking one or more prerequisites or show a deficiency in any admission requirements may be admitted on a conditional basis but must:

- Maintain a 3.0 GPA
- Remove prerequisite deficiencies by the end of the first semester of enrollment
- Have the recommendation of the graduate program director to attain full graduate standing
- Provide the Graduate Admissions Office with all lacking documents, forms or fees

Special

As an alternative to regular admission an applicant may be considered for admission under Special Student Status. Special Students may enroll in no more than a total of six graduate units. To continue beyond six units students must complete program admission requirements and be accepted to a specific graduate program. Enrollment as a Special Student does not guarantee or imply later admission to the graduate program, but credit for the courses may be counted toward graduation requirements following admission to the graduate program. Certain courses may have restrictions and/or prerequisite requirements. Note: Special Students are not eligible for Financial Aid.

Denial

Denial may occur when an applicant does not qualify for admission in any one of the above categories. CBU reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University.

Appeals

Appeals on any decision regarding admission should be made in writing and addressed to the Admission and Retention Committee in care of the University.

Graduate Admissions

CBU Applicants

A current undergraduate CBU student who has been accepted to a graduate program may be allowed to enroll in a graduate program pending the posting of their bachelor's degree. The degree must be posted by the last day to drop for the semester or the graduate enrollment will be voided. The student is responsible for determining how this will affect their academic record, tuition, and eligibility for financial aid.

Readmit

Students who have attended CBU but have discontinued enrollment for the fall or spring semester will be required to readmit to the University. Students must submit a Readmit Form, readmit fee and official transcripts from all other institutions attended since last enrolled at CBU. Readmitted students will enter under the catalog current at the time of readmission and will be subject to the degree requirements outlined in that catalog. The University is not responsible for providing courses or programs that have been discontinued. For more information please contact the Graduate Admissions Office.

Reapply

Students who have discontinued enrollment for six or more semesters must reapply for admission. Students will enter under the catalog current at the time of readmission and will be subject to the admissions and degree requirements outlined in that catalog. The University is not responsible for providing courses or programs that have been discontinued. For more information contact the Graduate Admissions Office.

Change of Degree Program

Admission to graduate studies at California Baptist University is degree specific. Students wishing to change degree programs must apply for the desired program. No credit toward the new degree will be granted until admission to the new program has been approved.

International Student Admission

International applicants who meet all University and Graduate Program admission requirements may receive full admission to their chosen graduate program. Applicants who do not meet the English Language Proficiency requirement may also be admitted to CBU in the following manner:

Joint Admission

Applicants who have met all program admission requirements but whose TOEFL scores are below the required minimum for full admission may be jointly admitted to the Graduate Program and the ACCESS Program. Student's acceptance letter and SEVIS Form I-20 will be issued by the Graduate Admission Office. Upon arrival at the University, those students will attend ACCESS, The Institute of American Language and Culture. After completing ACCESS Level 8 and receiving a passing mark from the ACCESS Director on the ACCESS Capstone Project, students may begin graduate coursework.

Bridge Program

Applicants whose TOEFL scores are between 550-574 (CBT 213-229)* or who have completed ACCESS Level 6 may be admitted to the ACCESS Graduate Bridge Program. This program combines 10 hours of intensive English courses per week and up to 6 units of graduate level coursework per semester. At the end of one semester and upon successful completion of the intensive English courses in Level 8, students may enroll in a full course of regular studies. If, however, the work in the Level 7 or 8 classes or the ACCESS Capstone Project is not completed satisfactorily, the student must retake these classes and redo the Capstone Project along with 6 additional units of graduate credit in the following semester. If the student's work continues to be unsatisfactory in the second semester of the Bridge Program, the student will return to full-time ESL study in the third semester until all requirements and a successful Capstone project is created before entering full-time graduate study.

ACCESS: The Institute of American Language and Culture

A student whose TOEFL score is below 575 (CBT 230) will enter ACCESS: The Institute for American Language and Culture, before entering the university for full-time study. ACCESS trains students to use English proficiently in all areas: listening, speaking, reading, writing, research and presentation skills, and American academic culture. In addition, ACCESS enhances the learning process by integrating students into university life and providing various opportunities to experience and understand American culture. ACCESS has eight levels of study – beginning through advanced – taught in eight-week sessions. Levels 1-4 require full-time study in English as a Second Language, while graduate students in levels 7-8 can also take 6 units of graduate course work in addition to ACCESS course work in their final semester.

California Baptist University reserves the right to require additional English testing/classes after the student has arrived at the university if considered necessary.

International Students must supply documentation verifying the ability to meet financial obligations. Once all admission requirements have been met and the applicant is approved for admission a letter of acceptance and Form I-20 will be issued

For more information about international student admission, application deadlines, fees, immigration and visa requirements please contact the International Center Office.

*See website www.calbaptist.edu/international for Internet Based Test (iBT) score requirements.

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CALIFORNIA
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FINANCIAL AID

GRADUATE CATALOG

Mr. Calvin Sparkman
Director of Financial Services

Ms. Eileen Terry
Director of Financial Aid
Phone (951) 343-4236
Toll free (877) 228-8855
FAX (951) 343-4518



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The Purpose of Financial Aid

California Baptist University coordinates and provides financial assistance to students. Financial aid at California Baptist University is administered in accordance with federal, state, and institutional policies. It is important students understand they bear the principal responsibility for meeting educational costs. A federal methodology calculation is used in determining eligibility for financial aid. There are various grants, scholarships, and loans available for students who are eligible for financial assistance. These forms of financial assistance are grouped into the following categories: federal programs, state programs, and private scholarships. Specific information on each of these sources of financial aid is available on the Financial Aid website and in the Financial Aid Office.

Applying for Financial Aid

Students who apply for federal, state, or private aid must complete a Free Application for Federal Student Aid (FAFSA) each year. This form is available from the Financial Aid Office or on the web at www.fafsa.ed.gov. The renewal FAFSA can also be done on the web. The federal Department of Education assigns each student a PIN for ease of filing and for signing the FAFSA electronically.

Completion of the FAFSA will generate a Student Aid Report (SAR), which is sent directly to the student by the federal government. The Financial Aid Office receives the FAFSA information electronically, provided the student lists California Baptist University as an attending institution, referenced by the school code 001125 on the FAFSA.

The amount of financial aid awarded is based on the financial need of the student as determined by the results of the FAFSA. Financial need is defined as the difference between the total cost of attending school (tuition, fees, room, board, books, supplies, and other allowable living expenses) and the Expected Family Contribution (EFC) as determined by the federal government. A student who's Expected Family Contribution surpasses the cost of attendance may still qualify for financial aid.

Requirements for Awarding

An offer of financial aid is generated upon acceptance to the University and completion of the registration process, provided a FAFSA has been filed. Copies of federal income tax returns may be required if the student is selected for verification by the Department of Education. The Financial Aid Office reserves the right to require tax documents to verify information contained on the FAFSA.

STUDENT RIGHTS AND RESPONSIBILITIES

Offer of Financial Aid

Students are required to notify the Financial Aid Office of changes in financial, residency, or academic status. Changes of this nature will be reviewed and adjustments may be made to the Financial Aid award when necessary. Changes in marital status cannot be made once a FAFSA has been completed for that academic year.

Students have the opportunity to have financial aid decisions reviewed and explained by a Financial Aid Counselor upon request of appointment.

Disbursement

Federal loan funds are credited directly to the student's account. Stafford loan (subsidized and unsubsidized) disbursements are sent directly to the University each semester via Electronic Funds Transfer (EFT). Recipients are notified by the Business Office that funds have arrived. Students may also request Stafford loan disbursements via check. Checks are returned to the lender if not endorsed within thirty days.

Withdrawal from the University

Withdrawal from the University (all classes) during any period of enrollment, whether official or unofficial, may necessitate the return of federal financial aid.

Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Pell Grant, SEOG, Stafford loans, Perkins loans) earned by the student for their attendance up to the date of withdrawal. The amount of Title IV aid earned is in no way relative to the amount of tuition and fees charged to the student.

The official withdrawal process begins with the completion of the Petition to Withdraw form, which is available in the Office of Enrollment Services. Please refer to the Academic section of this catalog for further details of the process.

Unofficial withdrawals encompass those students who fail to initiate and/or complete the official withdrawal process as noted above.

Ceasing to attend class without proper notification to the Office of Enrollment Services or the Office of the Registrar will result in an unofficial withdrawal and a refund calculation will be performed to determine the amount of Title IV aid earned and the amount to be returned to the Title IV programs. The student is responsible for any resulting balance owed to the University.

SATISFACTORY ACADEMIC PROGRESS

Graduate students who receive any type of financial aid must earn and maintain a 3.0 cumulative grade point average. In addition, the student must earn the required number of units and be able to graduate in the prescribed amount of time. The process of monitoring student progress occurs annually after the fall semester. If the requirements of Satisfactory Academic Progress (SAP) have not been met, the student will be placed on probation the following term. Financial aid (federal, state, or institutional) funds will not be released until SAP contracts are processed.

SAP Requirements

Satisfactory progress for each semester is based on the completion of no less than the number of units for which the student was funded (i.e., full-time, part-time). Satisfactory progress for the year is based on completion of the number of units within a 12-month period for which the student was funded.

These standards may be different than that of academic standards required to stay in the program, to advance to candidacy, or to earn a degree or certificate. Where differences exist, the following standards set forth in this policy shall be used to determine eligibility for financial aid:

- For full-time enrollment, a student must register, complete, and receive credit for at least 9 units by the end of the noted major semesters (e.g. Fall, Spring, or Summer) at California Baptist University.
- For three-quarter time enrollment, a student must register, complete, and receive credit for at least 7 units by the end of the noted major semesters (e.g. Fall, Spring, or Summer) at California Baptist University.
- For half-time enrollment, a student must register, complete, and receive credit for at least 5 units by the end of the noted major semesters (e.g. Fall, Spring, or Summer) at California Baptist University.
- In addition, a cumulative GPA of no less than 3.0 must be maintained.

Satisfactory Academic Progress (SAP) Contract

When it is discovered that a student has fallen below the cumulative GPA requirement, completes less than the number of units for which they obtained aid, or has reached the graduation time limits:

On the first non-consecutive occurrence, the student will be required to sign a SAP Probation Contract providing them one semester to regain eligibility.

On the second consecutive occurrence (while on probation), the student will receive a Termination Notice indicating failure to meet the terms of the contract and loss of eligibility for aid (federal or state) the following semester.

Financial Aid

Appeal and Reinstatement Process

Should a student choose to appeal the termination of financial aid, (s)he may petition the University for an exception to the policy. Appeals for reestablishing eligibility may be based on extenuating circumstances. Students must obtain, complete, and submit a California Baptist University Satisfactory Academic Progress Appeal Request Form. The completed form must be submitted to the Financial Aid Office.

Upon submission of a SAP Appeal Request Form, the SAP Appeals Committee will review the student's appeal, transcript, and other pertinent documents to render a decision.

Student appeals will be handled on a case-by-case basis and outcomes will be different.

If the appeal is granted, the student will be eligible for financial aid but will remain on SAP contract for the following semester. NOTE: SAP probation and/or termination does not necessarily run concurrently with academic probation and/or suspension imposed by the Admissions and Retention Committee. Appeals to the Admissions and Retention Committee have no effect on SAP probation and/or termination.

Units Completed/Not Completed

Certain criteria will be used to evaluate grades at the conclusion of each semester.

- Earned units: the following will be counted as units completed: grades "A" through "D", "P" (pass) and "CR" (credit).
- Unearned units: the following will NOT be counted as units completed: "F" (fail), "W" (withdrawal), "I" (incomplete) grades.
- Repeated courses: financial aid will be awarded only twice for the same class. The cost of the third attempt will not be covered by financial aid and will not be counted as part of the half-time minimum aid eligibility requirement.

Graduation Time Limit

To be eligible for financial aid, graduate students must graduate within the following schedule:

- Full-time students (at least 18 units per year) have three years of graduate level financial aid eligibility to complete the degree.
- Three-quarter time students (at least 14 units per year) have four years of graduate level financial aid eligibility to complete the degree.
- Half-time students (at least 10 units per year) have five and a half years of graduate level financial aid eligibility to complete the degree.

Concurrent Enrollment

Eligibility for students attending California Baptist University and another college or university concurrently is determined by the coursework and GPA acquired at California Baptist University only.

FEDERAL FINANCIAL AID PROGRAMS

Common Requirements for all Federal Programs

- Students applying for federal aid must complete a financial aid file which includes the FAFSA.
- Federal aid recipients must be U.S. citizens, permanent residents or eligible non-citizens.
- Federal aid recipients must not be in default on a student loan and not owe a refund on any state educational grant.
- Federal aid recipients must maintain satisfactory academic progress according to institutional standards as stated in this catalog.
- Students concurrently enrolled in other institutions will only be eligible for financial aid based on the units in which they are enrolled at California Baptist University.

Note: Federal program requirements are subject to change at any time.

Federal Work Study Program

Description

- Federal Work Study is a federally-funded, campus-based work study program designed to assist undergraduate and graduate students in job placement to help earn money for their educational expenses.

Eligibility

- Eligibility is determined by a student's financial need. Priority will be given to students with financial need who have met the March 2nd FAFSA deadline.

Award

- Federal Work Study funds are not disbursed separately to the student; they are included in the student's regular paycheck. Work Study awards indicate a maximum amount for which a student is eligible. Student's earnings will be monitored each pay period and will be adjusted accordingly.

Procedure

- Students who are awarded Federal Work Study must contact the Career Services Office within two weeks of the first awarded semester to obtain employment and maintain eligibility. By the fourth week, students should have job placement. Federal Work Study students not employed by the fourth week of the first awarded semester will lose the annual awarded amount (Fall & Spring) of Federal Work Study.

ANNUAL AND AGGREGATE LOAN LIMITS
Federal Stafford Loans

Academic Year	Dependent Students	Independent Students	
	Maximum Federal Subsidized & Unsubsidized	Maximum Federal Subsidized Stafford	Maximum Federal Unsubsidized Stafford
Annual Limits			
Graduate	n/a	\$8,500	\$10,000
Aggregate Limits			
Graduate	n/a	\$65,000	\$73,000

Federal Subsidized Stafford Loan**Description**

- The federal subsidized Stafford loan is a low-interest loan available to students who demonstrate financial need as determined by the results of the FAFSA. The loan is made to the student by a lender that participates in the federal student loan program. No interest accrues while the student is enrolled in school at least half-time and repayment begins six months after graduation, leaving school, or dropping below half-time enrollment. At repayment, the interest rate is based on a 91-day T-bill rate plus a variable percentage rate, not to exceed 8.25%.

Eligibility

- Eligibility is determined by a student's financial need and grade level.
- First-time borrowers, transfer students, and students new to the graduate program must complete an Entrance Interview before any funds can be disbursed. Upon withdrawal from the University or graduation, all recipients must complete an exit interview.

Award

- Students enrolled in graduate programs may be eligible to borrow up to \$8,500 per academic year (two semesters).

Financial Aid

Federal Unsubsidized Stafford Loan for Independent Students

Description

- The federal unsubsidized Stafford loan is designed to supplement other sources of financial aid for graduate students who qualify for additional assistance. Loans are made by a lender who participates in the federal student loan program. Interest accrues during the in-school period. Repayment begins six months after graduation, leaving school, or dropping below half-time enrollment. Federal unsubsidized loans have an interest rate that is based on a 91-day T-bill rate, plus a variable percentage rate, not to exceed 8.25% at the time of repayment.

Eligibility

- Eligibility is dependent upon the amount of other financial aid a student receives. Federal unsubsidized loans are not need-based; however, when added to the student's financial aid, the total may not exceed the student's estimated cost of attendance.
- First-time borrowers, transfer students, and students new to the graduate program must complete an Entrance Interview before any funds can be disbursed. Upon withdrawal from school or graduation, all recipients must complete an exit interview.

Award

- Students enrolled in graduate programs are eligible to borrow up to \$10,000 per academic year (two semesters).

Federal Perkins Loan

Description

- The Federal Perkins Loan is a federally funded, low-interest, campus-based loan available to students who demonstrate financial need as determined by the results of the FAFSA. No interest accrues while the student is enrolled in school at least half-time and repayment begins nine months after graduation, leaving school or dropping below half-time enrollment.

Eligibility

- Eligibility is determined by a student's financial need. Priority will be given to students with exceptional financial need.
- All recipients must complete an entrance interview before any funds can be disbursed. Upon withdrawal from school or graduation, all recipients must also complete an exit interview.
- All recipients must complete a promissory note and additional forms as required by the institution before any funds can be disbursed.

Award

- Awards for graduate students may be up to \$3,000 per term for the Fall and Spring semesters.
- Funds are limited and are awarded on a first-come, first-served basis.

Procedure

- Potential recipients should apply directly to the Financial Aid Office.

Assumption Program of Loans for Education (APLE) (for Credential Students)

Description

- The Assumption Program of Loans for Education (APLE) is a state funded, competitive teacher incentive program which is designed to encourage outstanding students to become teachers and serve in critical teacher shortage areas. Under the provisions of the APLE program, the California Student Aid Commission may assume up to \$11,000 in outstanding educational loan debt in return for the participant's service as a public school teacher in California in either designated subject matter areas (mathematics, science, english, bilingual education or special education) or in schools serving large populations of students from low-income families. A list of qualified schools is available on the internet at www.csac.ca.gov.

Eligibility

- Applicant must be a legal resident of the state of California.
- Applicant must have completed a minimum of 60 semester or 90 quarter units.
- Applicant must have received Stafford, FFELP, Perkins, or other student loans approved by the California Student Aid Commission.
- Applicant must not have completed the coursework necessary to obtain an initial teaching credential.
- Applicant must not be employed as a full-time teacher.
- Applicant must agree to teach in a California public school for at least four consecutive years after obtaining a teaching credential. This agreement may also have other requirements regarding type or location of teaching.

Assumption Program of Loans for Education (Graduate APLE)

Description

- The Graduate Assumption Program of Loans for Education (Graduate APLE) is a state funded, competitive teacher incentive program which is designed to encourage outstanding students to become teachers and serve at a college or university. Under the provisions of the Graduate APLE, after a participant has obtained a graduate degree, the Commission may assume up to \$6,000 in outstanding student loans in return for three consecutive years of service as the equivalent of a full-time member at one or more California colleges or universities.

Eligibility

- Applicant must be a legal resident of the state of California.
- Applicant must have Stafford, FFELP, Perkins, or other student loans approved by the California Student Aid Commission.
- Applicant must demonstrate academic ability and financial need.
- Applicant must be free of obligations to repay any state or federal educational grant and NOT be in default on any federal loan.
- Applicant must have completed a baccalaureate degree or be enrolled in a program leading to a graduate level degree.
- Applicant must be enrolled (or admitted) in a graduate program on a full time basis each term beginning with the Fall term.
- Applicant must agree to teach at one or more accredited California colleges or universities for at least three consecutive years after obtaining a graduate degree.

Cal Grant Teaching Credential Program

Description

- The Cal Grant TCP is a state funded, need-based grant that provides tuition assistance to graduate students enrolled in a Teaching Credential Program.

Eligibility

- Students must have been recipients of Cal Grant A or Cal Grant B as an undergraduate.
- Form G-44 must be completed and submitted to the California Student Aid Commission for approval.
- Based on eligibility, Cal Grant TCP Grant awards are awarded to cover up to the amount of tuition and fees only. The grant covers only credential applicable coursework.
- Funding for the Cal Grant TCP Grant is subject to state budget allocations.

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STUDENT
ACCOUNTS

GRADUATE CATALOG

Ms. Jackie Gonzales
Director of Accounting

Ms. Heidi Pendleton
Director of Student Accounts
Phone (951) 343-4371
FAX (951) 343-4515
studentaccounts@calbaptist.edu



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Ms. Heidi Pendleton
Director of Student Accounts
Phone (951) 343-4371
FAX (951) 343-4515
hpendlet@calbaptist.edu

Student Accounts Contact Personnel

Diane Switzer
Senior Student Accounts Counselor
(951) 343-4335
dswitzer@calbaptist.edu

Holly Gwilt
Student Accounts Counselor
(951) 343-4547
hgwilt@calbaptist.edu

Peggy Plavajka
Student Accounts Counselor
(951) 343-4669
pplavajka@calbaptist.edu

Tammi Williams
Student Accounts Counselor
(951) 343-4209
twilliams@calbaptist.edu

Elizabeth Paulson
Title IV Funds Coordinator- Perkins
(951) 343-4406
epaulson@calbaptist.edu

Dawnel Pettingill
Student Accounts Assistant
(951) 343-4414
dpettingill@calbaptist.edu

The Student Accounts Office is open:

Monday - Thursday
Friday

8:00 a.m. – 6:00 p.m.
8:00 a.m. – 5:00 p.m.

The cost of an education at California Baptist University is among the lowest to be found in accredited, private senior institutions. This is made possible with support from the Cooperative Program of the California Southern Baptist Convention and other gifts and grants.

The University reserves the right, with or without notice, to change fees and charges when necessary.

Student Charges in U.S. Dollars

Tuition**Graduate Course Tuition (per unit)**

Master of Business Administration	\$485
Master of Arts in Counseling Ministry	525
Master of Science in Counseling Psychology	525
Master in Education	434
Master of Arts in English	434
Master of Science in Kinesiology	434
Master of Music	434
Master of Public Administration	434
Traditional courses numbered 0-499	680
Adult Degree Completion courses numbered 0-499	435
Continuing Education Units	125
Audit (per unit)	125

ACCESS Course Tuition

ACCESS Tuition Per Semester (12 units – 20 hours/week)	4,992
ACCESS Tuition Per Session (6 units – 20 hours/week)	2,496
ACCESS Tuition Per Unit	416

Non-refundable Fees**Admissions**

Graduate	\$45
Re-admission	25
Tuition Deposit (New CBU students only)	100

Registrar

Incomplete Fee (per course)	\$45
Graduation Application Fee	150
Late Graduation Application Fee	50
Re-application for Graduation	50
Transcript Fees	
Official (per transcript)	6
Unofficial (per transcript)	3
Transcript Processing Fees	
Rush (same day, per transcript)	25
Next Business Day (per transcript)	10
Faxed Unofficial Transcript (per fax)	15

Academic Affairs

Education Lab	\$210
Thesis/Project Reading Fee (per unit, in addition to tuition)	435
Comprehensive Exam Fee (per semester)	245
Directed/Independent Study Fee (per unit, in addition to tuition)	210
Subject Matter Competency Fees:	
CBU Student	100
Non-CBU Student	200

Student Accounts

Laptop Program

School of Music Laptop	\$2950
School of Music Laptop: *Finance Option	3600

*A \$900 laptop fee will be assessed for four (4) consecutive semesters.

Health Insurance

Graduate Student Health Insurance (optional – per semester)	\$600
ACCESS Student Health Insurance (required – per month)	\$65

Student Services

Associated Students of California Baptist University (ASCBU) Fee	
ACCESS Students (per session)	\$107.50
International Student Fee (per semester)	\$250
Lost Key	65

General Fees

Graduate Program (per semester)	
Graduate On-campus Students with 5 or more units	\$250
Graduate On campus Students with 4 or less units	120
Graduate Off-campus Students with 5 or more units	230
Graduate Off campus Students with 4 or less units	115
ACCESS Program (per session)	
ACCESS Students	230

Student Accounts

TuitionPay Enrollment Fee (payment plan)	
ACH or credit card (per semester)	\$25
Study Abroad Processing Fee (non-CBU programs)	100
Late Financial Clearance Fee	120
Late Payment Fee	30
Dishonored Check (per check)	30

Housing

University Place Apartments - gas (except as noted), water, sewer and trash included; electricity is paid by resident (per month).

Deposit	\$350
Studio	535
Jr. 1 Bedroom	565
1 Bedroom (gas not included)	675
2 Bedroom (gas not included)	795
2 Bedroom Townhouse	830
Late Rent Fee (per day)	8

Board***Semester Meal Plans**

Plan A (for commuters only)	Plan B	Plan C	Plan D	Plan E
5 meals/wk	10 meals/wk	13 meals/wk	16 meals/wk	19meals/wk
\$665	\$1,330	\$1,540	\$1,805	\$2,005

Session Meal Plans for ACCESS Students

Plan B	Plan C	Plan D	Plan E
10 meals/wk	13 meals/wk	16 meals/wk	19meals/wk
\$665	\$770	\$902.50	\$1,002.50

* All residence hall and non-family students must be on a meal plan.

Policy for Student Accounts

Student charges are due and payable at the time of registration for all students. Tuition, fees, room and board become the liability and obligation of the student in accordance with the Policy for Refund of Tuition, Room, and Board Charges. Two payment plans are available for students with a balance after financial aid, if applicable.

Two Payment Plans**Plan 1 (Cash)**

Students able to pay cash are encouraged to do so. Payment in full at the beginning of each semester or term is required. California Baptist University offers an alternative payment plan for students unable to pay full costs by the start of an academic semester or term.

Plan 2 (TuitionPay Payment Plan)

Plan 2 enables you to pay all or part of your semester charges in installments without interest. Your monthly payments are calculated on an amount equal to the total expenses less grants, scholarships, or direct payments made to the University. TuitionPay gives students the option to pay through automatic bank draft (ACH) or credit card. The plan requires a \$25 per semester enrollment fee. Please contact the Student Accounts Office at studentaccounts@calbaptist.edu or 1-800-782-3382 ext. 4371 for more information.

Financial Clearance

To attain Financial Clearance to attend classes a student must have a signed Tuition and Fee Agreement on file in the Student Accounts Office and make acceptable payment arrangements to cover their balance in full.

Financial Clearance Deadline Dates

All students should pay their balance by the deadlines specified below to avoid a Late Financial Clearance Fee charge and possible administrative withdrawal from the University.

Semester	Deadline
Fall 2006	Tuesday, August 15, 2006
Spring 2007	Friday, December 15, 2006
Summer 2007	Monday, April 16, 2007
Fall 2007	Wednesday, August 15, 2007

International students who do not complete payment arrangements by the specified deadline will be administratively dropped from their courses. The Dean of Students will be notified of such action.

Student Accounts

Delinquent Accounts

Delinquent accounts are those in which monthly payments are past due. Interest is charged on all delinquent accounts at a rate of .833% per month, or 10% per year computed monthly. In the event an account becomes delinquent and the account is turned over to a collection service, the cost of the service and reasonable attorneys' fees will be added to the account. Failure to make payments of any indebtedness to the University when due, including, but not limited to tuition, housing or rental charges, student loans, laptop fees, special fees, library or parking fines, is considered sufficient cause, until the debt is settled with verified funds, to:

- Bar the student from classes
- Record no grades on transcript
- Withhold diploma or transcript of records
- Suspend the student

Returning students will not be permitted to register for classes if a balance appears on their account.

Policy for Refund of Tuition, Fees, Room and Board Charges

The Student Accounts Office will automatically process tuition refunds for all eligible students. Refunds are calculated from the date of official withdrawal. A withdrawal is considered official when a completed Petition to Withdraw Form has been submitted to the Enrollment Services Office and processed by the Office of the Registrar, Financial Aid and Student Accounts.

Ceasing to attend does not constitute an official withdrawal from a course or from the University. However, a Title IV-unofficial withdraw may be processed as required per federal regulations, which may necessitate the return of federal financial aid.

Refer to the Financial Aid and Academic Information sections in this catalog for additional information regarding withdrawals.

Tuition charges may be refunded or credited per the following schedules:

Tuition

Withdrawal from a course

- | | |
|---------------------------|---|
| Within add/drop period– | A student may drop from a course and receive a full credit of tuition. No mark will appear on the transcript and there is no charge incurred. |
| Within withdrawal period– | A student may withdraw from a course. However, there will be no credit of tuition, and a “W” will appear on the transcript. |

Withdrawal from the University (Graduate 16 week courses)

A student withdrawing from the University during the semester may receive a credit on tuition (room and board not included) according to the following schedule:

Within the first two weeks after semester begins	100%
Within the third week after semester begins	75%
Within the fourth week after semester begins	50%
Within the fifth through eighth week after semester begins	25%
After the eighth week of the semester	No refund

Withdrawal from the University (Non-16 week courses)

A student withdrawing from the University during the semester may receive a credit on tuition (room and board not included) according to the following schedule:

Within add/drop period	100%
After add/drop period	No refund

Refer to the University Catalog and course schedule for add/drop and withdrawal dates. Course schedules may be obtained at www.calbaptist.edu/schedules.

Completion of even one course in a semester will make a student ineligible for withdrawal from the University for that semester.

Room and Board

These charges may be refunded or credited upon written application to the Student Services Office only within the first two weeks of each semester. No room or board refund/credit will be made after the second week.

Repayment of Financial Aid

See “Withdrawal from the University” under Financial Aid for a complete discussion.

Policy for Student Organization Funds

All student organization funds must be deposited with the University. The University disburses funds through the normal requisition process. All requisitions must have the signature of the organization treasurer or president and the Vice President for Student Services. Proceeds from the sale of yearbook advertising and school newspaper advertising must be handled through the Student Accounts Office. No organization or club is permitted to solicit advertising or contributions without the written permission of the University administration.

The University reserves the right, with or without notice, to change fees and charges when necessary.

20062007

CALIFORNIA
BAPTIST
UNIVERSITY

ACADEMIC
INFORMATION

GRADUATE CATALOG

Dr. Jonathan K. Parker

Provost

Ms. Lynette Risner

Administrative Assistant for the Provost

Phone (951) 343-4213

FAX (951) 343-4572

lriskner@calbaptist.edu



ACADEMIC INFORMATION

Dr. Jonathan K. Parker

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Ms. Lynette Risner

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Phone (951) 343-4213

FAX (951) 343-4572

lrisner@calbaptist.edu

Academic Affairs Division Contact Personnel

Dr. David J. Pearson

Associate Provost

(951) 343-4298

dpearson@calbaptist.edu

Dr. Dawn Ellen Jacobs

Assistant Provost

(951) 343-4275

djacobs@calbaptist.edu

Mr. Phil Martinez

Director of Assessment and Retention

(951) 343-4346

pmartine@calbaptist.edu

Ms. Shawnn Koning

Registrar

(951) 343-4566

registrar@calbaptist.edu

Ms. Tracy Ward

Director of Retention

(951) 343-4614

tward@calbaptist.edu

Academic Information

California Baptist University offers five undergraduate degrees: Bachelor of Applied Theology, Bachelor of Arts, Bachelor of Music, Bachelor of Science, and Bachelor of Science in Nursing; and five graduate degrees: Master of Arts, Master of Business Administration, Master of Music, Master of Public Administration, and Master of Science. Additionally, CBU offers Single Subject, Multiple Subject, and Preliminary Administrative Services Credential Programs and the Education Specialist Credential Program in Mild/Moderate Disabilities-Level I and Level II.

Graduation Under a Particular Catalog

Students must adhere to graduation requirements listed in the catalog in effect at the time of matriculation. A student may choose to use any newer catalog, provided that the catalog used is no more than five years old. The catalog remains in effect for the student until degree completion or catalog expiration at the end of five years. All students who are re-admitted to programs at California Baptist University after officially or unofficially withdrawing or any lapse of enrollment longer than one semester will be placed under the catalog current at the time of re-admission, and will be subject to the degree requirements outlined in that catalog. The University is not responsible for providing courses or programs which have been discontinued.

Continuation under the catalog holds ONLY degree requirements; it does NOT hold policies, tuition and fees, and other information, which may change annually. It is the responsibility of the student to attend to changes in policies, tuition and fees and other information. Updates regarding current policies, tuition and fees and other information is available from Enrollment Advising, Office of the Registrar, Student Accounts, Student Services, and other University offices.

In addition to catalog requirements, students are also held to program specific regulations and requirements as outlined in each graduate program Handbook. Students are responsible for obtaining and reading their program Handbook. Contact the program secretary for additional information.

Work in Residence

Students are expected to complete the majority of required coursework in residence. With approval from the program director and Office of the Registrar, a maximum of 9 units of graduate level coursework may be transferred from another university.

Student Load Limits

Students who have not completed program prerequisites may be admitted conditionally with the following stipulations for the first semester of enrollment:

1. If three or more prerequisites are outstanding, the student may not enroll in graduate classes, but may enroll in undergraduate classes to meet the prerequisite requirements.
2. If two or fewer prerequisites are needed, they must be completed with a grade of C or higher by the end of the first semester of enrollment in a graduate program.

Students taking prerequisites at California Baptist University may not enroll in more than 12 units (undergraduate and graduate) in any one semester; individual programs may have a limit lower than 12 units per semester. Individuals requesting exceptions must receive written permission from the program director.

Approval for Graduation

Students should review their InsideCBU degree guide on a regular basis to evaluate progress toward graduation. Students preparing for graduation must submit a Graduation Application to the Office of the Registrar. Upon verification of eligibility to graduate a student may participate in the graduation ceremonies. Graduation Applications must be submitted by the application deadline or the student will be assessed a Late Graduation Application fee due at the time of application. Applications received after the degree posting date will be required to apply for the next eligible degree date. All candidates for graduation must be recommended by the faculty. Failure to complete degree requirements by the designated posting date may require re-application and an additional fee will be assessed.

Degree Posting Dates

The University posts degrees three times each year, regardless of the specific date all work is completed. All degree requirements must be met prior to the posting date. The three approximate posting dates are at the end of the regular fall semester (last day in December), the end of the regular spring semester (first Friday in May), and the end of the regular summer semester (last day in August). Degrees completed between posting dates will be posted at the next scheduled date.

Once the degree is posted, no changes will be made to the transcript.

Transfer Restrictions

The Office of the Registrar with the program director will evaluate previous college work to determine its relationship to the requirements of California Baptist University. A maximum of nine (9) graduate semester units may be accepted in transfer toward fulfilling degree requirements. The student may be asked to submit a syllabus and/or textbooks for the course in question. Courses must have been completed within the last five years. Only coursework completed with grades of B- or better from a regionally accredited institution is transferable. California Baptist University does not accept transfer work that was not designated as degree-applicable by the issuing institution. A transfer student may be required to submit a letter from the academic institution verifying they left in good standing. Course Transfer Approval forms may be obtained in the Office of the Registrar.

Enrollment at Other Institutions

All students who wish to take coursework at other institutions and wish to apply this work toward degree requirements at California Baptist University must receive prior written approval from the program director and Registrar. The purpose of this is to ensure that the coursework is transferable to California Baptist University, and to encourage student success by monitoring total academic load. Students not receiving prior approval for enrollment at another institution may not be permitted to transfer those credits. Additional information and appropriate forms are available in the Office of the Registrar.

Scholastic Regulations

A graduate student must maintain satisfactory scholastic standing in order to remain enrolled in a graduate program at California Baptist University. Satisfactory scholastic standing for graduate students is a semester and cumulative grade point average (GPA) of 3.0 or above on a 4.0 scale. Only grades of B- or above will fulfill requirements for a graduate degree.

A student who fails to maintain satisfactory scholastic standing in any given semester is academically suspended. All appeals should be directed to the Chair of the Admissions and Retention Committee in compliance with dates detailed in the letter of notification of suspension sent after the close of the semester.

A student who has been suspended must be approved by the Admissions and Retention Committee for possible re-admission to the University with probationary status. Re-admitted students will be allowed one semester to meet satisfactory scholastic requirements by achieving a minimum cumulative and term GPA of 3.0. Failure to attain a 3.0 GPA during the probationary semester will result in academic disqualification. All re-admitted students are placed under the catalog current at the time of re-admission. (See Satisfactory Academic Progress in the Financial Aid section.)

Student Grievances

A student wishing to express concerns or grievances about academic matters, involving coursework or interactions with instructors in and out of the classroom, should ordinarily follow a regular order of contacts. The first contact would be between the student and the instructor involved so that there is opportunity for each to address the issues that directly affect them. If the student feels unable to approach the instructor directly or does not believe the issue has been fully resolved with the instructor, the next contact would be with the chair of the department or dean of the School or College having oversight of that course. If issues remain unresolved at these levels, the final academic point of contact would be the Office of the Provost of the University.

Academic Dishonesty

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to the Dean of Students. A first incident of cheating may be handled at the discretion of the professor in consultation with the Dean of Students. Judicial sanctions for offense are handled on a case-by-case basis depending on the seriousness of the violation, prior violations and other factors. Judicial sanctions may include, but are not limited to, loss of a letter grade or failure in the course in which the offense occurred, suspension, and/or dismissal from the University. A detailed discussion of academic dishonesty is located in the Student Handbook.

Incomplete Grade Policy

A Petition for Incomplete Work is filed only in cases of extreme and unforeseen emergencies. Students receiving financial aid may adversely affect aid eligibility by taking an Incomplete. If a grade of I is not raised to a passing grade six weeks after the close of the semester, the grade automatically becomes an F and credit for the course may be obtained only by repeating the course. An Incomplete fee is charged for all approved incomplete petitions. Approval for an Incomplete is gained by petition to the Dean of the school or college in which the course is offered. It is the responsibility of the student to initiate and complete the process for incomplete work prior to the end of the semester.

Examinations/Make-up Tests

Students are expected to take all tests at the regularly scheduled time. In the case of serious illness or extreme emergency, a faculty member may allow the student to take a make-up test WITHIN TWO WEEKS of the originally scheduled test date. If the test is not made up within two weeks, the student will receive no credit for that test. It is the responsibility of the student to arrange for a make-up test by securing permission of the instructor IN ADVANCE of the test to be missed. The student must then schedule a make-up test appointment with the Academic Resources Center (ARC). A student who misses a testing appointment at the ARC will not be permitted to take the test at a later time. A fee will be charged for all make-up tests. A student is allowed a maximum of two make-up tests in any one class and a maximum of five make-up tests for any semester. Students who attempt to exceed these limits may be placed on an Academic Contract with the Director of Assessment and Retention. Failure to abide by contract stipulations may result in suspension.

Repeating Courses for Grade Replacement

A student may repeat a course in which a grade of B- or lower was earned. For grade replacement to apply, the course must have been originally taken in residence, and repeated in residence. Courses that may be repeated multiple times for credit are not eligible for grade replacement. Tuition will be charged for the repeated units. Students may not repeat a course once the degree has been posted.

Students who elect to repeat a course may do so only one time for grade replacement. The second grade earned will be used in GPA calculations regardless of which grade is higher. If a grade of B- or higher is not earned when the course is repeated, the student may repeat the course again; however, subsequent grades will not replace the grade from the first repetition. Subsequent grades will be used in GPA calculations.

Grade Changes

Students who believe a grade has been recorded in error have the responsibility to initiate a grade change request with the instructor. There is a five-year limit on requests for grade changes based on computation and recording errors. Otherwise, grades are final at the completion of the course. No grade changes will be permitted once the degree has been posted

Quality of work in a course is indicated as follows:

Grade of A	Indicates the highest quality of work and is reserved for outstanding achievement
Grade of B	Indicates definitely superior work done in a sustained and intelligent manner. Grades of B- or above fulfill requirements for a graduate degree
Grade of C	Indicates average university-level work satisfactorily performed
Grade of D	Indicates the lowest passing grade
Grade of F	Indicates a failing grade
Grade of P	Indicates a passing grade
Grade of CR	Indicates work attempted under the "Credit/No Credit" grading option and completed at the B- level or better
Grade of NC	Indicates work attempted under the "Credit/No Credit" grading option that was below the B- level
Grade of W	Indicates a withdrawal from the class
Grade of I	Indicates incomplete work. See Incomplete Work above
Grade of AU	Indicates that the course was audited and not taken for academic credit
Grade of SP	Indicates satisfactory progress in an ongoing course. (Thesis, Project, Student Teaching)
Grade of IP	Indicates the course is in progress
Grade of NR	Indicates no grade has been recorded

Course Grade	Quality Points	Course Grade	Quality Points
A	4.0	D	1.0
A-	3.7	D -	0.7
B +	3.3	F	0.0
B	3.0	P (Pass)	0.0
B -	2.7	CR (Credit)	0.0
C +	2.3	NC (No Credit)	0.0
C	2.0	W (Withdrawal)	0.0
C -	1.7	I (Incomplete)	0.0
D +	1.3	SP (Satisfactory Progress)	0.0

Grade Reports

Grade reports are available to students through InsideCBU upon the completion of each semester. Students with a student account hold are not eligible for a grade report.

Change of Address

It is frequently a matter of great importance for the University to be able to locate students quickly. For this reason students are asked to file a Student Information Change form with the Office of the Registrar promptly upon a change of permanent address. Failure to receive University notices because of an incorrect or outdated address provided by the student will not relieve the student of responsibility for information provided.

Size of Classes

Courses at California Baptist University are subject to cancellation for reasons of scheduling, staffing, or enrollment. Students will be notified of course cancellations via their CBU e-mail account.

Directed Study and Independent Study

Directed Study will be limited to those courses listed in the catalog and are part of the University's regular curriculum. Independent Study will be limited to original coursework not included in the University's regular curriculum. Approval for the arrangement must include the faculty member, program director, and Registrar. In addition to regular tuition, a per unit Directed/Independent Study fee will be assessed. Students petitioning for Directed/Independent Study must adhere to the following guidelines:

- No student may take more than a total of three units of Directed/Independent Study in any given semester.
- A form for Directed/Independent Study may be obtained from Enrollment Advising. It must be completed with the appropriate faculty member and submitted to the Department Chair and Registrar for approval.
- A maximum of 9 units of Directed/Independent Study may be applied towards degree requirements.

Challenging a Course for Credit or Exemption

A student wishing to challenge a course by examination or certification should consult the Office of the Registrar for information. Not all courses offered at California Baptist University may be challenged by exam or certification, and determinations will be made by the appropriate academic dean or department chair.

Students wishing only to be exempt from a course requirement, but not wishing to receive university credit, will be billed the exemption by exam or exemption by certification fee, and no credit will be earned. The exemption by exam fee will be assessed whether or not the exam is successfully passed.

Students wishing to receive credit for the challenged course and successfully pass the exam will be charged the appropriate tuition and a grade of "Credit" will appear on the transcript. If the exam is not passed the student will only be charged the exemption by exam fee and nothing will appear on the transcript.

Challenge exams may be attempted only once per course and should be completed prior to the add/drop dates. Credit and tuition costs for coursework completed by exam will appear in the semester that the exam is passed.

Auditing a Course

Courses that are audited are not credit-bearing; they cannot be applied toward degree requirements. Audited courses do appear on the transcript and are indicated by an AU in lieu of a credit-bearing grade.

Post Baccalaureate Credit

Post baccalaureate credit for a course taken as an undergraduate student must be requested prior to the posting of the bachelor's degree. The following criteria must be met in order to grant credit:

- Course(s) were not used to complete a bachelor's degree, second major, minor, emphasis, or concentration.
- Student was classified as a Senior (90.0+ units) when courses were completed.

Privacy of Student Records

In compliance with Federal Legislation (Buckley Amendment) a student's confidential academic record is available for inspection by the student. See the Registrar for further information.

By law the following information may be considered directory information and thus able to be released without prior permission of students involved: student's name; address; telephone listing; e-mail address, date and place of birth; photo, major field of study; participation in official recognized sports activities; weight and height of athletic team members; dates of attendance, degrees, and awards received; and the most recent previous educational institution attended by the student. The University does not release any grade information to any person other than the requesting student without the written permission of the student. Grades will not be given over the phone under any circumstances.

Attendance and Withdrawal Policies

Completion of the registration process constitutes a contract and obligates the student for full payment. The student must complete the appropriate process to add, drop or withdraw from a course. Course registration add, drops, and withdraws are processed by students through the InsideCBU portal. Students may seek assistance with the InsideCBU registration process from the enrollment advising office. To withdraw from the University, the student must submit a Petition to Withdraw to the Enrollment Services Office, this process can not be completed through InsideCBU. Students should consult the University Calendar, Schedule of Classes, and Enrollment Advising for course and semester add, drop, and withdraw dates.

Class attendance is of paramount importance, and excessive absences will negatively affect the final grade. The individual instructor defines in the course syllabus the grading attendance policies for each class.

Adding a Course

During the initial Add period a student may add a course to his or her schedule of classes. Adding a course could result in the increase of student account tuition and fee charges.

Dropping a Course

During the initial Drop period a student may drop a course and receive a full credit of tuition if applicable. No mark will appear on the transcript. A student may not drop a class merely by ceasing to attend. Dropping a class could result in the reduction of already awarded financial aid and an increase in the student account balance.

Withdrawal from a Course

Students may withdraw from a course during the Withdraw period. A grade of W will appear on the transcript. No credit of tuition will be granted after the Drop period. After the Withdraw period no withdrawal from a course will be permitted. Students who cease attending after the withdrawal date will receive a grade of F in that course.

A student who never attends or stops attending a course for which he or she is officially registered, without following the accepted procedures, will receive a grade of F in that course. A student who wishes to initiate withdrawal from a course after the deadline may do so by filing a petition to present a serious and compelling reason for withdrawal to the Office of the Registrar. Approval for such a withdrawal will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. No financial adjustments are made. Failing or performing poorly in a class and dissatisfaction with the subject matter, class or instructor are not acceptable serious and compelling reasons for late withdrawal.

Withdrawal from the University and Semester

Complete official withdrawal from the University and semester is permitted through the last day of the final examination period. Students requesting full official withdrawal from the University and semester must complete a Petition to Withdraw form available in the Office of Enrollment Services. To complete the official withdraw process the student must also initiate enrollment changes in the Office of the Registrar, complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Student Accounts Office. Failure to comply with these regulations will result in failing grades being entered on the student's permanent record, and dismissal will be recorded as unofficial.

Ceasing to attend does not constitute an official withdrawal from a course or from the University. However, ceasing to attend all courses may result in Return to Title IV processing required per federal regulations.

Refer to the Student Account and Financial Aid sections in this catalog for additional information regarding the effects of completing an official withdraw and the effects of ceasing to attend without providing official notification to the University according to the official withdraw process.

Other Academic Information

Academic Computing

The University offers access to computer labs as well as coursework in computer technology, and supports the computer as a tool to success in the overall graduate curriculum. Labs are located in the Annie Gabriel Library, W.E. James Building, and Yeager University Center. A valid student identification card is required for access to the computer labs.

Academic Resources Center

The Academic Resources Center is responsible for providing support services to help students acquire skills essential to achieve academic success. Services include tutoring for CBU coursework as well as a variety of subjects such as library research, citation (APA, MLA), test-taking strategies, computer skills, and limited CBEST, RICA, CSET and SAT, as available. In addition, the ARC offers study groups, testing services, informal learning style self-assessment, and academic success workshops. The ARC is located in the James Building room 166.

Annie Gabriel Library

The purpose of the library is to enhance the quality of the academic experience available at California Baptist University by supporting the instructional, learning and research activities of the faculty and students. In addition to over 102,000 volumes (including 4,800 electronic books), the library currently subscribes to more than 500 print journals, and 40 online databases that combined provide access to several million journal records, thousands of full-text articles, and numerous citations for leading scholarly journals. Faculty and students can access books, journal titles, videos, and music through the library's online public access catalog (WebCat). In addition to the material available through the California Baptist University library, participation in several local, regional and national information networks offer students and faculty access to the collection of numerous libraries. Materials from more than 85 public, academic, special and other libraries are available through local library organizations and loan networks. The majority of the library's services and materials can be accessed through the California Baptist University web site. The Annie Gabriel Library also includes approximately two dozen computer stations and wireless internet capability. Among the special collections in the University's library are the California Southern Baptist Archive and Depository, P.Boyd Smith Hymnology Collection, Nie Wieder Holocaust Collection, D. Eugene Wallace Christian Studies Collection and the Virginia Hyatt Memorial Collection for Baptist Studies.

Office of the Registrar

The Office of the Registrar maintains the student's official academic record and assists students with transcripts, letter requests, degree and enrollment verifications, veterans benefit enrollment certification and other requests related to the student's enrollment. The Office of the Registrar also maintains articulation agreements, completes official evaluation of previous college work, reviews requests for concurrent enrollment transfer approvals, reviews academic variances, processes all applications for graduation, reviews the academic record for final degree completion, and posts completed degrees.

Veterans Information

The Office of the Registrar maintains records for each identified veteran. A record of transfer work is kept on file and the Veterans' Administration is notified of the transfer work accepted for each veteran.

Veterans must provide a written request to the Office of the Registrar at the beginning of each term to initiate reporting of verification of enrollment and academic progress to the appropriate Veterans' Administration office. Any changes in enrollment or attendance should be reported to the Office of the Registrar.

Satisfactory progress must be maintained as specified in the Scholastic Regulations Section under Academic Policies. California Baptist University is a Serviceman's Opportunity College (SOC), and military academic credit or experience may provide some equivalency credit in accordance with the American Council on Education (ACE) guidelines.

20062007

CALIFORNIA
BAPTIST
UNIVERSITY

MASTER OF BUSINESS
ADMINISTRATION

GRADUATE CATALOG

Dr. Darrell Passwater

Dean, Dr. Robert K. Jabs School of Business

Dr. Andrew Herrity

Associate Dean,

Dr. Robert K. Jabs School of Business

MBA Program Director

Ms. Sandy Reeves

MBA Program Secretary

Phone (951) 343-4329

FAX (951) 343-4533



MASTER OF BUSINESS ADMINISTRATION

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Phone (951) 343-4329

FAX (951) 343-4533

Faculty

Deena Chapman, Ph.D.	Management • Information Systems
Stephen Christie, M.B.A.	Finance
Andrew Herrity, Ph.D.	Management • Entrepreneurship • Finance • International • Marketing
Bob Namvar, Ph.D.	Economics • Quantitative
Darrell Passwater, Ed.D.	Management
Charles Kelley, M.B.A., M.S.	Information Systems • Quantitative

Graduate Program in Business Administration

The Master of Business Administration degree program is designed primarily for working professionals. It serves individuals who wish to advance their knowledge and skills for leadership in business management, new venture management, public service management, not-for-profit management, information systems management, and ministry management.

The MBA program balances theory with research and workplace application, to equip individuals with the skills and qualities of leadership required for professional excellence. The program incorporates Christian values and Biblical principles, holding the view that they can be applied effectively in the workplace.

Coursework concentrations are available in Management, Global Business and Management, Global Business and Marketing, and Church Business Administration. The School of Business also offers the Management concentration through the “Alumni MBA” for exemplary students from California Baptist University’s bachelor degree programs in business. This program offers an extraordinary opportunity to earn the MBA with fewer units than the standard MBA because it recognizes the breadth and high level of business skill and knowledge acquired in CBU’s undergraduate business administration programs.

National Business Accreditation

In addition to California Baptist University’s WASC accreditation, the MBA program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for Graduate Program in Business are:

1. Grade Point Average

- A minimum 2.75 GPA for unconditional admission
- Applicants with a GPA below 2.75 who have met at least one of the following criteria may also be considered:
 - a. Graduate Management Admission Test (GMAT) score of 500
 - b. Graduate Record Exam (GRE) minimum combined score of 1000 on verbal and quantitative sections
 - c. Documentation of significant experience in business

2. Prerequisites

Applicants should possess the following common body of knowledge from prerequisite courses (with grades of “C” or better) or approved work related experience in:

- Business Law
- Microeconomics or Macroeconomics
- Principles of Accounting I and II
- Statistics
- Computer Spreadsheets and Word Processing

3. Two Recommendations from work related sources

4. A Comprehensive Essay

The essay should include the following elements:

- Your reasons for pursuing graduate study in Business
- Your reasons for choosing to study at California Baptist University

5. A Current Resume

6. Interview with the Director of the MBA program

Additional Requirements for Alumni MBA

1. Completion of a Bachelor’s degree in Business Administration from California Baptist University no more than 5 years prior to starting the MBA at CBU. If the Bachelor’s degree is more than five years old, applicants who can demonstrate current business knowledge gained from significant business experience may petition the Graduate Admissions Committee for special consideration.
2. Minimum 3.25 GPA. Applicants who do not meet the minimum GPA requirement for the Alumni MBA, but have at least a 2.75 GPA, may petition the Graduate Admissions Committee for special consideration if they meet at least one of the following criteria:
 - GMAT score of 500
 - Documentation of 5 years significant experience in the field of business

Additional Requirements for the Global MBA

1. Completion of a bachelor’s degree in Business or the equivalency of a bachelor’s degree in Business or Commerce
2. Thirty (30) semester units (with grades of “C” or better) in the business disciplines of management, marketing, accounting, finance and business administration. Prerequisites in Business Law, Economics, Statistics and Computer may be satisfied by coursework or by approved work experience.

Master of Business Administration

Management Concentration (30-42 Units)

The MBA is designed with an integrated management concentration, consisting of five leadership and management courses. These courses are designed to develop the professional manager's ability to lead, organize, plan, and take corrective action. The focus is on the business leader's responsibility to make effective decisions while understanding and effectively resolving the challenges posed by human behavior in organizations. The remaining nine courses required to earn the MBA in Management are designed to enhance the professional manager's ability to diagnose and respond effectively to the organizational environment.

Leading and Managing (12-15 Units)

BUS	505	Entrepreneurial Management
BUS	515	Organization Behavior and Leadership
BUS	521	Management of Change
BUS	547	Strategic Management
BUS	550	Leading, Managing, and Valuing Diversity*

Comprehending and Responding Effectively to the Business Environment (18-27 Units)

BUS	512	Management of Information Systems*
BUS	520	Managerial Ethics
BUS	525	Legal Issues for Management
BUS	530	Marketing Management *
BUS	535	Economic Issues and Analysis for the Changing Business Environment
BUS	541	Financial Statement Analysis
BUS	542	Quantitative Business Modeling*
BUS	545	Global Business Management
BUS	596	Capstone Research Project

* Students admitted to the "Alumni MBA" are exempt from the following course requirements: BUS 512, 530, 542 and 550

Church Business Administration Concentration (42 units)

The Church Business Administration concentration is specifically designed to provide graduate students who work, or would like to work, in church or para-Church ministries, with an in-depth hands-on understanding of those areas that affect church administration. The purpose of this concentration is to help develop church business administrators who want to learn the latest theories and concepts and to learn how these administrative concepts can be used to help organize and operate a church effectively and efficiently. Students will learn how to apply the latest techniques and practices from individuals who specialize in, or are educated in, the field of church business administration.

Core Requirements (21 Units)

BUS	515	Organization Behavior and Leadership
BUS	520	Managerial Ethics
BUS	530	Marketing Management
BUS	535	Economic Issues and Analysis for the Changing Business Environment
BUS	541	Financial Statement Analysis
BUS	547	Strategic Management
BUS	596	Capstone Research Project

Church Business Administration Concentration (21 Units)

BUS	507	Church Growth Management
BUS	517	Not-for-Profit Accounting
BUS	527	Executive Development and Career Management
BUS	537	Legal and Tax Environment of the Ministry
BUS	557	Risk Management for Church Administration
BUS	567	Facilities Management
BUS	577	Mediation/Negotiations for Church Administration

Global MBA (36 units)

The Global MBA is a Master of Business Administration degree with a double concentration in either global business and management or global business and marketing. It is designed primarily for international and domestic students wishing to complete the degree in one year. Participants are expected to be full-time students and not work while completing the degree because completion within one year requires a program of study greater than the normal full-time academic load for graduate students.

Global business is integrated into the core requirements. BUS509, BUS531, BUS549, and BUS551 adopt a global perspective on core business disciplines, and are required of all students. United States domestic students whose first language is English and who earned the bachelor's degree in the United States need to satisfy the course requirements for at least one of these global courses with an overseas learning experience, which may be satisfied through an international program such as the one offered at Oxford University by the School of Business at California Baptist University.

Students complete the double concentration by choosing either the concentration in management or marketing (scheduling of concentration courses depends upon sufficient enrollment in a particular concentration).

Master of Business Administration (Global MBA)

Core Requirements (24 units)

BUS 509	Managing Across Cultures
BUS 520	Managerial Ethics
BUS 522	Logistics Management
BUS 531	Global Marketing
BUS 541	Financial Statement Analysis
BUS 549	Global Business Strategy
BUS 551	International Trade
BUS 596	Capstone Research Project

Global Business and Management Concentration (12 units)

BUS 505	Entrepreneurial Management
BUS 521	Management of Change
BUS 515	Organization Behavior
BUS 548	Management Consulting

Global Business and Marketing Concentration (12 units)

BUS 528	Issues in Consumer Behavior
BUS 532	Market Research
BUS 538	E-Commerce Strategy
BUS 529	Marketing Communications

Prerequisites Coursework

ACC 250	Principles of Accounting I (3)	An introduction to financial accounting, involving its basic structure, the accounting cycles for service and merchandising enterprises, assets, liabilities, and accounting systems.
ACC 251	Principles of Accounting II (3)	Continuation of ACC 250 with emphasis on managerial accounting involved with corporations, control accounting, and decision making. Recommended for sophomores only. Prerequisite: Principles of Accounting I.
BUS 217	Microeconomics (3)	A study of microeconomics analysis, price theory, market structures, analysis of the firm, and current microeconomic problems. Recommended for students planning to do graduate study in business or planning to take further upper-division economic courses.
BUS 218	Macroeconomics (3)	A common sense approach to economics, covering basic economic laws and how they apply to our world and everyday life. The course is expected to give the student a sufficient grounding in the terminology, basic concepts, and issues of economics to stimulate interest in further study and provide background in the business field.
BUS 315	Business Statistics (3)	This course includes the assembling and presentation of statistical data, probability distributions, sampling techniques, time series analysis, index numbers, and forecasting. A project with practical problem solving is required.
BUS 358	Business Law (3)	Covers law of sales, contracts, negotiable instruments, agency and partnerships, corporations, insurance, real and personal property, estates, and bankruptcy.

Course Descriptions

- BUS 505 Entrepreneurial Management (3)**
This course introduces new enterprise formation and management from the perspective of the advanced-level manager. Some practical issues that are covered in detail include: market planning, business plan preparation, effective team building, and capital acquisition. The course also surveys the innovation-oriented department or strategic business unit of an ongoing and larger business, and offers an examination of the factors that enable an entire unit of a large organization to become more creative and dynamic.
- BUS 507 Church Growth Management (3)**
This course will explore the church organization and focus upon growth, principles and marketing required for growth of modern churches. Graduate students will focus upon leadership requirements for church growth, organizational requirements for church growth, and develop an understanding of the internal training required.
- BUS 509 Managing Across Cultures (3)**
This course explores cultural influences on organizations and on the people working within them. Emphasis is placed on learning how to “learn culture” using methods for scanning the cultural assumptions of groups; bringing personally held cultural assumptions to consciousness; gaining exposure to the cultures of a variety of different regions, nations and groups and considering their organizational and managerial implications; and facilitating communication and cooperation across cultures. Personal and managerial skills are developed to enhance performance in multicultural environments and on transpatriate assignment.
- BUS 512 Management Information Systems (3)**
This course will build a basic understanding of the value and uses of information systems for business operation, management decision making, and strategic advantage. Thus, it will provide students with an understanding of the ways in which they can utilize information systems as end user managers. It concentrates on providing the tools needed for mastery of the information systems concepts and terms that are important to end user managers. This course is designed for business students who are NOT information systems majors, but who expect to be managerial end users on information systems.
- BUS 515 Organization Behavior and Leadership (3)**
This course focuses on the relationships of individuals and groups within the organizational framework as it involves the nature, performance, and structure of organizational life. The course examines principles and methods in organizational behavior with special emphasis on integrating the Bible.
- BUS 517 Not-for-Profit Accounting (3)**
This course covers theoretical and practical aspects of not-for-profit accounting and ministry financial planning and budgeting. Theory will cover such areas as fund accounting, statistical and economic foundations of financial planning and budgeting. Practical topics may include fund accounting rules, accounting for gifts and donations, cash versus accrual accounting. Prerequisite: ACC 250 and 251.
- BUS 520 Managerial Ethics (3)**
This course covers ethical reasoning as it applies to business situations. Specific topics include corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. The course develops an awareness of and appreciation for cultural diversity in the workplace. Prerequisite: BUS 358 Business Law or equivalent.
- BUS 521 Management of Change (3)**
This course examines change management as the planned application of behavioral science theory and practice to achieve increased effectiveness of the overall organization, as well as the sub-groups and individuals within the organization. The course adopts an organizational development perspective, studying the factors giving life to human systems so they can function at their very best. The course examines issues of organizational assessment and positive change and provides a solid foundation in: change management perspectives; theories and techniques as they relate to organizational, group, and individual dynamics; the change-management process; types and levels of organizational change; analysis of organizational performance; and forces supporting and inhibiting change.
- BUS 522 Logistics Management (3)**
This course introduces logistics management processes as they relate to: procurement; purchasing; logistical support activities; electronic data interchange systems; emerging business standards; value added networks; Internet EDI activities; technology related to supply chain management systems; enterprise resource planning (ERP); business-to-business commerce (BBC); and management information and support software related to warehousing, supply chain Extranets, distribution centers, and transportation. This course also addresses e-Business related functions that support logistics management.

- BUS 525 Legal Issues for Management (3)**
This course identifies the major areas of past and present government regulations impacting business. The emphasis is on the highly relevant legal mandates and restrictions affecting managers in all business sectors. Prerequisite: BUS 358 or equivalent.
- BUS 527 Executive Development and Career Management (3)**
This course covers theoretical and practical aspects of personal career management and personnel/staff development for ministry and non-profit business administrators. Theory to be covered includes theories of human development, personality, and managerial effectiveness in the organization. An emphasis on integrating the Bible and leadership will also be studied.
- BUS 528 Issues in Consumer Behavior (3)**
This is an advanced study of applied consumer behavior and the issues that such application generates for the contemporary manager. Consumer behavior is examined as a body of knowledge gained from the disciplines of psychology and sociology about the ways humans behave in a consumer society; applied as a set of business practices having the potential to create moral, ethical, legal, cultural, and social issues in local and global marketplaces. Specific topics include human conditioning, attitude measurement, memory models and promotion, group decision-making, human decision rules and framing, culture and consumer behavior, and motivation. The course employs a case discussion methodology.
- BUS 529 Marketing Communications (3)**
This is an advanced study of integrated marketing communications. Specific topics include advertising, sales promotion, public relations, personal selling, direct and interactive marketing through mail, telephone, fax, e-mail, and the internet.
- BUS 530 Marketing Management (3)**
The course curriculum offers formulation and implementation of effective, efficient, and ethical long-term and current plans for market development. This course introduces the substantive and procedural aspects of marketing, sharpens skills for critical analytical thinking, and promotes effective communication.
- BUS 531 Global Marketing (3)**
After reviewing the elements of marketing strategy and implementation, this course explores how similarities and differences in the global environment affect those elements. It explores the strategic issues of and tools for assessing potential, segmenting, targeting, and entering global markets. Mechanisms such as counter trade, time sharing, and appropriate technologies are explored as means for prospering in developing economies. The course then considers the implications of standardized versus adaptive approaches the “4 Ps” of marketing. Throughout the course, cases, exercises, assignments, and discussions focus on developing student sensitivity to the ethical and pragmatic issues of operating across multiple cultures.
- BUS 532 Market Research (3)**
This course consists of a comprehensive overview of the principles and practices of contemporary marketing research. Course topics include: defining the marketing research problem; research design; qualitative data and focus groups; secondary data; methods for obtaining primary data - sampling, surveys, experiments, and observation; hypothesis testing; ANOVA; correlation and regression; international marketing research; and report preparation and presentation.
- BUS 535 Economic Issues & Analysis for the Changing Business Environment (3)**
This course surveys the many factors and considerations that pertain to the role of the individual firm in the free enterprise and market system. The survey includes techniques for analyzing industries, price elasticity, as well as business and economic cycles as follows: movements of interest rates, GNP growth, and economic indicators. Prerequisite: BUS 217 or 218.
- BUS 537 Legal and Tax Environment of the Ministry (3)**
This course will provide an in-depth study and application of both traditional and computer-based tax research tools available to the practicing church business administrator and of relevant practice and procedural mechanisms affecting taxation and legal matters of church ministry. Prerequisite: BUS 358.
- BUS 538 E-Commerce Strategy (3)**
In this course, students learn the skills necessary to develop and implement strategies for eCommerce opportunities.
- BUS 541 Financial Statement Analysis (3)**
This course emphasizes the application of sound accounting principles of management decision making, especially for new venture activities. It is designed to facilitate analytical and problem solving abilities for mergers and acquisitions as well as the capital requirements needed for businesses.
Prerequisite: ACC 250 and 251.

Master of Business Administration

- BUS 542 Quantitative Business Modeling (3)**
This course focuses in business computer applications for the manager. Computer models will be created to aid in forecasting, budgeting, and other decision-making processes. The emphasis will be placed on pro-forma financial statements as well as cash flow analysis. Prerequisite: Basic knowledge of Microsoft Excel.
- BUS 545 Global Business Management (3)**
This course focuses upon perspectives such as cultural, political, legal, and organizational issues in global business. The student considers the strategy of international diversification, management of multinational enterprises, international economic relations, comparative national systems and global economy.
- BUS 547 Strategic Management (3)**
Using the case analysis method, a course in which students learn the tasks of strategic management in the business firm: establishing an effective vision; setting strategic and financial objectives that are grounded in solid market data; forming and implementing an appropriate strategy; and evaluating organizational performance. With written, verbal, and presentation assignments, students develop the ability to identify, analyze, and make recommendations regarding strategic organizational problems in order to learn a variety of conceptual approaches to strategic thinking.
- BUS 548 Management Consulting (3)**
In this course, the student is introduced to the art, the practice, and the problems that management consultants face. The course adopts two perspectives: teaching the advanced business student the basic tools and models required to function as an effective management consultant; sensitizing the student to the client managerial concerns involved in retaining a consultant. The course focuses on contributions that practitioners are making in this profession. It also relies on the increasingly intertwined literatures of strategic management and organizational analysis to frame discussions and analyze problems.
- BUS 549 Global Business Strategy (3)**
This is an advanced study of the development and application of cross-cultural competency to strategies for the global business environment. Specific topics include why companies expand into global markets, cross-country differences in the business environment, strategy options for entering and competing in foreign markets, competitive advantage in a global environment, competing in emerging foreign markets, and strategies for local companies in emerging markets. The course employs a case discussion methodology.
- BUS 550 Leading, Managing, and Valuing Diversity (3)**
This is a case-based course that focuses on issues related to management systems and structures. The course develops an awareness and appreciation for cultural diversity in the work force. The emphasis is focused on creating a corporate culture that embraces diversity of the work force; building cohesive, multicultural work teams; and issues of hiring, training, and promoting a diverse work force.
- BUS 551 International Trade (3)**
This course adopts the perspective of international political economy in order to provide a comprehensive overview of the principles and practices of contemporary global trade. At the intersection of politics, international economics, and international business management, this course's topics include: neo-mercantilism and economic nationalism, international finance, the European Union and NAFTA, and an examination of global social issues that may be exacerbated by global trade.
- BUS 557 Risk Management for Church Administration (3)**
This course will provide a critical evaluation of the use of risk management in establishing policy and program management for the church environment. Risk assessment, hazard and vulnerability assessment, cost/benefit analysis, decision analysis strategies and the use of research in decision-making will be emphasized. Students will develop a risk management model in an area of interest relative to church administration.
- BUS 567 Facilities Management (3)**
This course will explore the requirements of facilities management. The course will help the graduate student understand facilities based plans when dealing with growth, how to organize facilities management teams, understand the issues dealing with parking, custodial care, building and exterior up-keep, remodeling considerations, and financial implications dealing with facilities management.
- BUS 577 Mediation/Negotiation for Church Administration (3)**
The curriculum focuses on the cooperative process used to prepare, conduct, and successfully resolve issues through the application of mediation and negotiating skills and techniques. This course uses processes and methods developed by members of the Harvard Negotiation Project, International Negotiation Institute, and leaders in the field of conflict resolution.

- BUS 587 Advanced Survey of Church Business Administration I (3)**
This course is an advanced survey of the church business administration subject areas of human resource management, staff development, congregational leadership, theology of stewardship, office management, information management, and property management. In addition to attending the on-campus residential “Seminar I” for certification by the National Association of Church Business Administrators (NACBA), the student completes a comprehensive project applying one of the following administrative subjects to a church: human resource management and staff development; property/facilities management. The project completed for course credit may not be the same as the project utilized by the student in becoming certified as an NACBA “Fellow,” but it may serve as the foundation for the final NACBA certification project.
- BUS 588 Advanced Survey of Church Business Administration II (3)**
This course is an advanced survey of the church business administration subject areas of strategic planning, financial management, the stewardship of self, legal and tax matters, Christian perspectives and theology of church, and theology of church administration. In addition to attending the on-campus residential “Seminar II” for certification by the National Association of Church Business Administrators (NACBA), the student completes a comprehensive project applying one of the following administrative subjects to a church: strategic planning, financial management, or legal and tax matters. The project completed for course credit may not be the same as the project utilized by the student in becoming certified as an NACBA “Fellow,” but it may serve as the foundation for the final NACBA certification project.
- BUS 591 Professional Practice: Internship (3)**
This course provides the student with a means to earn academic credit for applying in a functioning organization what they are learning in MBA courses. Once the student finds an internship opportunity, under the supervision of a manager at the host organization, the student gains practical experience in a position involving significant business or marketing activities, including the management and/or analysis of business decision situations. Before enrolling in the course, the student is to prepare, and receive approval for, a written plan of learning objectives. To receive 3 units credit, the student is to complete: a minimum of 120 contact hours on the internship; an internship journal of all days spent at the worksite; and a 20-page paper (to include at least 10 references) with a self-analysis component and a component analyzing the internship experience with respect to academic course work taken in the MBA Program. Prerequisites: Admission to MBA Program; completion of 12 units of MBA courses with a cumulative GPA of 3.0 or higher; consent of the MBA Program Director. No more than 6 units of internship may be applied towards the MBA degree. A student may not earn concurrent credit for more than one internship course.
- BUS 596 Capstone Research Project (3)**
This is an advanced research course directed at functional areas of a business enterprise. The requirement by the end of the course is an approved research proposal. Students must complete their research and report prior to degree completion.

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CALIFORNIA
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MASTER OF ARTS IN
COUNSELING MINISTRY

GRADUATE CATALOG

Dr. H. Bruce Stokes

Dean, School of Behavioral Sciences

Dr. Nathan P. Lewis

Director of Counseling Ministry Program

Ms. Debbie Jahant

Administrative Secretary

Phone (951) 343-4287

FAX (951) 343-4569



MASTER OF ARTS IN COUNSELING MINISTRY

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Administrative Secretary

Phone (951) 343-4287

FAX (951) 343-4569

Faculty

Gary Collins, Ph.D.	Psychology
Nathan Lewis, Ed.D.	Psychology
Marilyn Moore, M.A.	Sociology
Ken Pearce, Ph.D.	Psychology
H. Bruce Stokes, Ph.D.	Anthropology

Graduate Program in Counseling Ministry

The Master of Arts in Counseling Ministry degree at California Baptist University is designed for ministers, professional counselors, and others interested in church based counseling ministry. Students graduating with this degree will have the academic preparation for counseling, formally and informally, in a congregational setting, and the skills to direct and coordinate a counseling ministry within a congregation. The program emphasizes a sound understanding of behavioral science approaches to counseling combined with a thorough understanding of Theology as a Behavioral Science. Thirty-six (36) approved graduate units are required for the degree.

Students graduating with a Master of Arts in Counseling Ministry with the Field Experience option will have completed the same core program but will have specific classes designed for persons who serve as counseling ministers or directors of counseling ministries. This degree includes some clinical content but is directed to a broader approach to counseling within the Christian community. Students in this program will participate in counseling in a local congregation under experienced pastoral and faculty supervision. This degree can be used in conjunction with clergy credentials or in a lay ministry context.

Students graduating with a Master of Arts in Counseling Ministry with the Thesis option will have completed the same core program but will have specific classes designed for persons who are interested in congregational counseling, research related to counseling ministry, or teaching counseling ministry. The field experience units are replaced with a thesis that is focused on preparing the student to engage in direct research related to Professional and Ministry Counseling in the congregational context. The thesis committee chair person will oversee the process of the Thesis from proposal to presentation. Students in this option should see the Program Director and Student Handbook for details.

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Master of Arts in Counseling Ministry are:

1. Grade Point Average

- A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
- Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)

2. Prerequisites

- Developmental Psychology
- Theories of Personality
- Christian Doctrine or a course in Systematic Theology
- Any outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment.

3. Three Recommendations (on the forms provided)

- One recommendation must be from an academic source

4. Comprehensive Essay that includes

- Reasons for pursuing graduate study in Counseling Ministry
- A statement about your religious experience, including fundamentals of personal faith and present pattern of spiritual growth
- The relationship between your professional goals and your faith
- Long-term professional goals
- Reasons for choosing to study at California Baptist University

5. Personal Biography

- A 500 word biography, including the influences that have shaped your present values and approach to life

6. Personal Inventory Documents

- Submit documents verifying completion of the Minnesota Multiphase Personality Inventory 2 (MMPI-2) and the Myers Briggs Personality Inventory. Tests may be taken at the CBU Counseling Center. These tests are for admission purposes only. The university does not provide clinical interpretation of the findings

7. Successful interview with the Director of the Counseling Ministry program

Congregational Participation Requirement Under the Field Experience Option

Students entering the Graduate Program in Counseling Ministry at California Baptist University will be required to obtain and maintain active congregational membership and participation during the entire process of the degree. This congregation will serve, under supervision, as the approved practicum site for the student. Students may verify and document this requirement using the verification form available in the Behavioral Sciences office.

Field Experience Practicum Admission

The Field Experience Practicum is an integral part of the degree. The Field Experience may be taken concurrently with the other courses for the degree or during the year following completion of the last course taken. See the Director for details. The degree may not be obtained without the practicum aspect and the Church Participation Requirement will not be waived.

Students entering Field Experience Practicum must complete the following requirements:

1. Applications for Field Experience must be submitted before Practicum begins.
2. Admission to Practicum will be a faculty decision based on the evaluation of the Practicum application, and placement approval.
3. An interview by the Graduate Committee to further evaluate the applicant's readiness may be required.
4. A written appeal process will be instituted in the event that a student is not considered ready for Practicum.

Master of Arts in Counseling Ministry

Comprehensive Examination

Students graduating from the Graduate Program in Counseling Ministry will be required to successfully complete a seven (7) hour written comprehensive examination. Information regarding possible content and format of the examination may be obtained in the Behavioral Sciences Office.

Concurrent or Previous Counseling Psychology Coursework

Students who are current Counseling Psychology students at California Baptist University or have already received a Masters degree in Counseling Psychology with the required psychology courses posted to that degree must substitute those units with additional Christian Behavioral Science coursework, which must include a thesis option.

Master of Arts in Counseling Ministry (36 units)

Core Requirements (30 units)

CBS	500	Congregational and Professional Counseling Applications (3)
CBS	510	Law and Ethics for Church Based Counselors (3)
CBS	520	Human Development through the Biblical Life-Cycle (3)
CBS	530	Congregation as a Healing Community (3)
CBS	540	A Theology of Helping People (3)
PSY	505	MFT Counseling Theory (3)
PSY	535	Advanced Psychopathology (3)
PSY	545	MFT Counseling: Child and Adolescent (3)
PSY	580	Family Therapy I (3)
PSY	585	Family Therapy II (3)

Field Experience Option (6 units)

CBS	550	Field Experience Practicum I (3)
CBS	555	Field Experience Practicum II (3)

Research Thesis Option (6 units)

CBS	580	Thesis Proposal (2)
CBS	585	Thesis Research (2)
CBS	590	Thesis Writing and Presentation (2)

Complementary Masters Program

A special complementary masters program is available to students who wish to have both the Master of Science in Counseling Psychology and the Master of Arts in Counseling Ministry. This complementary masters program must be taken in a specific order which requires the completion and posting of the M.S. degree first. Courses may be taken concurrently but the M.S. degree must post at least one semester prior to the M.A. degree.

The Complementary Masters Program prepares students for professional licensing as an MFT and Ministry in the local Church as a Church Based Counselor. The course work of the M.A. is altered to address the overlap between the curriculums and requires a Thesis.

Master of Arts in Counseling Ministry (30 units)

CBS	500	Congregational and Professional Counseling Applications (3)
CBS	510	Law and Ethics for Church Based Counselors (3)
CBS	520	Human Development through the Biblical Life Cycle (3)
CBS	530	Congregation as a Healing Community (3)
CBS	540	A Theology of Helping People (3)
CBS	545	Survey of Church Based Counseling Programs (2)
CBS	546	Relational Counseling Techniques (2)
CBS	575	Readings in Christian Behavioral Sciences (2)
CBS	580	Thesis Proposal (2)
CBS	585	Thesis Research (2)
CBS	590	Thesis Writing and Presentation (2)
CBS	599	Independent Study in Christian Behavioral Sciences (3)

Prior Completion of an M.S. in Counseling Psychology

Certificates

Counseling Specialization for Ministers

Students must hold a Masters level degree in Counseling Ministries or equivalent degree or be enrolled in such a program.

PSY	500	Diversity Issues in Counseling (2)
PSY	515	Human Sexuality (3)
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment (2)
PSY	597b	HIV and AIDS Counseling (1)
PSY	597c	Domestic Violence (1)
PSY	598a	Chemical Dependency: Diagnosis and Treatment (2)
PSY	598b	Grief and Loss Counseling (1)
PSY	598c	Aging and Mental Health (2)

Course Descriptions

- CBS 500 Congregational and Professional Counseling Applications (3) Summer**
A comparison and analysis of the foundations, theories, scope of practice and applications of Professional MFT vs. Pastoral and Church Based Counseling. Emphasis will be toward an understanding of the differences, complementary aspects, and possible models for mutual referrals and cooperation between these two approaches.
- CBS 501 Special Topics in Christian Behavioral Science (3)**
An in depth seminar on a selected topic within Christian Behavioral Science.
- CBS 510 Law and Ethics for Church Based Counselors (2-3) Summer**
An examination and explanation of current laws and ethical issues affecting Pastoral Counselors and Church Based Counseling applications. Number of units required specified in each program. (Master of Arts in Counseling Ministry students must enroll for 3 units; Master of Science in Counseling Psychology students must enroll for 2 units).
- CBS 520 Human Development Through the Biblical Life-Cycle (3) Spring**
A general overview of life development following the Biblical Stages from birth through death with emphasis on the relational skills, roles and rituals associated with each stage.
- CBS 530 Congregation as a Healing Community (3) Fall**
A general understanding of the dynamics of congregational life to personal development and adjustment necessary in maintaining healthy marital, family and personal relationships in community context. Emphasis will be placed on the congregational structure and dynamics necessary for the application of life-to-life and other congregational counseling models.
- CBS 540 A Theology of Helping People (3) Spring**
A survey of Christian approaches to counseling and relational healing with application to a life-to-life model of counseling in the congregation. Theology as a counseling Theory will also be addressed.
- CBS 545 Survey of Church Based Counseling Programs (2) Fall**
A survey of specific programs of Church Based Counseling and their application in a congregational setting.
- CBS 546 Relational Counseling Techniques (2) Spring**
An examination of the relational skills and settings that establish and maintain an effective counseling relationship in a congregational setting.
- CBS 550 Field Experience Practicum I (3) Fall**
Supervised counseling experience in a congregational setting. Emphasis will be on pre-marital, marital, religious life-cycle events such as birth and death related counseling.
- CBS 555 Field Experience Practicum II (3) Spring**
A continuation of supervised counseling experience in a congregational setting with emphasis on life-to-life aspects of one-anothering and mutual assistance in faith development and application to life.
- CBS 575 Readings in Christian Behavioral Science (3)**
A reading course in which the student will develop an extended annotated reading list in Christian Behavioral Science texts.

Master of Arts in Counseling Ministry

- CBS 580 Thesis Proposal (2)
A guided development of a thesis proposal including the submission and approval of the proposal by the Thesis Committee.
- CBS 585 Thesis Research (2)
Independent research toward the completion of the approved thesis.
- CBS 590 Thesis Writing and Presentation (2)
Final writing and oral presentation of the approved thesis.
- CBS 599 Independent Study in Christian Behavioral Science (3)
An investigation of a special interest related to the development or application of Christian Behavioral Science.

Courses beginning with the prefix PSY are listed in the Counseling Psychology section of this catalog.

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Ms. Debbie Jahant

Administrative Secretary

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FAX (951) 343-4569



MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

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Faculty

Carole Arnold, Ph.D.	Psychology
Gary Collins, Ph.D.	Psychology
Kathryn Fagan, Ph.D.	Psychology
Nathan Lewis, Ed.D.	Psychology
Alan McThomas, Ph.D.	Psychology
Ken Pearce, Ph.D.	Psychology
Mischa Routon, M.S.	Psychology
H. Bruce Stokes, Ph.D.	Anthropology

Graduate Program in Counseling Psychology

The Master of Science Degree program in Counseling Psychology at California Baptist University is designed for those interested in counseling as a licensed professional counselor or as a credentialed professional minister in a private or community agency with couples, families, children, and individuals.

Students graduating with a Master of Science in Counseling Psychology with a Professional Counseling concentration will have completed a curriculum designed to meet the academic requirements for MFT licensing as mandated by the Board of Behavioral Science. The program emphasizes an understanding of human behavior based on psychological theory and practice, as well as scriptural principles. Sixty (60) approved graduate units are required for this degree. The graduate program relates academic studies to practical experience in both inpatient and outpatient settings. Students in the program will have the opportunity to receive clinical experience on campus and in other appropriate clinical settings.

Students graduating with a Master of Science in Counseling Psychology with a Professional Ministry concentration will have completed the same core program but will have specific classes designed to train beyond the traditional clinical approach toward a relational application in the congregational context. Students in this concentration will not participate in a practicum and must presently hold ministerial credentials or have this program serve as the educational requirement for credentialing by their respective church or denomination. Forty-eight (48) units are required for this degree and concentration.

See the Graduate Student Handbook available from the School of Behavioral Sciences for program details of both concentrations.

A special complementary masters program is available to students who wish to earn both the Master of Science in Counseling Psychology and the Master of Arts in Counseling Ministry. This complementary masters program must be taken in a specific order which requires the completion and posting of the M.S. degree first. Courses may be taken concurrently but the M.S. degree must post at least one semester prior to the M.A. degree.

The Complementary Masters Program prepares students for professional licensing as an MFT and Ministry in the local Church as a Church Based Counselor. The course work of the M.A. is altered to address the overlap between the curriculums and requires a Thesis. See the Master of Arts in Counseling Ministry section of this catalog for the complementary masters program requirements.

Admission Requirements

Admission standards for graduate studies at California Baptist University can be found in the Admissions section of the University Catalog. Admission to the Counseling Psychology Program at California Baptist University is at the discretion of the Graduate Faculty. Additional admission requirements are:

1. Grade Point Average

- A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
- Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)

2. Prerequisites

- Developmental Psychology or Human Behavior and the Social Environment or a similar course
- Theories of Personality
- Statistical Techniques in Behavioral Science (for Professional Counseling concentration/MFT program)
- Systematic Theology or Bible Doctrine (for Professional Ministry concentration)
- Any outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment

3. Three Recommendations

- One must be from an academic source

4. A Comprehensive Essay

The essay should include the following elements:

- Your reasons for pursuing graduate study in counseling psychology
- A statement about your religious experience including fundamentals of your personal faith and present pattern of spiritual growth
- The relationship between your professional goals and your faith
- The experiences that have directed your interests toward becoming a psychotherapist or counseling minister
- What you visualize yourself doing 5 years from graduation
- Your reasons for choosing to study at California Baptist University

5. Biography

- Complete a 500 word biography that includes the influences that have shaped your present values and approach to life

6. Personality Inventory Documents

- Submit documents verifying completion of the Minnesota Multiphasic Personality Inventory 2 (MMPI-2) and the Myers Briggs Personality Inventory. Tests may be taken at the CBU Counseling Center. These tests are for admission purposes only. The University does not provide clinical interpretation of the findings

7. Successful interview with the Director of the Counseling Psychology Program

Psychotherapy Requirement

Students entering the Graduate Program in Counseling Psychology with a concentration in Professional Counseling (MFT Program) at California Baptist University will be required to complete 24 hours of individual psychotherapy or 50 hours of group psychotherapy with a licensed psychotherapist. This therapy must be done outside the campus community and may not include therapists who have any teaching relationship with California Baptist University. The Professional Ministry concentration does not include this requirement.

Students completing the psychotherapy requirement may obtain the psychotherapy form from the School of Behavioral Sciences.

Ministry Credential and Experience Requirement

Students entering the Professional Ministry concentration should hold ministerial credentials and have at least two years counseling ministry experience. Students must verify their credential status and counseling experience status prior to admission. Those presently holding ministerial credentials with a minimum of two years ministry counseling experience should submit a copy of their credential and a resume of counseling experience. Those who do not fully meet this requirement or are in a credentialing process should see the Program Director.

Master of Science in Counseling Psychology

Practicum Admission

Students entering the two semester Practicum requirement occurring in the last year of the students' program - must complete the following requirements:

1. Admission to Practicum will be a faculty decision based on grades, evaluation of the Practicum application, and placement approval.
2. An interview by the Graduate Committee to further evaluate the applicant's readiness may be required.
3. A written appeal process will be instituted in the event that a student is not considered ready for Practicum.

Comprehensive Examination

Students graduating from the Graduate Program in Counseling Psychology will be required to successfully complete a seven (7) hour written comprehensive examination. Information regarding content and format of the examination may be obtained from the School of Behavioral Sciences.

Master of Science in Counseling Psychology (48-60 units)

Core Requirements (29 units)

PSY	500	Diversity Issues in Counseling Psychology (2)
PSY	505	MFT Counseling Theory (3)
PSY	515	Human Sexuality (3)
PSY	525	MFT Counseling Techniques (3)
PSY	535	Advanced Psychopathology (3)
PSY	545	MFT Counseling (Child and Adolescent) (3)
PSY	580	Family Therapy I (3)
PSY	585	Family Therapy II (3)
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment (2)
PSY	598a	Chemical Dependency (2)
PSY	598c	Aging and Mental Health (2)

Concentration Requirements

Students must complete all requirements in one of the following concentrations:

Professional Counseling (Marriage and Family Therapy Program); Professional Ministry

Professional Counseling (31 units)

(Marriage and Family Therapy Program)

PSY	501	Professional Practice Seminar I (2)
PSY	502	Professional Practice Seminar II (2)
PSY	510	Human Growth and Development (3)
PSY	520	Human Communications in Group Process (3)
PSY	530	Advanced Research Methods (3)
PSY	540	Psychodiagnostics (3)
PSY	555	Practicum I (3)
PSY	560	Professional Ethics and Law (3)
PSY	570	Practicum II (3)
PSY	590	Christian Perspective on Professional Counseling (2)
PSY	595s	Psychopharmacology (2)
PSY	597b	HIV/AIDS Counseling (1)
PSY	597c	Domestic Violence (1)

Professional Ministry (19 units)

CBS	500	Congregational and Professional Counseling Applications (3)
CBS	510	Law and Ethics for Church Based Counselors (2)
CBS	530	Congregation as a Healing Community (3)
CBS	540	A Theology of Helping People (3)
CBS	520	Human Development through the Biblical Life Cycle (3)
CBS	545	Survey of Church Based Counseling Programs (2)
CBS	546	Relational Counseling Techniques (2)
PSY	597b	HIV/AIDS Counseling (1) OR PSY 597c Domestic Violence (1)

Counseling Psychology Professional Counseling concentration (MFT Program) Two Year Cycle * (60 units)****Year 1****Fall**

PSY	501s	Professional Practice Seminar I
PSY	505	MFT Counseling Theory
PSY	510	Human Growth & Development
PSY	580	Family Therapy I
PSY	597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY	598a	Chemical Dependency: Diagnosis & Treatment**

Spring

PSY	502s	Professional Practice Seminar II
PSY	525	MFT Counseling Techniques
PSY	535	Advanced Psychopathology
PSY	585	Family Therapy II
PSY	597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY	598a	Chemical Dependency: Diagnosis & Treatment**
PSY	598c	Aging and Mental Health**

Summer term

PSY	500	Diversity Issues in Counseling Psychology**
PSY	560	Professional Ethics and Law**
PSY	597b	HIV and AIDS Counseling**
PSY	597c	Domestic Violence**

Year 2**Fall**

PSY	540	Psychodiagnostics
PSY	545	MFT Counseling (Child and Adolescent)
PSY	555	Practicum I
PSY	597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY	598a	Chemical Dependency: Diagnosis & Treatment**

Spring

PSY	520	Human Communication in Group Process
PSY	530	Advanced Research Methodology
PSY	570	Practicum II
PSY	595s	Psychopharmacology
PSY	597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY	598a	Chemical Dependency: Diagnosis & Treatment**
PSY	598c	Aging and Mental Health**

Summer term

PSY	515	Human Sexuality**
PSY	590	Christian Perspective on Professional Counseling**
PSY	597b	HIV and AIDS Counseling**
PSY	597c	Domestic Violence**

*Full-time students can complete the program in two years; part-time students have up to six years to finish.

**May be taken either year 1 or year 2

*** Students in the Professional Ministry concentration should meet with an advisor for establishing the preferred course sequencing.

Certificates**Church Based Counseling for MFTs**

Congregational Applications for MFTs: Students must hold an M.S. in professional counseling or similar degree or be concurrent in such a program.

CBS	510	Law and Ethics for Church Based Counselors (3)
CBS	520	Human Development through the Biblical Life Cycle (3)
CBS	530	Congregation as a Healing Community (3)
CBS	540	A Theology of Helping People (3)
CBS	545	Survey of Church Based Counseling Programs (2)
CBS	546	Relational Counseling Techniques (2)

Course Descriptions

PSY 500	Diversity Issues in Counseling Psychology (2)	Summer
	Examination of the effects of therapeutic interventions on culturally distinct populations.	
PSY 501s	Professional Practice Seminar I (2)	Fall
	Emphasis on empathy training and the structure of the therapeutic process through a lecture/discussion/small group format. Students will videotape simulated sessions with one another. Meets two hours per week. Students will be assigned an on-going case.	
PSY 502s	Professional Practice Seminar II (2)	Spring
	Continuation of PSY 501s. Emphasis on various clinical and legal issues related to the practice of psychotherapy. Enables the student to develop the skills necessary to obtain a practicum placement. Prerequisite: PSY 501s.	
PSY 504	Psychopathic Mind (3) Spring elective	
	This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Crosslisted with PSY 404.	
PSY 505	MFT Counseling Theory (3)	Fall
	The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.	
PSY 510	Human Growth and Development (3)	Fall
	A study of the developmental cycle of the human organism from a cognitive, psychological, sociological, and moral perspective. Emphasis is placed on theories and research related to child development.	
PSY 515	Human Sexuality (3)	Summer
	Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology.	
PSY 520	Human Communications in Group Process (3)	Spring
	Application of group treatment models to various forms of interpersonal communication.	
PSY 525	MFT Counseling Techniques (3)	Spring
	Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.	
PSY 530	Advanced Research Methodology (3)	Spring
	Theoretical and practical applications of research methods of psychotherapy. Prerequisite: -BEH 383 (Statistical Techniques in Behavioral Science) or equivalent.	
PSY 535	Advanced Psychopathology (3)	Spring
	Nature and causes of reactions to social, biological and psychological stress, maladaptive development, and faulty learning. Includes an in depth study of anxiety disorders, character disorders, and the psychoses.	
PSY 540	Psychodiagnostics (3)	Fall
	Applications of Intelligence Testing and Personality tests to diagnosis and therapy. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent.	
PSY 545	MFT Counseling (Child and Adolescent) (3)	Fall
	Processes of diagnosis, dynamics, and treatment of children and adolescents.	

PSY 555	Practicum I (3) Supervised counseling experience in professional settings. Prerequisites: PSY 501s, 502s, 505, 525, and 560.	Fall
PSY 560	Professional Ethics and Law (3) An examination and explanation of current laws and ethical issues affecting psychotherapists.	Summer
PSY 570	Practicum II (3) A continuation of PSY 555. Prerequisite: PSY 555.	Spring
PSY 580	Family Therapy I (3) An examination of the philosophical and theoretical suppositions of the major schools of family therapy. Emphasis on the historical and contemporary context of systems theory and family therapy.	Fall
PSY 585	Family Therapy II (3) Concentration on the therapeutic techniques of the various schools of family therapy discussed in Family Therapy I. Students are encouraged to develop specific family therapy skills through the use of videotape feedback, coaching, and classroom demonstration. Prerequisite: PSY 580.	Spring
PSY 590	Christian Perspective on Professional Counseling (2) Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.	Summer
PSY 595s	Psychopharmacology (2) This is a presentation/discussion workshop designed for the non-medical psychotherapist. The major categories of medication used in psychiatric intervention will be described and referral issues will be discussed.	Spring term
PSY 597a	Child Abuse and Neglect: Diagnosis and Treatment (2) Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse.	Fall and Spring
PSY 597b	HIV and AIDS Counseling (1) This seminar examines the clinical, social and ethical issues in counseling persons with AIDS-related problems. In addition to the lecture/discussion format, opportunity for supervised role-playing may be provided.	Summer
PSY 597c	Domestic Violence (1) Examines the characteristics and treatment of the perpetrators and victims of domestic violence.	Summer
PSY 598a	Chemical Dependency: Diagnosis and Treatment (2) An examination of the theoretical, diagnostic, and treatment issues related to the various types of chemical abuse and dependency.	Fall and Spring
PSY 598b	Grief and Loss Counseling (1) This seminar explores the impact of grief and loss as it affects the individual and the family system. A lecture discussion format is utilized.	Spring elective
PSY 598c	Aging and Mental Health (2) Spring This seminar addresses mental health issues in aging populations.	
PSY 599	Special Topics (1-3) An in-depth seminar on a selected topic within Psychology.	

Courses beginning with the prefix CBS are listed in the Counseling Psychology section of this catalog.

20062007

CALIFORNIA
BAPTIST
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GRADUATE PROGRAMS
IN EDUCATION

GRADUATE CATALOG

Dr. Mary Crist

*Dean, Dr. Bonnie G. Metcalf School of Education
Director, Masters Programs in Education*

Dr. John Shoup

*Associate Dean, Dr. Bonnie G. Metcalf School of Education
Director, Elementary Subject Matter Program and Liberal Studies*

Dr. Sherrye Smith

*Assistant Dean, Dr. Bonnie G. Metcalf School of Education
Director, Teacher Credential Programs*

Ms. Mary Martin

*Administrative Secretary
Phone (951) 343-4313
FAX (951) 343-4553*

Ms. Sue Lawson

*Administrative Assistant
Phone (951) 343-4286
FAX (951) 343-4553*



GRADUATE PROGRAMS IN EDUCATION

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Faculty

Mary Crist, Ed.D.	Education • Special Education
Barbara Cockerham, M.S.	Education • Reading • Multiple Subject Credential
Dirk Davis, M.A.	Education • Educational Technology
Joe De Vol, M.A.	Education
James Heyman, Ed.D.	Education • Educational Leadership
Karin Johnson, Ph.D.	Education • Educational Technology
David King, Ed.D.	Education • Kinesiology
Jane McGuire, M.A., L.E.P.	Education • School Psychology
Jeff McNair Ph.D.	Education • Special Education
Elizabeth Morris, M.S.	Education • Mathematics
Kathryn Norwood, Ed.D.	Educational Leadership • School Counseling
Kathryn Short, Ed.D.	Early Childhood Education
John Shoup, Ph.D.	Educational Leadership • Research
Sherrye Smith, Ed.D.	Education • Special Education
Susan Studer, Ph.D.	Education
Rachel Timmons, Ed.D.	Education

Teacher Credential Program

Denise Roscoe*Senior Credential Analyst*

(951) 343-4268

Renee Harris*Credential Technician*

(951) 343-4372

Gail Cloud*Data Technician*

(951) 343-4448

Margie Bauman*Senior Credential Program Advisor*

(951) 343-4307

Gretchen Gander*Credential Program Advisor*

(951) 343-5225

Cassandra Jacques*Masters Program Advisor*

(951) 343-4586

Lisa McDonald*Credential Program Advisor*

(951) 343-4375

Graduate and Teaching Credential Programs in Education

The graduate programs in education are designed to equip individuals with the skills, techniques and qualities of leadership required for professional excellence as classroom teachers, instructional leaders, curriculum developers, and administrators. The programs provide a purposeful balance between theory, practice, and research. Graduates will be prepared to identify their strengths and make choices regarding their future role in the profession. Knowledge of human growth and development, theories of learning, rationales for curriculum design and research methods will be blended to provide the appropriate preparation to allow these choices.

California Baptist University offers a Master of Arts and a Master of Science degree in Education and a state-approved teacher education program for the following credentials: Preliminary Clear Single and Multiple Subject credentials with Internship options, Preliminary Administrative Services Credential, and Education Specialist Credential in Mild/Moderate Disabilities-Level 1 and Level II, Pupil Personnel Services Credentials in School Psychology and School Counseling, Education Specialist Credential in Moderate/Severe Disabilities – Level I, with internship options, and Fifth Year of Credential Study and Advanced Coursework. California Baptist University is accredited by the Western Association of Schools and Colleges, and the School of Education credentialing programs are approved by the California Commission on Teacher Credentialing. Many states have cooperative agreements with California that allow teachers with California credentials to teach in those states. Students may complete a masters degree, a credential program or both. The Graduate Academic Advisor, the Education Credential Program Advisors and the Credential Analyst are available to assist in course selection, degree check and other academic information.

Mission Statement

It is the mission of the Dr. Bonnie G. Metcalf School of Education of California Baptist University, a Great Commission University, to prepare professionals of high moral character and ethical behavior to serve throughout the world.

As part of the Great Commission, the faculty and staff are dedicated to their Christian responsibility outlined in Matthew 28: 19-20:

*Go ye therefore, and teach all nations... and lo, I am with you
always, even unto the end of the world.*

Graduate Programs in Education

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Graduate Program in Education are listed below. Individuals applying to the teaching credential program have additional admission requirements as outlined under Admission and Screening Procedures for Teacher Credential Candidates.

1. Grade Point Average*

- A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission *Select programs in education have a higher minimum GPA requirement. Higher GPA requirements are specified within the degree requirements.
- Applicants who do not meet the minimum GPA may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the California Subject Examination for Teachers (CSET).

2. Prerequisites for Graduate Study in Teacher Education**

- Complete two (2) of the following pre-requisite courses in education: EDU 302 Growth, Development, and Learning, and EDU 300 American Public School or ETC 305/505 Educational Computing—Level I
- Outstanding prerequisite courses must be completed within the first two semesters of graduate enrollment.

**This does not apply to PPS program admission.

3. Three Letters of Recommendations

- The letters must be from professional sources that can address the applicant's potential for success in education.

4. A Comprehensive Essay

The essay should include the following elements:

- Your reasons for choosing education as a profession
- Why you are personally suited to be an educator
- Your reasons for choosing to study at California Baptist University

5. Acceptance by the director of the graduate program

Admission and Screening Procedures for Teacher Credential Candidates

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. In order to qualify for admission to the program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at a regionally accredited college or university.
2. Take the state-administered California Basic Education Skills Test (CBEST).
3. File an application and obtain approval from the Education Committee.
4. Have a minimum GPA of 2.75 on a four-point scale, which is documented by official transcripts from all institutions attended.
5. Submit three letters of recommendation from a professional source indicating applicant's suitability for teaching. (Forms are available in the School of Education.)
6. Complete the following four (4) prerequisite courses satisfactorily: EDU 302 Growth, Development, and Learning (3 units), EDU 300 American Public School (3 units), ETC 305/505 Educational Computing—Level I (3 units) and EDU/SPE 341/541 The Exceptional Child (3 units)
7. Complete a satisfactory interview with an Education faculty committee member.
8. Present verification of Certificate of Clearance.

The Education Committee meets at least once a month during the Fall and Spring sessions to examine all applicants for program acceptance when the admission requirements are met. No student may be accepted into the Credentialing Programs without a majority vote from the Education Committee.

Graduation Requirements (Master of Arts or Master of Science in Education)

1. Completion of all pre-requisite and course requirements.
2. Earn a minimum cumulative grade point average of at least 3.0 overall with no grade below B- in the degree.
3. Successful completion of one of the following:
 - a. A comprehensive examination
 - b. An approved project
 - c. An approved thesis

The student's faculty advisor and the director of the graduate program in education must approve the method for meeting this requirement at least two terms prior to graduation. Students electing the comprehensive exam must enroll in EDU 594 and will substitute three (3) units of approved coursework for EDU596. Students who choose to complete a project or thesis are required to enroll in EDU 596. If the project or thesis is not completed during EDU 596, students must enroll in one unit of EDU 597 or EDU 598 for a maximum of 3 semesters to finish a project/thesis and receive the services of their faculty committee. If the project or thesis is not complete by the end of the third semester students will be required to take the comprehensive exam to complete degree requirements.

4. Successful completion of a portfolio.

Students should begin early in the program to compile their portfolio. This portfolio should include at least one artifact that demonstrates mastery of each of the six program goals listed below:

- a. Human growth and development
 - b. Theories of learning
 - c. Rationales and models for curriculum design
 - d. Current trends and programs in their field and methods of evaluating their value in a specific setting
 - e. Different cultures and the individual needs of students
 - f. Research methods and techniques
5. The student and the faculty advisor will develop an appropriate program of study. By the end of the first term after admission, the student must complete a program of study plan for graduation and have it approved by the faculty advisor, graduate coordinator, and the registrar. The program of study may be modified with the approval of the faculty advisor, graduate coordinator, and the registrar, but the program of study must be completed successfully prior to graduation.
6. Be in good academic standing (not suspended or expelled) at the time of completion.
7. Satisfy all financial obligations.

Master of Science in Education

Specialization in Educational Leadership for Public Institutions (38 units)

Students completing this degree will meet requirements for the Preliminary Administrative Services Credential. Students who already have a Master's degree may pursue the Preliminary Administrative Services Credential without additional degree requirements. This program requires an additional application and acceptance by the Education Committee. See the faculty advisor for information.

Prerequisites for Administrative Services Credential

- Passage of the California Basic Educational Skills Test (CBEST)
- Valid California Teaching Credential
- 3 years full-time teaching experience
- Minimum 3.0 cumulative grade point average
- Candidates must maintain a minimum semester 3.0 GPA throughout the program

Core (11 units)

EDU	520	Current Issues Seminar	2 units
EDU	521	Theories of Learning and Teaching OR EDU 542	3 units
EDL	522	Curriculum Theory and Development	3 units
EDL	526	Applied Educational Research	3 units

Specialization (15 units)

EDL	530	Introduction to Education Leadership	3 units
EDL	534	Program Development and Evaluation	3 units
EDL	544	Personnel Leadership and Development	3 units
EDL	556	School Law and Finance	3 units
EDL	558	Policy, Governance & Community Relations	3 units

Capstone (9 units)

EDL	560	School Site Leadership & Organizational Development	3 units
EDL	580	Fieldwork	6 units

Final (3 units) Choose one of the following options:

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Graduate Programs in Education

Master of Science in Education

Specialization in Educational Leadership for Faith-Based Institutions (34 Units)

Students completing this degree will meet the education requirements for the Association of Christian Schools International's Professional Administrator's Credential. This program delivers its core courses during the Fall and Spring semesters through online instruction and offers the specialization courses in the Faith-Based Summer Institute at CBU.

Core (16 Units)

EDL 522	Curriculum Theory and Development	3 units
EDL 522L	Spiritual Integration for Curriculum Theory and Dev.	1 unit
EDL 525	Survey of Educational Research	3 units
EDL 535	Analysis of Teaching Behavior	3 unit
EDL 535L	Spiritual Integration for Analysis of Teaching Behavior	1 unit
EDU 520	Current Issues Seminar	2 units
EDU 542	Models of Teaching	3 unit

Specialization (12 Units)

EDL 531	Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools	3 units
EDL 557	Law, Finance, and Development for Faith-Based Schools	3 units
EDL 559	Faith-Based Governance, Policy, Marketing, Community Relations, and Current Issues	3 Units
EDL 561	Management and Organizational Behavior for Faith-Based Schools	3 units

Capstone (3 Units)

EDL 581	Fieldwork in Faith-Based Schools	3 units
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Final (3 Units) Choose one of the following options:

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in Teaching (34 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization (9 units)

EDL 530	Introduction to Educational Leadership	3 units
EDU 542	Models of Teaching	3 units
EDU 545	Multiethnic Literature for Children/Young Adults OR EDU 548	3 units
EDU 550	Bilingual Methods and Issues*	3 units
EDU 566	Effective Intervention and Collaboration*	3 units
ETC 515	Selection & Utilization of Instructional Media* OR ETC 520	3 units
KIN 560	School Health Education*	3 units
RDG 530	Mechanics of Reading and Writing**	3 units
RDG 535	Diagnosis of Reading Problems**	3 units
RDG 536	Diagnosis of Reading Problems Fieldwork**	3 units
RDG 538	Advanced Assessment and Intervention Strategies in Reading and Language Arts**	3 units

Electives (11 units)

Professional methods courses may also be used.

ART 515	Aesthetics in the Classroom	3 units
ENG 563	Linguistics	3 units
EDU 504	The History and Future of American Education	3 units
EDU 530	Cultural Anthropology for Educators	3 units
EDU 541	The Exceptional Child	3 units
EDU 565	Multiple Intelligences	3 units
EDU 595	Special Topics	1-3 units
ETC 505	Educational Computing—Level I	3 units
ETC 525	Instructional Design and Development	3 units
ETC 535	Telecommunications for Educators	3 units
ETC 555	Educational Desktop Publishing	3 units

Final (3 units) Choose one of the following options:

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

* Courses required for teachers admitted to the Fifth Year Credential of Study Program

**Courses apply to the Reading Certificate Program approved by California Commission on Teacher Credentialing. Three years of teaching experience is required to apply for the certificate and passage of the California Best Educational Skills Test (CBEST).

Master of Science in Education

Specialization in Teaching and Learning with Induction Program (32 units)

The teaching and learning specialization is designed for students who have completed or are completing an induction program through an approved Beginning Teacher Support and Assessment program.

Core Requirements

EDU 521/521L	Theories of Learning and Teaching OR EDU 542/542L	3 units/1 unit
EDU 522/522L	Curriculum Theory and Development	3 units/ 1 unit
EDU 524/524L	Issues and Trends in Public Education	3 units/1 unit
EDU 526/526L	Applied Educational Research	3 units/1 unit
EDU 550/550L	Bilingual Issues and Methods	3 units/1 unit
EDU 565/565L	Effective Intervention and Collaboration	3 units/1 unit
ETC 520/520L	Educational Computer Level II OR ETC 515/515L	3 units/1unit
KIN 560/560L	School Health Education	3 units/1 unit

Master of Science in Education

Specialization in Reading (38 units without Reading Certificate; 44 with Reading Certificate)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization (24 units)

RDG 515	Reading and Writing in the Content Area	3 units
RDG 516	Teaching Reading and Phonics	3 units
RDG 530	Mechanics of Reading and Writing	3 units
RDG 535	Diagnosis of Reading Problems	3 units
RDG 540	Models and Processes of Teaching Reading	3 units
RDG 545	Multiethnic Literature Child/Young Adult	3 units
RDG 590	Clinical Experiences in Teaching Reading	4 units
RDG 595	Special Topics in Reading Instruction	2 units

Final (3 units) Choose one of the following options:

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Graduate Programs in Education

Reading Certificate Program (12 units) (Approved by California Commission on Teacher Credentialing)

Individuals may complete the Reading Certificate without earning the Master's degree. Three years of teaching experience is required to apply for the certificate and passage of the California Basic Educational Skills Test (CBEST).

Prerequisite Courses: EDU 515, EDU 516

RDG 530	Mechanics of Reading and Writing	3 units
RDG 535	Diagnosis of Reading Problems	3 units
RDG 536	Diagnosis of Reading Problems Fieldwork	3 units
RDG 538	Advanced Assessment and Intervention Strategies in Reading and Language Arts	3 units

Master of Science in Education

Specialization in Instructional Computer Applications (34 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization (12 units)

ETC 505	Educational Computing—Level I or approved elective*	3 units
ETC 520	Educational Computing—Level II	3 units

Choose 6 specialization units from

ETC 510	Foundations/Research in Educational Technology	3 units
ETC 515	Selection and Utilization of Instructional Media	3 units
ETC 525	Instructional Design and Development	3 units
ETC 535	Internet for Educators	3 units
ETC 545	Introduction to Interactive Multimedia Design	3 units
ETC 550	Advanced Interactive Multimedia Design	3 units
ETC 555	Educational Desktop Publishing	3 units
ETC 599	Independent Study in Educational Technology	1-3 units

Electives (8 units)

8 units of approved graduate level education coursework. Professional methods courses for the teaching credential may also be used.

*If the content for the Level I technology requirement is met via undergraduate coursework, SSAT exam, or transfer credit, an approved elective must be substituted.

Final (3 units) Choose one of the following options:

1. Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in Educational Technology (34 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization (20 units)

*ETC 505	Educational Computing: Level I	3 units
ETC 510	Foundations/Research in Educational Tech.	3 units
ETC 515	Selection & Utilization of Instructional Media	3 units
ETC 520	Educational Computing: Level II	3 units
ETC 525	Instructional Design & Development	3 units
ETC 530	Technology Management Issues	3 units
ETC 535	Internet for Educators	3 units
ETC 545	Introduction to Interactive Multimedia	3 units
ETC 550	Advanced Interactive Multimedia	3 units
ETC 555	Educational Desktop Publishing	3 units

ETC 595	Internship in Educational Technology	1-3 units
ETC 599	Independent Study in Ed Technology	1-3 units

*Prerequisite for all other specialization courses.

Final (3 units) Choose one of the following options:

1. Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in Special Education with Education Specialist Credential in Mild/Moderate Disabilities—Level I (52 units, including student teaching)

This program is designed for candidates seeking the Education Specialist Credential in Mild/Moderate Disabilities—Level I. Admission requirements for the credential program are additional to those for the degree. Individuals who already possess a Master's degree or those who do not wish to earn a Master's degree may pursue the credential without pursuing a Master's degree. Individuals may also pursue the Master's degree in special education without completing all of the credential requirements.

Additional Admission Requirements for Credential

- Completion of an application for admission to the Teacher Education Program and acceptance by the Teacher Education Committee.
- Interview with the Program Coordinator and/or other appropriate faculty.
- Completion of the following four (4) prerequisite courses satisfactorily:
 - EDU 300 American Public School
 - EDU 302 Growth, Development and Learning or PSY 320 Human Growth and Development,
 - EDU/SPE 341/541 The Exceptional Child
 - ETC 305/505 Educational Computing—Level I
- Student Teaching—15 units (These may be split equally between general and special education to earn both the Level I Education Specialist Credential and the Preliminary Multiple Subject Credential or completed in special education only if the dual credential option is not elected.)
- Candidates who elect the dual credential option should refer to the Preliminary Multiple Subject Credential information.

Courses Required for the Education Specialist Credential:

Mild/Moderate Disabilities Level I (42-58 units, including student teaching)

EDU 505	Teaching Mathematics and Science (2)	3 units
EDU 512	Teaching Social Studies and Language Arts (2)	3 units
EDU 516	Teaching Reading and Phonics (2)	3 units
EDU 563	Introduction to Linguistics	3 units***
KIN 502	Contemporary Health Issues	3 units***
SPE 518	Classroom Management & Discipline (or EDU 518) (1)	3 units
SPE 553	Educational Assessment*	3 units
SPE 555	Collaboration, Consultation and Effective Intervention	3 units
SPE 590	Diagnostic & Remedial Techniques in Reading**	3 units
SPE 580	Student Teaching in Special Education	8-15 units
EDU 582	Teaching Practicum OR SPE 582 (interns only)	2 units

(1) Also counts for Multiple Subject and Single Subject Credential

(2) Also counts for Multiple Subject Credential

*Prerequisite EDU/SPE 541

**Prerequisite EDU 516

***Required for Multiple Subject Credential

Additional Core Courses Required for the Master Degree (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Final Required for the Master Degree (3 units) Choose one of the following options:

1. Comprehensive exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Graduate Programs in Education

Master of Science in Education

Specialization in Special Education in Mild/Moderate Disabilities

Non Credential Option (35 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization Courses (15 units)

SPE 518	Classroom Management & Discipline (or EDU 518) (1, 2)	3 units
SPE 541	The Exceptional Child (or EDU 541) (2)	3 units
SPE 553	Educational Assessment (2) *	3 units
SPE 555	Collaboration, Consultation and Effective Intervention (2) **	3 units
SPE 590	Diagnostic & Remedial Techniques in Reading (3)***	3 units

(1) Also counts for Multiple Subject and Single Subject Credential

(2) Also counts for Education Specialist Credential in Mild/Moderate Disabilities

*Prerequisite EDU/SPE 541

**Prerequisite: Six (6) units in Special Education

***Prerequisite EDU 516

Approved Electives (6 units)

Approved electives may include graduate level courses required for the Level II Educational Specialist Credential, the Multiple Subject Credential, Single Subject Credential, and other graduate programs.

Final (3 units) Choose one of the following options:

1. Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in Special Education with Education Specialist Credential in Moderate/Severe Disabilities-Level 1 (37 units, not including student teaching)

This program is designed for candidates seeking the Education Specialist Credential in Moderate/Severe Disabilities-Level I. Admission requirements for the credential program are additional to those for the degree. Individuals who already possess a Master's degree or those who do not wish to earn a Master's degree may pursue the credential without a degree. Individuals may also pursue the Master's degree in special education without completing all of the credential requirements.

Additional Admission Requirements for Credential

- Completion of an application for admission to the Teacher Education program and acceptance by the Education Committee.
- Interview with the Program Coordinator and/or other appropriate faculty.
- Completion of the following (4) prerequisite courses satisfactorily:

EDU 300	American Public School
EDU 302	Growth, Development and Learning or PSY 320 Human Growth and Development.
EDU 341/541	The Exceptional Child
ETC 305/505	Educational Computing-Level I

Courses Required for the Education Specialist Credential:

Moderate/Severe Disabilities Level 1 (37 units, not including student teaching)

KIN 502	Contemporary Health Issues	3 units
SPE 518	Classroom Mgmt & Discipline (or EDU 518)	3 units
EDU 516	Teaching Reading and Phonics	3 units
SPE 553	Educational Assessment *	3 units
SPE 555	Collaboration, Consultation and Effective Intervention	3 units
SPE 568	Teaching Students with Moderate/Severe Disabilities: Instructional Strategies*	3 units
SPE 569	Teaching Students with Moderate/Severe Disabilities: Community Integration *	3 units
SPE 580	Student Teaching in Special Education (15 units) or Internship EDU 581	15 units
SPE 582	Teaching Practicum (interns only)	2 units

*Prerequisite EDU/SPE 341/541

Additional Core Courses Required for the Master’s Degree (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 542	Models of Teaching OR EDU 521	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Final (3 units) Choose one of the following options:

1. Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in Special Education in Moderate/Severe Disabilities

Non Credential Option (35 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 542	Models of Teaching OR EDU 521	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization Courses (18 units)

SPE 518	Classroom Mgmt & Discipline (or EDU 518)	3 units
SPE 541	The Exceptional Child (or EDU 518)	3 units
SPE 553	Educational Assessment *	3 units
SPE 555	Collaboration, and Consultation and Effective Intervention	3 units
SPE 568	Teaching Students with Moderate/Severe Disabilities: Instructional Strategies*	3 units
SPE 569	Teaching Students with Moderate/Severe Disabilities: Community Integration*	3 units

*Prerequisite EDU/SPE 541

Approved Elective (3 units)

Approved elective may include a graduate level course required for the Level II Educational Specialist Credential, CLAD Certificate, the Multiple Subject Credential, and other graduate programs.

Final (3 units) Choose one of the following options:

1. Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

Master of Science in Education

Specialization in School Psychology (61 units)

Students completing all requirements including course requirements, 450 hours of introductory fieldwork, 1200 hours of field experience/internship following completion of coursework, and a passing score on the required Praxis exam for School Psychology, and who pass the required standardized exam in School Psychology will be eligible for the specialization in School Psychology and may apply for recommendation for the Pupil Personnel Services Credential with a Specialization in School Psychology.

Prerequisites for School Psychology

- Passage of the California Basic Educational Skills Test (CBEST)
- Certificate of Clearance must be obtained prior to fieldwork
- Candidates without a credential are advised to complete the application as of admissions process
- Minimum 3.0 cumulative grade point average
- Candidates must maintain a minimum semester 3.0 GPA throughout the program
- Completion of the following coursework with grades of C or higher: General Psychology, Introductory Statistics, Growth Development and Learning or Life Span Development, and Abnormal Psychology or Personality Theory

Core Requirements (30 units)

PPS	503	Counseling Theory	3 units
PPS	512	Counseling Techniques for Exceptional Children	3 units
PPS	513	Advanced Psychopathology	3 units
PPS	521	Developing Culturally Competent Practice	3 units
PPS	533	Crisis Response, Behavior Intervention, & Management	3 units
PPS	541	Human Communication in Group Process	3 units
PPS	542	Advanced Research Methods	3 units
PPS	562	Legal and Ethical Practice for Diverse Groups	3 units
SPE	553	Educational Assessment	3 units
PPS	555	Intervention, Consultation and Collaboration	3 units

School Psychology Specialization (13 units)

PPS	501	Introduction to School Psychology	3 units
PPS	524	Seminar in Report Writing	1 unit
PPS	544	Individual Intelligence Testing	3 units
PPS	563	Assessment of Emotional/Behavioral Disorders	3 units
PPS	564	Introduction to School Neuropsychology	3 units

Practicum Course Requirements (6 units)

PPS	515	Practicum: Role of the School Psychologist	1 unit
PPS	525	Practicum: Counseling in the School Setting	1 unit
PPS	535	Practicum: Educational Assessment	1 unit
PPS	545	Practicum: Counseling & Clinical Diagnosis	1 unit
PPS	550	Practicum: Educational Interventions for Diverse Groups	1 unit
PPS	565	Practicum: Behavioral Assessments & Interventions	1 unit

School Psychology Field Experience Requirement (12 units)

Students must have documented at least 450 clock hours in introductory fieldwork through the completion of the practicum courses to be approved to begin the field experience/internship requirements.

PPS	577	Fieldwork/Internship I in School Psychology	6 units
PPS	579	Fieldwork/Internship II in School Psychology	6 units

Master of Science in Education

Specialization in School Counseling (48 units)

Students completing all requirements including course requirements, 450 hours of introductory fieldwork, 600 hours of field experience/internship following completion of coursework, and a passing score on the required Praxis exam for School Counseling, and who pass the required standardized exam in School Counseling will be eligible for the specialization in School Counseling and may apply for recommendation for the Pupil Personnel Services Credential with a Specialization in School Counseling.

Prerequisites for School Counseling

- Passage of the California Basic Educational Skills Test (CBEST)
- Certificate of Clearance must be obtained prior to fieldwork
- Candidates without a credential are advised to complete the application as of admissions process
- Minimum 3.0 cumulative grade point average
- Candidates must maintain a minimum semester 3.0 GPA throughout the program
- Completion of the following coursework with grades of C or higher: General Psychology, Introductory Statistics, Growth Development and Learning or Life Span Development, and Abnormal Psychology or Personality Theory

Core Requirements (30 units)

PPS	503	Counseling Theory	3 units
PPS	512	Counseling Techniques for Exceptional Children	3 units
PPS	513	Advanced Psychopathology	3 units
PPS	521	Developing Culturally Competent Practice	3 units
PPS	533	Crisis Response, Behavior Intervention, & Management	3 units
PPS	541	Human Communication in Group Process	3 units
PPS	542	Advanced Research Methods	3 units
PPS	562	Legal and Ethical Practice for Diverse Groups	3 units
SPE	553	Educational Assessment	3 units
PPS	555	Intervention, Consultation and Collaboration	3 units

School Counseling Specialization (8 units)

PPS	502	Introduction to School Counseling	3 units
PPS	550	Practicum: Educational Interventions for Diverse Groups	1 unit
PPS	543	Transition and Career Counseling	3 units
PPS	561	Seminar in Program Design and Evaluation	1 unit

Practicum Course Requirements (4 units)

PPS	510	Practicum: Role of the School Counselor	1 unit
PPS	520	Practicum: Counseling Individuals/Groups	1 unit
PPS	540	Practicum: Personal and Career Assessment	1 unit
PPS	565	Practicum: Behavioral Assessments & Interventions	1 unit

School Counseling Field Experience Requirement (6 units)

Students must have documented at least 450 clock hours in introductory fieldwork through the completion of the practicum courses to be approved to begin the field experience/internship requirements.

PPS	576	Fieldwork/Internship I in School Counseling	3 units
PPS	578	Fieldwork/Internship II in School Counseling	3 units

Master of Arts in Education

Specialization in Cross-cultural, Language & Academic Development (C.L.A.D.) (35 units)

Core (11 units)

EDU 520	Current Issues Seminar	2 units
EDU 521	Theories of Learning and Teaching OR EDU 542	3 units
EDU 522	Curriculum Theory and Development	3 units
EDU 525	Survey of Educational Research	3 units

Specialization (12 units)

EDU 563	Introduction to Linguistics	3 units
EDU 530	Cultural Anthropology for Educators	3 units
EDU 551	Language Acquisition	3 units
EDU 550	Bilingual Issues and Methods	3 units

Specialization Course Substitutions (approval required)

EDU 548	Multiethnic Education	3 units
EDU 545	Multiethnic Lit for Children and Young Adults	3 units
ENG 540	Contextual Approaches to Grammar	3 units

Electives (9 units)

Choose any graduate level education courses.

Final (3 units) Choose one of the following options:

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective
2. Project and EDU 596 Research Seminar
3. Thesis and EDU 596 Research Seminar

NOTE: Students must replace each CLAD Specialization course completed at the undergraduate level with an approved graduate level course.

Teacher Education Credential Programs

The Elementary Subject Matter Program allows candidates to complete course work in a state-approved program that provides the requisite knowledge and skills to teach in a multiple subject classroom. Teaching in the elementary classroom requires passing the appropriate state examination. It is recommended that students seeking a Single Subject Credential complete a BA/BS in the same subject area. Single Subject Candidates may satisfy Subject Matter Competence by completing an approved academic program at the university, or by passing the appropriate state examination. Presently, the Credential Program includes three phases: prerequisites, methodology and specialization courses, and student teaching or internship. Each of these courses requires field experience. The culminating experience is the semester of full-time student teaching or internship in local public schools.

Obtaining a Single Subject Credential authorizes the holder to teach in a specific subject area in grades twelve and below, including preschool, in classes organized primarily for adults, and in classes for English learners. The individual obtaining a Multiple Subject Credential is authorized to teach all subjects, in a self-contained class in grades 12 and below, including preschool, in classes organized primarily for adults, and in classes for English learners. All credential candidates must take the state-administered California Basic Educational Skills Test (CBEST) before being admitted to the program. All credential candidates must pass the state-administered CBEST and California Subject Examinations for Teachers (CSET) before student teaching. Multiple Subject and Education Specialist candidates must pass the Reading Instruction Competency Assessment (RICA) prior to applying for the credential. All Multiple Subject and Single Subject candidates must pass the Teacher Performance Assessment (TPA) prior to applying for the credential.

When the student has successfully completed all credential requirements, a Preliminary Teaching Credential may be obtained. The Preliminary Credential is valid for five years. Within this five-year period, all other legislated requirements must be completed to obtain a Professional Clear Credential. It is the student's responsibility to contact the School of Education about changes in legislated requirements.

The credential program offered by California Baptist University is a state approved program; therefore, it is subject to revision at any time by state or federal law. Specifically, California Baptist University has been approved by the California Commission on Teacher Credentialing for Multiple Subject, Single Subject, and Internship Credentials under SB 2042. Also offered are the Education Specialist: Mild/Moderate Level I and Level II and Education Specialist: Moderate/Severe Level I, with internship option. The University and the School of Education reserve the right to modify the teacher credentialing requirements when directed to do so by the California Commission on Teacher Credentialing. Since credential legislation and regulations are subject to change, it is the student's responsibility to contact the School of Education about current regulations. Please contact the School of Education for more information.

For Credential Admission Requirements see Admissions and Screening Procedures for Teacher Education Candidates following the Admission Requirements for the graduate programs.

Preliminary Single Subject Credential

The Preliminary Single Subject Credential program recommends completion of an approved program in one of the subject areas taught in secondary schools. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Single Subject Candidates who have not completed an approved subject matter preparation program may qualify for the credential by achieving a passing score on the relevant subject area California Subject Examination for Teachers (CSET)/ Single Subject Assessment Test (SSAT). The following units of professional education coursework are necessary to complete requirements for the Preliminary Credential:

Prerequisites to being admitted to the program are listed below. Prerequisite courses must be completed and a Certificate of Clearance must be secured before beginning methods courses.

Prerequisites (12 units)

EDU 300	American Public School	3 units
EDU 302	Growth, Development and Learning	3 units
ETC 305/505	Educational Computing—Level I	3 units
EDU/SPE 341/541	The Exceptional Child	3 units

Professional Coursework (18 units)

EDU 518	Classroom Management and Discipline	3 units
EDU 515	Reading and Writing in the Content Areas	3 units
ENG 463/EDU 563	Linguistics	3 units
EDU 514	Secondary Methods	3 units
EDU 519	Subject Area Specialization	3 units
KIN 502	Contemporary Health Issues	3 units

Capstone Course* (15 units)

EDU 580	Student Teaching and Seminar	15 units
EDU 581	Internship and Seminar	15 units
EDU 582	Teaching Practicum – intern students only	2 units

*Students must complete all of the following requirements before applying for student Teaching or Internship: Prerequisite course, professional coursework, CBEST passage, negative TB test and Subject matter competency.

Prior to filing for a credential passage of the TPAs and a current CPR covering infant, child, and adult certificate is required. The requirements for the Professional Clear Credential must be completed within 5 years of the date of issue of the Preliminary Credential.

Preliminary Multiple Subject Credential

The Preliminary Multiple Subject Credential program requires completion of Subject Matter Competence via the CSET to ensure compliance with No Child Left Behind legislation. A list of requirements for this major is available in the School of Education. The following units/requirements of professional education coursework are necessary to complete requirements for this credential.

Prerequisites to being admitted to the program are listed below. Prerequisite courses must be completed and a Certificate of Clearance must be secured before beginning courses that have fieldwork requirements.

Prerequisites (12 units)

EDU 300	American Public School	3 units
EDU 302	Growth, Development and Learning	3 units
EDU/SPE 341/541	The Exceptional Child	3 units
ETC 305/505	Educational Computing—Level I	3 units

Professional Coursework (18 units)

EDU 505	Elementary Curriculum and Instruction: Math and Science	3 units
EDU 512	Elementary Curriculum and Instruction: Language Arts and Social Studies	3 units
EDU 518	Classroom Management and Discipline	3 units
EDU 516/416	Teaching Reading and Phonics	3 units
EDU 563	Introduction to Linguistics OR ENG 463	3 units
KIN 502	Contemporary Health Issues	3 units

Graduate Programs in Education

Capstone Course* (15 units)

EDU 580	Student Teaching and Seminar	15 units
EDU 581	Internship	15 units
EDU 582	Teaching Practicum (intern students only)	2 units

*Students must complete all of the following requirements before applying for Student Teaching or Internship: Prerequisite courses, professional coursework, CBEST passage, negative TB test and subject matter competency. .

Prior to filing for a credential, passage of the TPAs and the RICA exam and a valid CPR certificate covering infant, child and adult is required. The requirements for the Professional Clear Credential must be completed within 5 years of the date of issue of the Preliminary Credential.

Teacher Education – Education Specialist Programs

Education Specialist Credential in Mild/Moderate Disabilities—Level I

This program is designed for candidates seeking the Education Specialist Credential in Mild/Moderate Disabilities—Level I. Candidates who complete The Education Specialist: Mild/Moderate Disabilities Credential may teach a variety of students, which include those classified as having specific learning disabilities; mild to moderate mental retardation; attention deficit and attention deficit hyperactivity disorders; serious emotional disturbance. The credential authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

Admission requirements for the credential program are additional to those for the Master's degree. Individuals who already possess a Master's degree or those who do not wish to earn a Master's degree may pursue the credential without pursuing a Master's degree. Individuals may also pursue the Master's degree in special education without completing all of the credential requirements.

Requirements for Credential

- Completion of an application for admission to the Teacher Education Program and acceptance by the Education Committee.
- Interview with the Program Coordinator and/or other appropriate faculty.
- Satisfactorily complete the four (4) prerequisite Courses.

Requirements for the Education Specialist Credential: Mild/Moderate Disabilities-Level I

Prerequisites (12 units)

EDU 300	American Public School	3 units
EDU 302	Growth, Development and Learning or PSY 320 Human Growth and Development, (3 units)	
EDU 541	The Exceptional Child OR EDU 341 OR SPE 541	3 units
ETC 305/505	Educational Computing—Level I	3 units

Professional Coursework (35-42 units)

EDU 505	Teaching Mathematics and Science (2)	3 units***
EDU 512	Teaching Social Studies and Language Arts (2)	3 units***
EDU 516	Teaching Reading and Phonics (2)	3 units***
EDU 563	Introduction to Linguistics	3 units***
KIN 502	Contemporary Health Issues	3 units***
SPE 518	Classroom Management & Discipline (or EDU 518) (1)	3 units
SPE 553	Educational Assessment*	3 units
SPE 555	Collaboration, Consultation and Effective Intervention	3 units
SPE 590	Diagnostic & Remedial Techniques in Reading**	3 units
SPE 580	Student Teaching in Special Education	8-15 units
SPE 582	Teaching Practicum (interns only)	2 units

- Student Teaching—15 units These may be split equally between general and special education to earn both the Level I Education Specialist Credential and the Preliminary Multiple Subject Credential or completed in special education only if the dual credential option is not elected.
- Candidates who elect the dual credential option should refer to the Preliminary Multiple Subject Credential information.

(1) Also counts for Multiple Subject and Single Subject Credential

(2) Also counts for Multiple Subject Credential

*Prerequisite EDU/SPE 541

**Prerequisite EDU 516

***Required for Multiple Subject Credential

Education Specialist Credential in Mild/Moderate Disabilities—Level II

The Professional Clear Level II program is comprised of 16 semester units, four units may be from approved non-university activities. Each candidate will be required to complete the fieldwork course that accompanies four of the six seminar courses or to identify approved non-university activities to meet the fieldwork course requirements, participate in those activities, and evaluate the effectiveness of those activities in meeting the performance goals outlined in the Professional Level II Induction Plan. This program design also allows each candidate to select specialization courses from those required for the Cross-cultural, Language and Academic Development (CLAD), educational computing, Reading Certificate courses, school health education, and graduate research.

The Professional Clear Level II Credential requires completion of an approved induction program along with advanced course work and the recommendation of an approved agency. The California Commission on Teacher Credentialing has approved California Baptist University for the Professional Clear Level II Credential for the Education Specialist in Mild/Moderate Disabilities.

Credential candidates must meet California credential requirements, which include Special Education (EDU 541 or SPE 541), health education, computer education, and CPR certification. Program Advisors in the School of Education are available to help plan individual programs.

Required Courses (6 units)

SPE	520	Transition and Career Planning	1 unit
SPE	530	Professional Induction Seminar	1 unit
SPE	550	Research in Special Education	1 unit
OR			
EDU	525	Educational Research	(3 units)
SPE	560	Advanced Curriculum, Instruction and Assessment	1 unit
SPE	570	Advanced Behavior and Environmental Support	1 unit
SPE	595	Professional Leadership and Communication Seminar	1 unit

Specialization Courses (6 units from the following or other approved electives)

EDU	530*	Cultural Anthropology for Educators	3 units
EDU	563*	Introduction to Linguistics	3 units
EDU	551*	Language Acquisition	3 units
EDU	550*	Bilingual Issues and Methods	3 units
ETC	505	Educational Computing—Level I	3 units
ETC	520	Educational Computing—Level II	3 units
EDU	599	Independent Graduate Research	1-3 units
KIN	502**	Contemporary Health Issues	3 units
RDG	530	Mechanics of Reading and Writing	3 units
EDU	515	Reading and Writing in the Content Areas	3 units

Fieldwork Courses (May be replaced with approved non-university activities)

SPE	531F	Professional Induction Fieldwork	1 unit
SPE	561F	Fieldwork: Advanced Curriculum, Instruction and Assessment	1 unit
SPE	562F	Fieldwork: Advanced Curriculum, Instruction and Assessment	1 unit
SPE	571F	Fieldwork: Advanced Behavior and Environmental Support	1 unit

* Required for CLAD Certificate

**Required for Level II Credential

Education Specialist Credential in Moderate/Severe Disabilities – Level I

This program is designed for candidates seeking the Education Specialist Credential in Moderate/Severe Disabilities—Level I. Candidates who complete The Education Specialist: Moderate/Severe Disabilities Credential may teach a variety of students, which include those classified as having autism; deaf-blindness; moderate to severe mental retardation; multiple disabilities; serious emotional disturbance. The credential authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

Admission requirements for the credential program are additional to those for the Master’s degree. Individuals who already possess a Master’s degree or those who do not wish to earn a Master’s degree may pursue the credential without pursuing a Master’s degree. Individuals may also pursue the Master’s degree in special education without completing all of the credential requirements.

Requirements for Credential

- Completion of an application for admission to the Teacher Education Program and acceptance by the Education Committee.
- Interview with the Program Coordinator and/or other appropriate faculty.
- Satisfactorily complete the four (4) prerequisite courses

Requirements for the Education Specialist Credential: Moderate/Severe Disabilities-Level I**Prerequisites: (12 units)**

EDU	300	American Public School	3 units
EDU	302	Growth, Development and Learning OR PSY 320 Human Growth and Development	3 units
SPE	541	The Exceptional Child	3 units
ETC	505	Educational Computing—Level I	3 units

Professional Coursework: Moderate/Severe Disabilities Level I (36-38 Units)

EDU	516	Teaching Reading and Phonics***	3 units
KIN	502	Contemporary Health Issues***	3 units
SPE	518	Classroom Management & Discipline (or EDU 518) ****	3 units
SPE	553	Educational Assessment*	3 units
SPE	555	Collaboration, Consultation and Effective Intervention	3 units
SPE	568	Teaching Students with Moderate/Severe Disabilities: Instructional Strategies	3 units
SPE	569	Teaching Students with Moderate/Severe Disabilities: Community Integration	3 units
SPE	580	Student Teaching in Special Education (15 units) or internship EDU 581	15 units
SPE	582	Teaching Practicum (interns only)	2 units

Required for Multiple Subject and Single Subject Credential

*Prerequisite EDU/SPE 541

** Prerequisite EDU 516

***Required for Multiple Subject Credential

****Also counts for Multiple Subject Credential

Advanced Study Coursework

This option is available to candidates who currently hold a teaching credential and are employed by a school district without an approved induction program. These courses may be used as elective units for candidates pursuing a Master’s program. For credential purposes, the Advanced Study Coursework may not be taken prior to the initial issuance of the preliminary credential.

KIN	560	School Health Education (3 units)
EDU	565	Effective Intervention and Collaboration (3 units)
ETC	520	Educational Computer II (3 units) – if ETC 520 was taken prior to the issuance of the initial credential, candidates take Selection and Utilization of Instructional Media (ETC 515)
EDU	550	Bilingual Methods and Issues (3 units)

Prerequisite Coursework

- EDU 300 American Public School (3)**
Exploring the educational paradigm historically and philosophically, students survey curriculum practices, teacher effectiveness, learner needs of the public schools, and classroom management to understand the challenges of teaching today. Emphasis is placed upon cultural diversity and a dynamic society. Prerequisite for all other education courses. Eight hours involved in a Cultural Plunge plus ten (10) hours of fieldwork are required.
- EDU 302 Growth, Development and Learning (3)**
This course is a study of human growth and development during the first two decades of life. Emphasis is placed on how teachers apply theoretical foundations of the learning process, cultural forces affecting behavior, testing, grouping of students, and inclusion. Fifteen 15 hours of fieldwork are required.
- EDU 315 Reading and Writing in the Content Areas (3)**
Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using the PAR framework: prereading, assistance, and reflection. Students are also introduced to beginning reader strategies. Cross-listed with EDU 515 & RDG 515. Twenty (20) hours of fieldwork required.
- EDU 416 Teaching Reading and Phonics (3)**
This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Cross-listed with EDU 516 & RDG 516. Twenty (20) hours of fieldwork are required.
- ETC 305 Educational Computing—Level I (3)**
A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level I requirements for a Preliminary Credential. Cross-listed with ETC 505.

Course Descriptions

- ART 515 Aesthetics and the Classroom (3)**
An upper division and graduate level course for the classroom teacher and liberal studies major. Studies assumptions we make about art, investigates our difficulties in understanding art, builds skill in perceiving and communicating about art, and connects lessons learned to practical classroom application.
- EDL 522 Curriculum Theory and Development (3)**
An overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning. Cross-listed with EDU 522.
- EDL 522L Spiritual Integration for Curriculum Theory and Development (1)**
The integration of Biblical teaching, concepts, and points of view into curriculum theory and development. Explicit spiritual formation and character development through the curriculum design.
- EDL 525 Survey of Educational Research (3)**
An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on action research will provide a basis for assignment. Cross-listed with EDU 525.

Graduate Programs in Education

- EDL 526 Applied Educational Research (3)**
This course introduces the variety of the most common research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will develop skill in interpreting research literature; becoming acquainted with sources of research literature; developing an understanding of the methodology of educational research; becoming a critical reader of research reports; and gaining a basic knowledge of statistics. An emphasis on the teacher as a researcher will provide a basis for assignments. Cross-listed with EDU 526.
- EDL 530 Introduction to Educational Leadership (3)**
This course equips students to lead from multiple theories and establish best practices in educational leadership and introduces students to the ethical, legal, fiscal and administrative knowledge and skills required for effective school leadership.
- EDL 531 Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools (3)**
The course explores questions such as “What is a philosophy of Christian education? Why it is a valid question? How does one develop the scriptural case for a truly Christian education?” Scriptural models of Christian leadership and the spiritual integration of learning and faith are investigated.
- EDL 534 Program Evaluation and Development (3)**
This course equips students with the knowledge and skills to lead comprehensive curricular program improvement. Students will develop strategies and techniques that use data to identify and assess areas for instructional improvement, design and implement plans to improve instruction for all students and develop systems for ongoing program improvement.
- EDL 535 Analysis of Teaching Behavior (3)**
A systematic study of the teaching process. Examination of the research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of teacher evaluation research for the classroom. Cross-listed with EDU 546. Prerequisite: EDL 530.
- EDL 545L Spiritual Integration for Supervision and Staff Development (1)**
Administrator as spiritual model, mentor, and evangelist and the explicit spiritual formation and character development of staff and personnel.
- EDL 556 School Law and Finance (3)**
This course equips students with the necessary knowledge of the laws and finance affecting students and schools and skills for implementing the law and developing and managing the school budget. Attention is given to role of the school administrator as a leader and manager of legal, financial, physical and human resources and obligations.
- EDL 557 Law, Finance, and Development for Faith Based Schools (3)**
Legal issues and their administrative impact in Christian education regarding school policies, financial operations and development practices. Financial management, budgetary processes, and development plans.
- EDL 558 Governance, Policy and Community Relations (3)**
This course equips candidates with the knowledge and skills that build productive relationships with various school constituents and mobilize necessary resources for all students to achieve. Candidates examine the relationships between national, state, and local political systems and the governance of public school systems and learn strategies for developing a school-community relations program.
- EDL 559 Faith Based Governance, Policy, Marketing, Community Relations, and Current Issues (3)**
Governance, policy, and marketing issues in Christian education and their interrelations with a faith based philosophy of education and educational leadership. How school policies are initiated, researched, and created. Board, staff, volunteer, student, and parent, policy handbooks.
- EDL 560 School Site Leadership and Organizational Development (3)**
This capstone course requires that candidates demonstrate mastery of the knowledge and skills required of ethical school site leaders. In addition, candidates integrate and synthesize knowledge and skills from previous courses in the administrative program into a coherent and comprehensive model to refine and guide their leadership practices.
- EDL 561 Management and Organizational Behavior for Faith Based Schools (3)**
Christian models of management and organizational behavior for board, administration, staff, faculty, parents, students, volunteers, and community. Institutional and teaching models, assessment, accreditation, extra-curricular activities, and automation from a Christian worldview perspective.

- EDL 580** **Fieldwork (3)**
 Students demonstrate through structured field experiences in an elementary and secondary level school site the mastery of knowledge, skills and dispositions required of candidates for the California Preliminary Administrative Services Credential. Candidates synthesize their learning from the previous courses in the credential program and apply the principles and practices in the field to gain experience with the roles and responsibilities of a school site administrator. Candidates register for two 3-unit assignments to be performed at different sites. Graded on a Credit/No Credit basis only.
- EDL 581** **Fieldwork in Faith Based Schools (3)**
 Field study designed to give students an opportunity to perform duties and responsibilities of an administrator in a private, faith based school with special emphasis on explicit spiritual integration. Graded on a Credit/No Credit basis.
- EDU 504** **The History and Future of American Education (2-3)**
 The course evaluates the historical contexts and milestones that have left their imprint and continue to shape the American educational system. Students will evaluate trends in American education beginning from 1636 AD to the present in order to understand current educational practices and influence future educational policy.
- EDU 505** **Elementary Curriculum & Instruction: Math and Science (3)**
 This course prepares future teachers to meet the California State requirements for the Multiple Subject Credential in math and science and to equip diverse students with knowledge and methodologies necessary for the successful integration and teaching of these subjects. This course consists of the study of current best practice techniques and curriculum development used in teaching mathematics and science in the public schools. Emphasis is placed on effective instructional methods and evaluation procedures. A minimum of 20 hours of observation and participation in math and science classrooms is required with the purpose of providing students with opportunities to apply methods learned in this course to public school settings. Cross-listed with EDU 405. Prerequisite courses: EDU 300, EDU 302 or equivalent, EDU 516, and ETC 505.
- EDU 512** **Teaching Language Arts & Social Studies (3)**
 This course prepares future teachers to meet the California state requirements for certification in language arts and social studies and to equip students with knowledge and skills necessary for the successful teaching of these subjects. It is a study of the scope, the organization, and the instructional procedures used to teach social studies and language arts. Students learn how to design and develop interdisciplinary units of study, how to write and assess instructional objectives, and how to organize and integrate social studies and language arts instruction for diverse learners in the public classroom. Twenty (20) hours of fieldwork is required. Cross-listed with EDU 412. Prerequisite courses: EDU300, EDU302 or equivalent, EDU 516, and ETC 505.
- EDU 514** **Secondary Methods (3)**
 Various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private, are examined. Twenty (20) hours of structured observation is required, equally divided between the middle school and high school classroom. Prerequisite courses: EDU 300, EDU 302 or equivalent, EDU 515, and ETC 505. Cross-listed with EDU 497.
- EDU 515** **Reading and Writing in the Content Areas (3)**
 Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using the PAR framework: prereading, assistance, and reflection. Students are also introduced to beginning reader strategies. Cross-listed with EDU 315 & RDG 515. Twenty (20) hours of fieldwork required.
- EDU 516** **Teaching Reading and Phonics (3)**
 This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Cross-listed with EDU 416 & RDG 516. Twenty (20) hours of fieldwork required. Prerequisite: 6 (six) units from EDU 300, 302, and ETC 305/505 with grades of B or better.

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- EDU 518 Classroom Management and Discipline (3)**
This course is a study of the techniques, procedures and discipline models that can help make the difficult tasks of managing and disciplining much easier. Students will learn how to establish and maintain a classroom environment where positive behavior support is practiced. The classroom will be free from coercion and punishment. Interventions will be positive, proactive, and respectful of students. The course will also examine classroom discipline dimension: teacher responses to inappropriate behavior, the differences between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies. Students will evaluate a variety of behavior management methods including functional analysis assessment. They will design their own behavior plan based on functional behavior analysis. The course will aid special education and mainstream education teachers in maximizing educational experiences for all students, including those with serious behavior disorders. Ten (10) hours of fieldwork required. Required for both Multiple Subjects and Single Subject Credentials. Cross-listed with EDU 440 & SPE 518. Prerequisite courses: EDU 300, EDU 302 or equivalent, ETC 505, and EDU 515 OR EDU 516.
- EDU 519 Subject Area Specializations (3)**
Working almost exclusively in small groups or one-on-one with the instructor, students focus only on the strategies and methods designed specifically for their subject areas. In addition to the 20 hours of observation required, divided equally between middle school and high school, students in this course will teach three mini-lessons, which are directly supervised by a master teacher, visit Open House night, sit in on a parent teacher conference, and tutor students. Cross-listed with EDU 490. Prerequisite courses: EDU 300 and EDU 302 or equivalent, EDU 514, EDU 515, ENG 463/EDU 563, and ETC 505.
- EDU 520 Current Issues Seminar (2)**
Investigation of current problems and topics relative to research in curriculum and instruction as well as an introduction to the graduate programs in education. Recommended as the first course in the program.
- EDU 521 Theories of Learning and Teaching (3)**
Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.
- EDU 521L Theories of Learning and Teaching (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 521.
- EDU 522 Curriculum Theory and Development (3)**
This course is an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning. Cross-listed with EDL 522.
- EDU 522L Curriculum Theory and Development (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 522.
- EDU 523 Applied Educational Statistics (3)**
A foundational descriptive and inferential statistics course focusing on the interpretation and analysis of data. The course provides conceptual and procedural understandings of research in the field of education. The course will introduce a variety of statistical concepts and methods, and will evaluate, using statistical data, current issues and problems in education. Emphasis will be placed on using statistics as an effective tool for data-driven decision making, research, evaluation, and reports.
- EDU 524 Issues and Trends in Public Education (3)**
Examination of past, present, and future issues that have, are currently, and may impacts schools and education in America. The course is designed to stimulate reflective thought about the issues in education that a professional educator should be able to address in an articulate manner. Students are encouraged to identify topics of interest for continued study.
- EDU 524L Issues and Trends in Public Education Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 524.
- EDU 525 Survey of Educational Research (3)**
An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on the teacher as researcher will provide a basis for assignments. Cross-listed with EDL 525.

- EDU 526 Applied Educational Research (3)**
 This course introduces the variety of the most common research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will develop skill in interpreting research literature; becoming acquainted with sources of research literature; developing an understanding of the methodology of educational research; becoming a critical reader of research reports; and gaining a basic knowledge of statistics. An emphasis on the teacher as a researcher will provide a basis for assignments. Cross-listed with EDL 526. Students will design, research, and complete an action research project as the culminating assignment for EDU 526L, the accompanying lab course. This project may be a continuation of action research begun in EDU 524/524L Cross-listed with EDL 526.
- EDU 526L Applied Educational Research Lab (1)**
 Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 526.
- EDU 530 Cultural Anthropology for Educators (3)**
 A study of the cultural factors that affect human behavior. Topics include language, art, religion, subsistence and cultural change. Approved by the California Commission of Teacher Credentialing to satisfy requirements for CLAD certification.
- EDU 541 The Exceptional Child (3)**
 The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials including those appropriate for English language learners, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential. Cross-listed with EDU 341 & SPE 541.
- EDU 542 Models of Teaching (3)**
 Students explore varied strategies of instruction from four families of teaching models: behavioral, social, personal, and information processing. Students will identify and study sixteen unique models of teaching, which provide the student with a wide repertoire of teaching models for classroom practice. Students examine relationships among theories of learning and instruction as well as various instructional alternatives. Prerequisite: EDU 300, EDU 302, and teaching experience or permission of the instructor.
- EDU 542L Models of Teaching (1)**
 Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 542.
- EDU 544 Personnel Leadership and Development (3)**
 This course equips candidates with the knowledge and skills for attracting, selecting, developing, evaluating and retaining quality and competent faculty and staff. Students also develop competences in managing employee problems and due process. Prerequisite EDL 530. Cross-listed with EDL 544.
- EDU 545 Multiethnic Literature for Children and Young Adults (3)**
 Students will focus on the identification and study of literature written by and about ethnic minorities in the United States. The course also provides an in-depth study of a variety of books appropriate for use in the classroom. Prerequisite: A course in children's literature recommended. Cross-listed with RDG 545.
- EDU 546 Analysis of Teaching Behavior (3)**
 This course is a systematic study of the teaching process, in which candidates examine research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom. Cross-listed with EDL 535.
- EDU 548 Multiethnic Education (3)**
 A course to help in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices.

Graduate Programs in Education

- EDU 550 Bilingual Issues and Methods (3)**
This course provides an in-depth study of the legal, ethical, social and cultural issues surrounding the field of bilingual education. Students will study and develop methods of delivering academic content in English in order to provide bilingual students with equal access to the curriculum. EDU 551 recommended. Cross-listed with EDU 450.
- EDU 550L Bilingual Issues and Methods (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: EDU 550.
- EDU 551 Language Acquisition and Development (3)**
A course in which students study primary language development, second language acquisition, dual language instructional models, language transfer and aspects of culture on the learning of a second language. Prerequisite: ENG 463/563 Introduction to Linguistics.
- EDU 554 Teaching the Gifted and Talented: Nature and Needs of Gifted Children (3)**
A study of the nature and needs of gifted and talented children in the school setting will be examined. Models of human intelligence, including Multiple Intelligences Theory, and ways to identify and serve talented students in diverse populations, including American Indian children, will be addressed. Cross-listed with SPE 554.
- EDU563 Introduction to Linguistics (3)**
Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture. This course is required for both multiple subject and single subject credential candidates. Cross-listed with ENG 463. Ten (10) hours of fieldwork required.
- EDU 565 Multiple Intelligences in the Classroom (3)**
An understanding of Gardner's Theory of Multiple Intelligences and how to put it to use in the classroom is the focus of this course. Class presentations will include an exploration of the theory and its relationship to the human brain, ways in which MI theory can assist teachers in developing curricula, choice of teaching strategies, and improvement of the classroom environment.
- EDU 566 Effective Intervention and Collaboration (3)**
Students will (a) become familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discuss the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrate the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (e) demonstrate the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level state-adopted academic content standards for students at high performance levels. (Advanced course for special education)
- EDU 580 Student Teaching and Seminar (8-15)**
Teaching experience in the public school under guidance of University supervisor with cooperation of a master credentialed teacher in the public school. Open to Multiple Subject, Single Subject, and Special Education credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be submitted by February 15 for the summer; March 15th for the fall semester, and by October 15th for the spring semester. Weekly seminar accompanies student teaching. Cross-listed with EDU 498.
- EDU 581 Internship and Seminar (15)**
Within the intern's classroom, the intern will work with a university supervisor. This is open to all multiple or single subject candidates who are under contract with a public school district and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship.
- EDU 582 Internship Practicum (2)**
Provides weekly supervision for Student Interns who are completing coursework for the Preliminary Teaching Credential in elementary, secondary, or special education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. The seminar focuses specifically on tools, techniques, materials, and strategies that promote effective instruction in the classroom. The course is designed to address specific classroom occurrences as they take place during the school year (i.e. September – setting up the classroom, keeping a lesson plan book & assessing student needs; October – determining grades, and; November – holding parent meetings). A grade of F is reason for dismissal from the Intern program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the intern is accepted and enrolled in EDU/SPE 580.
- EDU 594 Comprehensive Exam (0)**
Registration in EDU 594 is required for students wishing to take a comprehensive exam to complete degree requirements for a Master of Education degree.

- EDU 595 **Special Topics (1-3)**
 Focuses on special subjects of interest to current teachers. May be repeated for credit.
- EDU 596 **Research Seminar (3)**
 The seminar requires students to engage in preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project or thesis. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results. Prerequisite: EDU 525.
- EDU 597 **Project (1)**
 Continuing enrollment for those not completing a project while enrolled in EDU 596.
- EDU 598 **Thesis (1)**
 Continuing enrollment for those not completing a thesis while enrolled in EDU 596.
- EDU 599 **Independent Graduate Research (1-3)**
 This is an independent inquiry into a topic not currently available in regular program offerings.
- ETC 505 **Educational Computing—Level I (3)**
 A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level 1 requirements for a Preliminary Credential. Required as a prerequisite for all Educational Technology courses. Cross-listed with ETC 305.
- ETC 510 **Foundations/Research in Educational Technology (3)**
 An introductory course emphasizing historical, philosophical, psychological and sociological foundations of educational technology. Students will also examine and critique different types of research studies in educational technology. Prerequisite: ETC 505.
- ETC 515 **Selection and Utilization of Instructional Media (3)**
 This course will investigate the selection, utilization, and evaluation of instructional materials to improve learning and communication. Basic instructional development techniques are learned to develop microteaching sessions. Prerequisite: ETC505.
- ETC 515L **Selection and Utilization of Instructional Media Lab (1)**
 Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: ETC 515.
- ETC 520 **Educational Computing: Level II (3)**
 This course explores the application of computer technology to the school curriculum, Internet and other telecommunications resources. Computer-assisted instruction, computer-managed instruction, teacher productivity, teaching strategies using computer technology, emerging technologies, and issues related to the use of computer technology for instruction are addressed in the course. Approved by the California Commission on Teacher Credentialing to meet Level 2 requirements for a Clear Credential. Prerequisite: ETC 505.
- ETC 520L **Educational Computing Level II Lab (1)**
 Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co-requisite: ETC 520.
- ETC 525 **Instructional Design and Development (3)**
 This course emphasizes the application of instructional development principles and procedures. Students explore the process of instructional development and develop an instructional design. Development and evaluation of the instructional designs are emphasized. Prerequisite: ETC 505.
- ETC 530 **Technology Management Issues (3)**
 This course focuses on the design and management of technology facilities, introduces networking basics, grant-writing issues, and includes an overview of distance education foundations. Prerequisite: ETC 505.
- ETC 535 **Internet for Educators (3)**
 This course provides an overview of approaches to using telecommunications and the Internet for educational goals. Students utilize various tools to develop home pages for the World Wide Web. Prerequisite: ETC 505.
- ETC 545 **Introduction to Interactive Multimedia Design (3)**
 This course focuses on the foundations, design, and development of interactive multimedia. Students will learn how to incorporate sound, video, text, graphics and still images into a learning package. Prerequisite: ETC 505.

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- ETC 550** **Advanced Interactive Multimedia Design (3)**
This advanced course focuses on the systematic design and development of interactive multimedia. The course emphasizes planning, designing, and developing more complex instructional designs in a multimedia format. Prerequisites: ETC 505, ETC 535, and ETC 545.
- ETC 555** **Educational Desktop Publishing (3)**
This course explores the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. Prerequisite: ETC 505.
- ETC 595** **Internship in Educational Technology (1-3)**
Students are assigned to work as field trainees in school media centers or in other appropriate settings under joint supervision of a designated supervisor and university faculty. Requires approval of program director.
- ETC 599** **Independent Study in Educational Technology (1-3)**
Individual and supervised study of research problems and special projects in specific areas of educational technology.
- PPS 501** **Introduction to School Psychology (3)**
This course is designed to introduce first-year students in the Pupil Personnel Services Credential Program in School Psychology to theory, roles, and functions, and current issues of school psychology as an academic discipline and as a professional field. This course will orient new students to the model of school psychology practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience.
- PPS 502** **Introduction to School Counseling (3)**
Introduces students to theory, roles, and functions, and current issues of school counseling as an academic discipline and as a professional field. This course will orient new students to the ACSA national model of school counseling practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience.
- PPS 503** **Counseling Theory (3)**
The course surveys the major theoretical approaches to individual counseling in the schools: e.g., Person-Centered Counseling, Rational-Emotive Behavior Therapy, Behavioral Counseling/Therapy, Cognitive and Cognitive/Behavior Therapy, and Solution-Focused Brief Therapy. Theories of change and resiliency research are studied. Students will examine each theory critically, practice techniques from some of them, and define a personal approach to counseling.
- PPS 510** **Practicum: Role of the School Counselor (1)**
This course provides students with supervised opportunities to observe school counselors working in a variety of roles within a school community and to interact with school counselors regarding the nature of the job of school counselor. Reflection about the student's own personality, work style, and areas of strength and weakness will also be integrated into the understanding of the roles of the school counselor.
- PPS 512** **Counseling Techniques for Exceptional Children (3)**
The nature and needs of pupils in special education with a wide range of learning disorders and handicaps, as well as health problems, and emotional problems will be studied in conjunction with appropriate educational and counseling interventions. Attention to ethics and legislation governing special education, including those regulating practice with diverse populations is included.
- PPS 513** **Advanced Psychopathology (3)**
This course will focus on the variety of psychosocial problems of children and adolescents that impair academic success and life skills. Candidates will demonstrate the ability to differentiate among a wide range of clinical disorders, social and emotional disorders and behavioral disorders of childhood and adolescents. Candidates will review research studies, case studies, assessment tools, treatment design and school based intervention programs to facilitate positive outcomes for students impacted. Candidates will be involved in group processes, observations and case study reviews, fieldwork and research in various domains of psychopathology. Candidates will develop a repertoire of tools to assist them in the identification and intervention of individuals impacted within a linguistically and culturally diverse setting.
- PPS 515** **Practicum: Role of the School Psychologist (1)**
This course provides students with supervised opportunities to observe school psychologists working in a variety of roles within a school community and to interact with school psychologists regarding the nature of the job of school psychologist. Reflection about the student's own personality, work style, and areas of strength and weakness will also be integrated into the understanding of the roles of the school psychologist.

- PPS 520** **Practicum: Counseling Individuals and Groups (1)**
This course provides students with the opportunity to explore the role of the school counselor as a mental health agent within the school systems through observation, interview, and participation with a school-based mental health professional.
- PPS 521** **Developing Culturally Competent Practice (3)**
This course will prepare school counselors and school psychologists with the knowledge, perspectives, and skills needed for effective practice in America's increasingly diverse schools. Through a series of field investigations and readings, students will examine how their own culturally-based beliefs and assumptions affect therapeutic practice, as well as how cultural factors, inter-group interactions, and racism are related to students' school behavior, learning, and academic achievement.
- PPS 524** **Seminar in Report Writing (1)**
In this course school psychologists will acquire the knowledge and skills needed to write effective psycho-educational reports using assessment results.
- PPS 525** **Practicum: Counseling in the School Setting (1)**
This course provides students with the opportunity to explore the role of the school psychologist as a mental health agent within the school systems through observation, interview, and participation with a school-based mental health professional.
- PPS 533** **Crisis Response, Behavior Intervention and Management (3)**
This course will focus on the basic aspects of effective Crisis Response within the educational setting. Candidates will demonstrate the ability to draw from a variety of approaches and research based intervention strategies to assess and address the needs of students at-risk for academic failure due to depression, anxiety, suicidal ideation, familial duress, traumatic events, natural disasters and terrorist events. Students learn principles of psychological triage, crisis response, prevention, mitigation, intervention and critical incidence stress debriefing.
- PPS 535** **Practicum: Educational Assessment (3)**
This course is designed to provide the school psychologist student with supervised opportunities to administer commonly used academic achievement tests and authentic assessments. The emphasis is on becoming comfortable with administration of the most widely used standardized academic tests, scoring, and understanding of how to use test manuals. Curriculum-based assessment techniques will also be utilized.
- PPS 540** **Practicum: Personal and Career Assessment (1)**
Provides students with supervised opportunities to observe school counselors working in a variety of ways with career counseling and career program development in school and community settings. Reflection about the student's own life experiences, skills, and values in relation to career choice and career theories will be integrated into understand the role of the school counselor.
- PPS 541** **Human Communication Group Process (3)**
This course presents a theoretical basis for group work, including group purpose, development, dynamics, and methods. It also requires application of learning through practice in group planning and group leadership in both small groups and classroom groups.
- PPS 542** **Advanced Research Methods (3)**
This course will focus on the variety of research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will demonstrate the ability to differentiate a wide range of quantitative and qualitative research methodologies. Candidates will review research studies, case studies, assessment tools, treatment design and school based intervention programs to facilitate positive outcomes for students. Candidates will be involved in group processes, observations and research study reviews, fieldwork and research in various domains of psychopathology.
- PPS 543** **Transition and Career Counseling (3)**
Offers school counseling candidates the opportunity to acquire and apply knowledge of school-based career development programs and how to develop, implement and evaluate them. Candidates also learn to use computer-assisted career guidance systems and other tools to facilitate pupils in career development and decision-making.
- PPS 544** **Individual Intelligence Testing (3)**
This course provides students with direct instruction and supervised practice in the administration, scoring, and interpretation of major standardized measures of intelligence. The student will also gain experience in report writing.
- PPS 545** **Practicum: Counseling & Clinical Diagnosis (1)**
This practicum is designed to allow students to investigate current issues related to the practice of school psychology with an emphasis on prevention and intervention. Students will identify intervention models and resources for specific types of problems facing young people today.

Graduate Programs in Education

- PPS 550 **Practicum: Educational Interventions for Diverse Groups (1)**
This practicum is designed to students with knowledge and skills necessary to becoming effective problem solvers in relation to academic issues.
- PPS 555 **Intervention, Consultation, and Collaboration (3)**
This course will focus on the basic aspects of effective communication between education professionals and others involved in the education and care of disabled individuals, including parents and family members. PPS credential candidates will acquire professional knowledge and skills which will be developed through readings, seminar discussions, in-class role plays, and field based practice experiences. They will discuss relevant ASCA/NASP professional standards. Ten hours of fieldwork is required for this course.
- PPS 561 **Seminar in Program Design and Evaluation (1)**
This course will involve candidates with knowledge and skills necessary to plan, develop, implement and evaluate systematic counseling and guidance programs. A minimum of twenty (20) hours of practicum fieldwork is required.
- PPS 562 **Legal and Ethical Practice for Diverse Groups (3)**
This course introduces legal and ethical practice to PPS candidates in school psychology and school counseling. The Code of Ethics, Federal and State laws and Best Practices established by NASP will be reviewed and actively applied through observation of school psychologists/school counselors, interviews with them, class work, case studies and direct applications in school-based settings. Emphasis will be placed on the legal and ethical issues encountered under Individuals with Disabilities Education Act (IDEA) such as free appropriate public education, Individual Education Programs (IEPs) and 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, and family and student rights. Ten hours of fieldwork is required for this course.
- PPS 563 **Assessment of Emotional and Behavioral Disorders (3)**
This course introduces the basic principles involved in identifying and assessing problem behaviors and pathology in the educational setting. Knowledge and data-analysis are used to form conclusions and to communicate them clearly in addressing serious behavior problems. Candidates design positive behavior support plans and comprehensive functional behavior support plans for individuals, as well as school-wide plans to affect positive behavior change. Concurrent enrollment in Practicum III is required. Twenty (20) hours of fieldwork is completed through this course assessing and observing pupils in order to demonstrate the ability to communicate the results effectively and develop appropriate behavior plans is required.
- PPS 564 **Introduction to School Neuropsychology (3)**
This course provides an in-depth study of the brain-behavior relationships in children and adolescents. Course content includes functional, developmental neuroanatomy, neuropsychological assessment methods and tests, descriptions of specific brain-related disorders, and ways of linking assessment with intervention and rehabilitation. This course does not cover adult neuropsychological functioning nor does it cover forensic neuropsychology. Prerequisites: Individual Intelligence Testing, or equivalent course, and experience with WISC-IV administration.
- PPS 565 **Practicum: Behavioral Assessments & Interventions (1)**
Candidates will identify and assess problem behaviors and pathology in a multicultural educational setting; design positive behavior support plans and develop comprehensive functional behavior support plans. They will design individual and school-wide plans to effect positive behavior change, analyze data to develop effective intervention strategies, and communicate these findings clearly. They will develop the knowledge and skills to address serious behavior problems.
- PPS 576 **Field Experience/Internship I in School Counseling (3)**
Supervised field experience in paid or unpaid internship in school counseling. Candidates develop competencies in assessment and data-based decision making, consultation and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 300 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. Up to 150 hours of the total shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND at least 50 clock hours shall be with at least 10 pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 50 clock hours with pupils of a racial and ethnic background different from the candidate. (Standard 31) Appropriate settings and activities will be documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Prerequisite: successful completion of all coursework, including a minimum of 100 hours of practicum experience, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor.

- PPS 577** **Field Experience/Internship I in School Psychology (6)**
 Supervised field experience in paid or unpaid internship in school psychology. Candidates develop competencies in assessment and data based decision making, consultation, and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 600 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. At least 800 hours of the total must be in preschool-grad 12. Of the 1200 hours required, 400 may be completed in other appropriate settings and activities as documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Prerequisite: successful completion of all coursework, including 450 hours of field practice, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor.
- PPS 578** **Field Experience/Internship II in School Counseling (3)**
 Supervised field experience in paid or unpaid internship in school counseling. Candidates develop competencies in assessment and data-based decision making, consultation and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 300 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. Up to 150 hours of the total shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND at least 50 clock hours shall be with at least 10 pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 50 clock hours with pupils of a racial and ethnic background different from the candidate. (Standard 31) Appropriate settings and activities will be documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Prerequisite: successful completion of all coursework, including a minimum of 100 hours of practicum experience, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor.
- PPS 579** **Field Experience/Internship II in School Psychology (6)**
 Supervised field experience in paid or unpaid internship in school psychology. Candidates develop competencies in assessment and data based decision making, consultation, and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 600 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. At least 800 hours of the total must be in preschool-grad 12. Of the 1200 hours required, 400 may be completed in other appropriate settings and activities as documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Prerequisite: successful completion of all coursework, including 450 hours of field practice, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor.
- RDG 515** **Reading and Writing in the Content Areas (3)**
 Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining reading readiness, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using PAR: prereading, assistance during reading and reflection after reading. Students are also introduced to beginning reader strategies. Cross-listed with EDU 315 & EDU 515. Prerequisite courses: EDU 300 and EDU 302 or equivalent and ETC 505.
- RDG 516** **Elementary Curriculum & Instruction: Teaching Reading and Phonics (3)**
 This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing for the production of a balanced literacy program in public/private schools. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week (or 20 hours), at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Cross-listed with EDU 416 and EDU 516. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC 505.
- RDG 530** **Mechanics of Reading and Writing (3)**
 Hands-on methodology instruction for teachers in areas such as decoding, spelling and structural analysis. This class features an examination of numerous commercial programs that have been promoted to increase reading ability through phonics instruction. Software programs are also examined and evaluated. Comprehensive instruction in the writing process and application for classes across the curriculum will be included. Prerequisite: RDG 515 and 516.

Graduate Programs in Education

- RDG 535** **Diagnosis of Reading Problems (3)**
This course examines diagnostic procedures and techniques used to determine reading problems. Methods of reading instruction, to include linguistic and phonics approaches, will be examined and prescriptive plans for the improvement of reading will be taught based on ongoing assessment. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.
- RDG 536** **Diagnosis of Reading Problems Fieldwork (3)**
A weekly seminar and 45 hours of fieldwork are required for this course. Fieldwork is focused on bridging components of theory and practice in the diagnosis and remediation of reading problems in settings which provide a balanced, comprehensive reading program for all learners. To be taken concurrently with RDG 535: Diagnosis of Reading Problems. Prerequisites: RDG 515, RDG 516, RDG 530
- RDG 538** **Advanced Assessment and Intervention Strategies in Reading and Language Arts (3)**
This course is designed to enable teachers to gain advanced knowledge and skill in the use of assessment and evaluation techniques and to develop alternative intervention strategies based on sound theory and research with all learners. Prerequisites: RDG 515, RDG 516, RDG 530 or special permission of the program coordinator.
- RDG 540** **Models and Processes of Teaching Reading (3)**
An examination of the theoretical models and processes involved in teaching reading. Special emphasis on linguistic, perceptual, affective and cognitive components of reading as well as historical trends, factors affecting reading achievement and implications for instruction. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.
- RDG 545** **Multiethnic Literature for Children and Young Adults (3)**
The identification and study of literature written by and about ethnic minorities in the United States. An in-depth study of a variety of books appropriate for use in diverse classrooms as well as literacy strategies recommended for all learners. Prerequisite: A course in children's literature recommended. Cross-listed with EDU 545.
- RDG 590** **Clinical Experiences in the Teaching of Reading (4)**
Clinical (4 units) experience to involve diagnosis of individual reading problems, the guided design of prescriptive plans to meet the needs of individual clients and a supervised implementation of remediation techniques for the improvement of client reading deficiencies. Prerequisites: RDG 530, 535, and 540.
- RDG 595** **Special Topics in Reading Instruction (2)**
The examination of research in areas such as Emergent Literacy, Vocabulary Acquisition, Comprehension, Discourse Analysis and Cognitive Processing models. Focus will be on interpretation of reading and language arts research as it relates to practice. The Internet will be used to access professional reading organizations and current investigations in reading.
- SPE 518** **Classroom Management and Discipline (3)**
This course is a study of the techniques, procedures and discipline models that can help make the difficult tasks of managing and disciplining much easier. Students will learn how to establish and maintain a classroom environment where positive behavior support is practiced. The classroom will be free from coercion and punishment. Interventions will be positive, proactive, and respectful of students. The course will also examine classroom discipline dimension: teacher responses to inappropriate behavior, the differences between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies. Students will evaluate a variety of behavior management methods including functional analysis assessment. They will design their own behavior plan based on functional behavior analysis. The course will aid special education and mainstream education teachers in maximizing educational experiences for all students, including those with serious behavior disorders. Ten (10) hours of fieldwork required. Required for both Multiple Subjects and Single Subject Credentials. Cross-listed as EDU 440 & EDU 518. Prerequisite courses: EDU300, EDU302 or equivalent, and ETC 505.
- SPE 520** **Transition and Career Planning (1)**
Candidates will demonstrate the knowledge and ability to implement factors associated with successful planning and implementation of transitional life experiences. They will collaborate with personnel from other educational and community agencies to plan for successful transitions for students.
- SPE 530** **Professional Induction Seminar (1)**
Candidates will extend their knowledge of general and special education responsibilities in schools in order to build in-depth knowledge of defined areas of interest. The Professional Induction Plan designed in this course outlines how the assessed needs of each candidate will be met and identifies specific activities for facilitating professional development.
- SPE 531F** **Professional Induction Fieldwork (1)**
Candidates will complete CFASST Events 1 and 6, or approved equivalent activities. Event 1 requires candidates to complete a focused examination of the educational context where they teach and to identify characteristics that affect their daily teaching. They will reflect on their findings with a District Support Provider. Event 6 requires candidates to reflect on the first year of teaching, to summarize major areas of growth, and to select significant work to share with colleagues at a Colloquium.

- SPE 541 The Exceptional Child (3)**
 The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 (“Section 504”), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential. Cross-listed with EDU 341 & EDU 541.
- SPE 550 Research in Special Education (1)**
 Candidates will demonstrate the knowledge and ability to read and apply current and emerging research on best practices as well as maintain currency on educational policies that affect their professional practice.
- SPE 553 Educational Assessment (3)**
 This course will introduce students to specific assessment and educational testing techniques, strategies, and instruments appropriate for use in identifying and placing special education students, measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment; basic concepts of measurement; and ethnic and cultural aspects of assessment. Other areas to be covered are: assessment of specific domains such as intelligence, sensory acuity, oral language, perceptual-motor skills, personality, and academic achievement, assessment of young children, teacher-made tests, and application of assessment information in decision-making. 20 hours of fieldwork is required for this course. Prerequisite: EDU 341 or EDU/SPE 541.
- SPE 554 Teaching the Gifted and Talented: Nature and Needs of Gifted Children (3)**
 A study of the nature and needs of gifted and talented children in the school setting will be examined. Models of human intelligence, including Multiple Intelligences Theory, and ways to identify and serve talented students in diverse populations, including American Indian children, will be addressed. Cross-listed with EDU 554.
- SPE 555 Collaboration, Consultation, and Effective Intervention (3)**
 This course will focus on the basic aspects of effective communication between special education professionals and others involved in the education and care of individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team-building, knowledge of community resources, and advocacy. They will learn how to promote self advocacy for persons in special education. 10 hours of fieldwork is required for this course.
- SPE 560 Advanced Curriculum, Instruction, and Assessment (1)**
 Candidates will acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild and moderate disabilities.
- SPE 561F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non- university activities (1)**
 Candidates will complete CFASST Events 2, 3, 4, and 5, or equivalent activities. Event 2 requires candidates to implement a new approach in the classroom, track changes, reflect on them, and confer with their District Support Provider to identify their current level of practice. Event 4 requires candidates to assess student performance, reflect on their findings, and complete a closure conference to assess current practice on the three elements of Standard 5 (Assessing Student Learning) of the California Standards for the Teaching Profession. Events 3 and 5 are profiles of practice requiring structured observations by the District Support Provider and subsequent assessment of their level of practice. Candidates will consider their level of practice, school or district priorities, and other challenges in order to prepare a plan of professional development in an area they have targeted for growth. The Individual Induction Plan (IIP) prepared by all candidates will assist the District Support Provider in determining the best focus for candidate efforts in completing CFASST.
- SPE 562F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non-university activities (1)**
 Candidates will complete CFASST Events 9 and 11, or equivalent activities during their second CFASST year. Event 9 requires candidates to investigate prior student achievement in their content area of emphasis, use long-term planning skills to create a series of five lessons designed to increase student learning of the selected standard, be observed teaching two lessons, evaluate student work, reflect on it, and discuss conclusions in a conference with the District Support Provider. Event 11 requires candidates to analyze student learning over time, reflect on a summative assessment of student learning, draw conclusions about teaching effectiveness, and discuss findings in a conference with the District Support Provider.

Graduate Programs in Education

- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies (3) Fall, Spring**
Instructional strategies for students with moderate/severe disabilities. Includes assessment, curriculum adaptations, curriculum delivery, and program evaluation. Topics include, functional academics, communication skills, behavioral issues, and accessing the core curriculum.
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration (3) Fall, Spring**
Integrating students with moderate/severe disabilities into the community. Includes social networks, social skills, community based instruction, movement, mobility and specialized health care. (3 units).
- SPE 570 Advanced Behavior and Environmental Support (1)**
Candidates implement systems to assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs (Standard 14). They work with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment (Standard 14).
- SPE 571F Fieldwork: Advanced Behavior and Environmental Support or approved non-university activities (1)**
Candidates complete CFASST Event 7 or approved equivalent activities. They record and analyze critical information about students, examine the organization and resources of the school, district, and community, identify levels of English proficiency and primary language function in English learners, and examine student assessment data and academic achievement information in a selected content area.
- SPE 580 Student Teaching in Special Education (8-15 units)**
Teaching experience in the public school under guidance of a University Supervisor with cooperation of a credentialed Master Teacher. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.
- SPE 581 Internship and seminar (15)**
Intern teaching experience in the public school under the guidance of a University Supervisor while employed by a public school district. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.
- SPE 582 Internship Practicum (interns only) (2)**
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary, secondary, or special education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. The seminar focuses specifically on tools, techniques, materials, and strategies that promote effective instruction in the classroom. The course is designed to address specific classroom occurrences as they take place during the school year (i.e. September – setting up the classroom, keeping a lesson plan book & assessing student needs; October – determining grades, and; November – holding parent meetings). A grade of F is reason for dismissal from the IIC program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the intern is accepted and enrolled in EDU/SPE 580.
- SPE 590 Diagnostic and Remedial Techniques in Reading (3)**
This course will focus on the various causes of reading disabilities, including severe visual and phonological dyslexia; formal and informal methods for diagnosing reading problems; and the application of the results of assessment in IEP design. Instruments such as the Wide Range Achievement Test, Informal Phonics Inventory, Fry's High Frequency Sight Word Test, the Johns Informal Reading Inventory, and the Woodcock Reading Inventory will be covered. Students will also examine various instructional procedures, strategies, and materials for remediating reading disabilities in students in special educational classrooms and mainstream classrooms. A clinical practicum of 20 hours is included in which students assess, plan, and tutor individuals with severe reading disabilities. Prerequisite: EDU 516 Teaching Reading and Phonics.
- SPE 595 Professional Leadership and Communication Seminar (1)**
In their final course, candidates will continue to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. They complete CFASST Events 10 and 12 or approved equivalent activities. Event 10 requires candidates to complete a short self-assessment and a review of evidence from Events 7-9 to identify their level of Framework implementation and area(s) of emphasis for the Individual Induction Plan (IIP). Event 12 requires candidates to examine evidence collected in all events and complete a self-assessment in each of the six California Standards for the Teaching Profession. They will also select significant work to share with colleagues in a Professional Growth Colloquium. At the conclusion of this course, the candidate will secure approval of the completion of the Level II Professional Induction Plan from the University Advisor and the District Support Provider.

20062007

CALIFORNIA
BAPTIST
UNIVERSITY

MASTER OF ARTS IN
ENGLISH

GRADUATE CATALOG

Dr. James Lu

*Chair, Modern Languages and Literature
Director of Graduate Program in English*

Ms. Lupe Solano

*Department of Modern Languages
and Literature Secretary*

Phone (951) 343-4590

FAX (951) 343-4661



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FAX (951) 343-4661

Faculty

DawnEllen Jacobs, Ph.D.	Literature • Linguistics
Troy Hinrichs, J.D.	Law and Literature
James Lu, Ph.D.	Theory • Multicultural Literature
Jennifer Newton, Ph.D.	Medieval and Renaissance Literature
Irina Renfro, M.A.	Linguistics • Literature
Eugene Rohrbaugh, Ph.D.	ESL • Linguistics
Daniel Skubik, Ph.D, J.D.	Law and Literature
Laura Veltman, M.A.	American Literature
Deron Walker, Ph.D.	Composition • Linguistics

Graduate Program in English

The graduate program in English is designed to equip candidates with the skills, techniques, and qualities of leadership and scholarship required for professional and academic excellence. While many graduate students plan to teach at the secondary or post secondary levels, the curriculum also provides a broad background for those who wish to pursue careers in art, advertising, business, public relations, law, journalism, broadcasting, and professional writing.

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Graduate Program in English are:

1. Grade Point Average

- A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
- Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the California Subject Examination for Teachers (CSET).

2. Prerequisites

- A minimum of 18 semester (27 quarter) units of study in English beyond the level of freshman composition with the grade of “C” or better

3. Three Recommendations

4. A Comprehensive Essay

The essay should include the following elements:

- Your reasons for pursuing graduate study in English
- What you visualize yourself doing five years from graduation, including career goals
- Your reasons for choosing to study at California Baptist University

5. Successful Demonstration of Writing

- Examples of writing competence include a major research paper or literary analysis.

6. Interview with the Director of the Graduate Program in English

Master of Arts in English (36 units)

The primary focus of the Master of Arts in English is the study of literature. However, students may wish to enroll in complimentary education courses, depending on career goals. Students wishing to pursue careers in education should consult the School of Education for information on state requirements.

Competency

- ENG 500 Research and Writing in Literature and Language*
 ENG 501 Critical Theories and Traditions*

*Competency requirements can be met with equivalent coursework

Core Requirements (9 units)

- ENG 510 Comparative Mythology
 ENG 520 Narrative Literature and Theory
 ENG 530 Multicultural Theory and Pedagogy

Breadth and Perspective Courses (12 units)

- ENG 525 Non-Western Literature Seminar

Choose TWO of the following options:

- ENG 550 British Literature Seminar
 ENG 555 Shakespeare Seminar
 ENG 560 American Literature Seminar
 ENG 570 World Literature Seminar

Choose ONE of the following options:

- ENG 580 Film Theory
 ENG 581 Topics in Film Studies
 ENG 582 Literature and Film

Research Courses (3 units)

- ENG 596 Research Seminar (2 units)

Choose ONE of the following options:

- ENG 594 Comprehensive Exam
 ENG 597 Project
 ENG 598 Thesis

Concentration Requirements (12 units)

Students must complete at least twelve (12) additional units in one of the following concentrations:
 Literature; English Pedagogy

Literature

- ENG 540 Contextual Approaches to Grammar
 ENG 545 Teaching Writing
 ENG 548 Tutorial Methods in Writing
 ENG 549 Law and Literature
 ENG 555 Shakespeare Seminar
 ENG 565 Creative Writing Workshop
 ENG 599 Special Topics

English Pedagogy

- EDU 514 Secondary Methods
 EDU 515 Reading and Writing in the Content Areas
 EDU 519 Subject Area Specialization
 ENG 540 Contextual Approaches to Grammar
 RDG 540 Models and Process of Teaching Reading
 EDU 545 Multi-ethnic Literature for Children and Young Adults
 EDU 551 Language Acquisition
 EDU 563 Introduction to Linguistics

Course Descriptions

- ENG 500 Research and Writing in Literature and Language (3)**
This course provides advanced study in grammar, writing and research techniques and styles.
- ENG 501 Critical Theories and Traditions (3)**
Students will become familiar with critical literary trends and traditions from the classic to the contemporary. A sequential survey of classical traditions will begin with Plato and move through literary criticism as practiced in the Renaissance, Romantic and modern eras. Contemporary trends will include Marxist criticism, formalism, structuralism and semiotics, post structuralism, feminist literary criticism, and reader-response criticism. Issues of canonicity and authorial intent will also be discussed.
- ENG 510 Comparative Mythology (3)**
Students will become acquainted with the discipline of mythology from a variety of perspectives: from augmenting basic cultural literacy and identifying deities and stories to investigating the philosophy and universalism of myths. The emphasis will be placed on Greek and Roman myths, but will also examine other mythologies such as Mesopotamian, Nordic, and Native American, and modern assimilations of myth into Western literature and film. This course blends literary content with teaching methods.
- ENG 520 Narrative Literature and Theory (3)**
Selected readings will examine underlying structures and values of different literary expressions. Class discussions, lectures, and reading assignments will provide opportunities and relevant theories within and beyond the course reading list.
- ENG 525 Non-Western Literature Seminar (3)**
Examines literature from a particular non-Western culture or region of the world. The course may take a topical, canonical, critical or genre approach. Students should see the instructor for the current semester's focus.
- ENG 530 Multicultural Theory and Pedagogies (3)**
Students will become acquainted with some of the methodologies, literatures, and pedagogical applications surrounding the multicultural perspective. The seminar will provide immediate applications to daily secondary teaching experiences and literary study. A significant portion of the course addresses strategies for working within the parameters of the secondary teaching situation to utilize existing materials toward the end of a multi-culturally sensitive curriculum.
- ENG 540 Contextual Approaches to Grammar (3)**
This advanced course will provide an in-depth look at grammar from a linguistic perspective. The purpose of the course is twofold: to provide students with a sound knowledge of English grammar from a linguistic perspective, and to equip students with an understanding of the relationship between the linguistic and grammatical approaches to language. Ultimately, students will be able to apply linguistic understanding to the teaching of grammar as prescribed by the California State Framework for English.
- ENG 545 Teaching Writing (3)**
Students will gain experience with the principal texts and methods of research in composition. Students will read current research dealing with both theory and pedagogy, evaluating which approaches best work for various levels of writing. Students will explore a variety of writing styles—expository, creative, technical, etc.—in order to develop a broad background for use in the classroom.
- ENG 548 Tutorial Methods in Writing (1-3)**
This course is designed to prepare students to tutor writing. Course materials and activities focus around current composition, learning, and tutoring theories. Students will apply theory, interning six hours in the Academic Resources Center (ARC) at CBU or another tutoring center with consent of the instructor.
- ENG 549 Law and Literature (3)**
This course examines the role and function of narrative in law, and the role and function of law in major works of literature, to understand better both law and literature. Focuses on techniques associated with reading literature to read, understand and interpret law. Selections include Homer (Iliad), Kafka (“Before the Law”), Dickens (Bleak House), Dostoevsky (Brothers Karamazov), Melville (Billy Budd), Shakespeare (“Merchant of Venice”), the Hebrew Scriptures (Noahic and Mosaic law), and the U.S. Constitution.
- ENG 550 British Literature Seminar (3)**
A seminar designed to familiarize students with various periods of British literature. This course will take a topical approach to British literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 555 Shakespeare Seminar (3)**
An in-depth study of selected Shakespeare plays and sonnets. The course may utilize a topical approach and may also incorporate other, non-Shakespearean texts. Students should see the instructor for the current semester's focus.

- ENG 560 American Literature Seminar (3)**
A seminar designed to familiarize students with various periods of American literature. This course will take a topical approach to American literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 565 Creative Writing Workshop (3)**
Designed as a workshop for graduate students, this course invites expressions of individual creativity, originality, and social/cultural consciousness. Genres range from poetry, short story, play, and novella. Publication of original works strongly encouraged
- ENG 570 World Literature Seminar (3)**
A seminar designed to familiarize students with various periods of World literature. This course will take a topical approach to World literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 580 Film Theory (3)**
A study of film theories from the turn of the 20th century onward, this course will examine how different film theories, as part of a long-standing tradition of critical reflections on life and arts in general, evolve and interact with one another and with neighboring discourses, nationally and internationally.
- ENG 581 Topics in Film Studies (3)**
Students will be exposed to the critical skills and practical knowledge needed to engage in a cross-cultural study of cinema from a global perspective. Special attention will be given to the themes, techniques, genres, actors/actresses, directors, and audience-receptions of the national cinemas of the culture under investigation. Approaches from different angles will be encouraged, including those of cultural studies, arts, music, sociology, psychology, philosophy, business, education, as well as language and literature. Students should see the instructor for the focus of the current semester.
- ENG 582 Literature and Film (3)**
Addresses issues surrounding the relationship between literature and film. Special attention will be directed toward the deployment of cinematic texts in the English secondary context. Emphasis given to genre (such as the western), a movement (such as Fourth Cinema), an auteur (such as Orson Welles), or a transgeneric logic (such as film noir).
- ENG 594 Comprehensive Exam (1)**
Required for students wishing to take a comprehensive exam in place of a thesis or project as part of course requirements for a Masters degree in English. Students may enroll for a maximum of four semesters.
- ENG 596 Research Seminar (2)**
Graduate students will become acquainted with research methods, trends, and critical issues in the study of literature and language. It is assumed that students are already familiar with basic research tools available to the literature scholar. The seminar will introduce students to the required elements of the Exam, Thesis or Project and equip students to conduct scholarly research and produce scholarly papers and presentations worthy of publication in referred journals and other professional forums. Students lacking basic research skills may be required to take ENG 350 as a program pre-requisite.
- ENG 597 Project (1)**
Continuing enrollment for students to complete a major project in this course as part of requirements for a Masters degree in English. Students may enroll for a maximum of four semesters.
- ENG 598 Thesis (1)**
Continuing enrollment for students to complete a substantive thesis in this course as part of requirements for a Masters degree in English. Students may enroll for a maximum of four semesters.
- ENG 599 Special Topics (1-3)**
Concentration upon a specific topic in the field of English. Topic varies for different semesters. May be taken multiple times with change in topic.

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CALIFORNIA
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UNIVERSITY

MASTER OF SCIENCE IN
KINESIOLOGY

GRADUATE CATALOG

Dr. Sean Sullivan

Director, Graduate Program in Kinesiology

Ms. Daphne Paramo

Kinesiology Department Secretary

Phone (951) 343-4396

FAX (951) 343-5097



MASTER OF SCIENCE IN KINESIOLOGY

Dr. Sean Sullivan

Director, Graduate Program in Kinesiology

Ms. Daphne Paramo

Kinesiology Department Secretary

Phone (951) 343-4396

FAX (951) 343-5097

Faculty

James Heyman, Ed.D.	Education
David King, Ed.D.	Education • Kinesiology
Nicole MacDonald, M.P.H., CSCS, ATC	Kinesiology
Monica O'Rourke, M.S.	Kinesiology
David Pearson, Ph.D.	Kinesiology
Susan Studer, Ph.D.	Education
Sean Sullivan, Ph.D.	Kinesiology

Graduate Program in Kinesiology

The graduate program in Kinesiology is designed to prepare students for a wide variety of careers, including teaching, coaching, and management of sport, recreation, and leisure programs. California Baptist University faculty and staff work hard to keep students abreast of the rapidly changing field of sport management as an academic discipline as well as a professional vocation. Students who enter the physical education emphasis will also benefit from the highly qualified faculty from the Dr. Bonnie G. Metcalf School of Education.

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Graduate Program in Kinesiology are:

1. Grade Point Average

- A minimum 2.75 GPA for unconditional acceptance
- Applicants with a GPA lower than 2.75 may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)

2. Prerequisites

- The Physical Education emphasis requires a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course completed with a "C" or better

3. Three Recommendations

4. A Comprehensive Essay

The essay should include the following elements:

- Background and/or experiences in sports, physical education or related areas
- Short and long term professional goals
- Reasons for choosing to study at California Baptist University

5. Current Resume including all related professional and extracurricular experiences

6. Interview with the Director of the Graduate Program in Kinesiology

Master of Science in Kinesiology (33 units)

All students in the Master of Science in Kinesiology will complete fifteen (15) units of core courses. Upon completing the core, students will follow an eighteen (18) unit concentration in either sport management or physical education.

Core Courses (15 units)

KIN	500	Leadership in Sport and Physical Education
KIN	510	Ethics in Sport and Physical Education
KIN	550	Legal Aspects of Sport and Physical Education
KIN	570	Research Methods
KIN	580	Research Project Seminar

Sport Management Concentration (18 units)

KIN	515	Managing Sport Programs
KIN	535	Event and Facility Management
KIN	545	Sport Marketing and Promotion
KIN	565	Economics of Sport
KIN	585	Field Experience I
KIN	595	Field Experience II

Physical Education Pedagogy Concentration (18 units)

KIN	501	Applied Pedagogy in Physical Education
KIN	560	School Health Education
EDU	514	Secondary Methods OR EDU 522 Curriculum Theory and Development
EDU	515	Reading and Writing in the Content Area OR EDU 521 Theories of Learning and Teaching
EDU	518	Classroom Management and Discipline OR EDU 542 Models of Teaching
EDU	519	Subject Area Specialization OR EDU 546 Analysis of Teaching Behavior

Students in the physical education emphasis will work with the program director to develop a program plan based upon prior coursework and academic interest.

Course Descriptions

KIN 500	Leadership in Sport and Physical Education (3) This course covers the historical and philosophical roles of sport programs in education. Leadership theory will be applied to various physical activity roles within K-12 and higher education settings.
KIN 501	Applied Pedagogy in Physical Education (3) This course is designed to improve teaching effectiveness by covering curricular, classroom management, assessment, and physical development issues for students of all ages.
KIN 502	Contemporary Health Issues (3) Major areas include personal, family, and community health, including the effects of alcohol, dangerous drugs and narcotics, degenerative and infectious diseases, and tobacco on the human body. Exploration of community resources related to health issues is offered. Meets California Teacher Credential requirements. Crosslisted with KIN302.
KIN 510	Ethics and Philosophy in Sport (3) This course studies contemporary and historical value systems in sport and the role of ethical leadership. Current ethical issues in modern sport and physical education are examined.
KIN 515	Managing Sport Programs (3) This course covers various management issues including policy development and implementation, management style and philosophy, and human resource issues. Also covered will be the interaction of sport managers with governing boards, administrators, and constituents.

Master of Science in Kinesiology

- KIN 535 Event and Facility Management (3)**
This course will encompass a thorough conception of the planning and management of various athletic events and facilities. Class will periodically attend events outside of normal class hours, including weekends.
- KIN 545 Sport Marketing and Promotion (3)**
This course covers a variety of promotional and marketing strategies for sport programs and facilities ranging from high school athletics through professional sports.
- KIN 550 Legal Aspects of Sport and Physical Education (3)**
This course provides an understanding of the American legal system and its response to sport related disputes. Material includes legal terminology, liability, risk management, personnel issues, Title IX, and various issues facing today's teachers, coaches and athletic administrators.
- KIN 560 School Health Education (3)**
School health education, drug and tobacco education, family living, community health, and safety education are mixed with teaching philosophy and current research to prepare the physical education teacher to teach health. Approved by the California Commission on Teacher Credentialing to meet requirements for the professional clear credential.
- KIN 560L School Health Education Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school, or classroom level through a problem-based learning experience. Pre- or Co-requisite: KIN 560.
- KIN 565 Economics of Sport (3)**
This course provides an introduction to the economic principles that influence athletic and sport organizations. Topics discussed include monopoly, economic impact analysis, budget preparation and related topics.
- KIN 570 Research Methods (3)**
This course provides an introduction to research methods designed to acquaint the student with reading and analyzing literature. Material will include basic statistics, quantitative and qualitative research methods.
- KIN 580 Research Project Seminar (3)**
This course provides the student with the opportunity to complete an original research project of either quantitative or qualitative design. Designed to deepen the student's knowledge in an area of professional interest.
- KIN 585 Sport Management Field Experience I (3)**
Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties are arranged by the student with the assistance and approval of the faculty advisor.
- KIN 595 Sport Management Field Experience II (3)**
Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties to be arranged by the student with the assistance and approval of the faculty advisor.

Courses beginning with the prefix EDU are listed in the Graduate Programs in Education sections of this catalog.

20062007

CALIFORNIA
BAPTIST
UNIVERSITY
MASTER OF MUSIC

GRADUATE CATALOG

Dr. Gary Bonner

*Dean, Shelby and Ferne Collinsworth
School of Music*

Ms. Kellie Brown

*Administrative Assistant to the
Dean of the School of Music*

Phone (951) 343-4251

FAX (951) 343-4570

schoolofmusic@calbaptist.edu

Mr. Matthew McConnell

Technical Director



MASTER OF MUSIC

Dr. Gary Bonner

Dean, Shelby and Ferne Collinsworth School of Music

Ms. Kellie Brown

Administrative Assistant to the Dean of the School of Music

Phone (951) 343-4251

FAX (951) 343-4570

schoolofmusic@calbaptist.edu

Mr. Matthew McConnell

Technical Director

Faculty

Gary Bonner, Ed.D.Conducting • Choral • Instrumental
Judd Bonner, M.A.Choral • Conducting
Angela Brand-Butler, D.M.A.Piano • Music History
Guy Holliday, M.M.Choral
Beverly Howard, D.M.A.Music Theory • Organ
Mary King, M.M.Arranging
David Murray, D.M.A.Piano • Music History
Carl Schafer, D.M.A.Music Education
Kevin St. Clair, M.M.Voice

Graduate Program in Music

The Master of Music degree program is designed to develop candidates into professional conductors, teachers and performers. A unique graduate opportunity will include extended mentoring between the Dean, involved music faculty and the graduate music students. Additional, para-curricular activities will also be offered; i.e. conducting seminars, reading sessions, master classes. Through these para-curricular activities, relational skills on multiple levels are discussed, evaluated and experienced.

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Graduate Program in Music are:

1. Grade Point Average

- A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
- Applicants with a GPA lower than 2.75 may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE).

2. Prerequisites

- Completion of a Bachelor of Arts in Music or a Bachelor of Music from a regionally accredited college or university

3. Three Recommendations

- Must be from sources who can personally attest to the candidate's potential for scholarly and professional success

4. A Comprehensive Essay

The essay should include the following elements:

- Reasons for pursuing graduate study in Music
- Spiritual life and experience
- Reasons for choosing to study at California Baptist University

5. Biography of 500 words

6. Interview with the Dean of the School of Music

Master of Music (36 units)

All students in the Master of Music will complete fifteen (15) units of core courses and an additional twenty-one (21) units in the emphasis of conducting.

Core Courses (15 units)

MUS 500	Bibliography and Research Methods
MUS 503	Seminar in Music History I
MUS 504	Seminar in Music History II
MUS 511	Advanced Analysis of Form and Style
MUS 512	Conducting III

Conducting Emphasis (21 units)

MUS 520	Advanced Orchestration
MUS 521	Advanced Arranging
MUS 522	Conducting IV
MUS 532	Conducting V
MUS 542	Conducting VI
MUS 550	Vocal Techniques
MUS 597	Conducting Recital/Project

Four (4) Elective units in Music

*Elective units may include Applied Instruction

Course Descriptions

MUS 500	Bibliography and Research Methods (3) The study, survey and examination of research sources and methods. Attention will focus on varied philosophies of music, particularly in education and church music, and basic concepts involved in communicating as a conductor.	Fall (even years)
MUS 503	Seminar in Music History I (3) A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.	Fall (odd years)
MUS 504	Seminar in Music History II (3) A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.	Spring (even years)
MUS 511	Advanced Analysis of Form and Style (3) A study of the forms and structures of music, both choral and instrumental, from Bach to the present. Particular attention will be given to the effect of form on interpretation.	Spring (odd years)
MUS 512	Conducting III (3) Discussion and preparation of choral and choral-orchestral works. Musical interpretation, rehearsal procedures and techniques, programming, and performance procedures will be discussed and opportunities will be provided for practical conducting experiences.	Fall (even years)
MUS 520	Advanced Orchestration (3) Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. The course will	Fall (odd years)

Master of Music

concentrate on using the knowledge of scoring as a conductor and on practical writing techniques.

- MUS 521 **Advanced Arranging (3)** Fall (even years)
An opportunity for students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas will be covered.
- MUS 522 **Conducting IV (3)** Spring (odd years)
Discussion and preparation of instrumental works. Discussion will center on performance procedures, musical interpretation, rehearsal techniques, baton techniques, score reading and preparation and programming.
- MUS 532 **Conducting V (3)** Fall (odd years)
A continuation of Conducting IV, this course involves a continuing practical approach to individual and universal problems in conducting technique. Stylistic performance procedures, musical interpretation, and choir management will be discussed. Additional Fee: non-refundable recital fee is required.
- MUS 542 **Conducting VI (3)** Spring (even years)
Special emphasis will be placed on repertoire for both school and church situations. The student will acquire a solid familiarity with works from the medieval period to the 20th century, with special emphasis on literature suited to the church. The ability of the ensemble to communicate with the audience will be stressed. Additional Fee: \$100 non-refundable recital fee is required.
- MUS 550 **Vocal Techniques (2)** Spring (even years)
Proper vocal technique, as well as, how to achieve various vocal styles will be learned, especially as they apply to the role of the choral conductor. Teaching a student for half the semester is required.
- MUS 580 **Applied Instruction (1-2)**
Applied instruction is offered with material and performance of increasing difficulty, as the student develops. Students must arrange instruction time with the full-time faculty member in-charge, during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. Additional Fee: Private Instruction.
- MUS 597 **Conducting Recital/Project (0)**
Individualized assistance in research for the project (contents determined by the student and Dean of the School of Music) will be given in this course. The recital contents will be decided on between the student and appropriate faculty member. Course graded pass/fail.

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CALIFORNIA
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MASTER OF PUBLIC
ADMINISTRATION

GRADUATE CATALOG

Dr. Gayne Anacker

Dean, College of Arts and Sciences

Dr. Chris McHorney

*Chair, Department of History, Political
Science and Criminal Justice*

Dr. Pat Kircher

MPA Program Director

Department Secretary

Phone (951) 343-4306

FAX (951) 343-4520



MASTERS OF PUBLIC ADMINISTRATION

Dr. Gayne Anacker

Dean, College of Arts and Sciences

Dr. Chris McHorney

Chair, Department of History, Political Science and Criminal Justice

Dr. Pat Kircher

MPA Program Director

Department Secretary

Phone (951) 343-4306

FAX (951) 343-4520

Faculty

Gayne Anacker, Ph.D.	Philosophy
Deena Chapman, Ph.D.	Business
Andy Herrity, Ph.D.	Business
John Higley, M.A.	Criminal Justice • Public Administration
Troy Hinrichs, J.D.	Criminal Justice
Pat Kircher, D.P.A.	Political Science • Public Administration
Tim Luther, Ph.D.	Political Science
John McCarthy, Ph.D.	Political Science
Daniel Skubik, Ph.D., J.D.	Business

Graduate Program in Public Administration

A Master of Public Administration (MPA) degree prepares students for leadership in public and not-for-profit organizations. Knowledge areas include public policy, political processes, public service values and ethics, leadership dynamics, team development, human resource management, public budgeting and finance management, information technology, statistical analysis, and decision-making. Program graduates will be able to assume middle- to senior-level management positions at all levels of governmental and quasi-governmental agencies as well as a variety of non-profit organizations.

Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional admission requirements for the Master of Public Administration are:

1. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisite course: There are no prerequisite courses; however, applicants should have either
 - A baccalaureate degree that demonstrates strong undergraduate preparation in common curriculum requirements including courses in public administration, organizational theory, or public policy OR
 - A baccalaureate degree in any discipline supplemented with a minimum of five years of managerial experience in either the public or private sector

3. Resume

- A current resume including all related professional and extracurricular activities

4. Three Recommendations

- Recommendations (on the forms provided) must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success

5. Comprehensive Essay that includes the following

- Statement of personal purpose for entering the program
- What you visualize yourself doing five years from graduation

Master of Public Administration (39 units)**Core Requirements (33 units)**

MPA 510	History and Theory of Public Administration
MPA 520	Leadership and Management
MPA 530	Public Finance and Budgeting
MPA 540	Public Personnel Management and Labor Relations
MPA 550	Information Management & Decision Support in Public Organizations
MPA 560	Statistics
MPA 565	Research Methods
MPA 570	Public Policy Analysis
MPA 580	Legal and Ethical Issues
MPA 585	Political Economy
MPA 590	Organizational Theory and Behavior

Final Requirement (6 units)

Select one of the following courses:

MPA 598	Research Project/Thesis
MPA 599	Research Project/Program Evaluation

Public Administration Coursework

- MPA 510 History and Theory of Public Administration (3)**
This course traces the historical development of the intellectual and theoretical foundations of modern public administration beginning with Woodrow Wilson's essay concerning the politics administration dichotomy through the multitude of more modern theories. It includes an overview of the responsibilities of public administration professionals within a democratic society, a description of the history and development of the field of public administration, and an introduction to ethical issues faced by public administrators.
- MPA 520 Leadership and Management (3)**
This course is designed to create a deeper understanding of leadership at the cognitive, experiential, and implementation level. Students will integrate and apply theoretical concepts, improve collaborative management skills, and explore their individual philosophies of leadership.
- MPA 530 Public Finance and Budgeting (3)**
This course analyzes theories and strategies of resource allocation as a basis for managing revenues and debt in government. It focuses on budgeting as a tool for controlling both operations and policy at all levels of government. Students will gain knowledge of the role of government in a market economy, how local, state and federal governments raise the money they spend, and why expenditures are channeled toward certain critical areas in the economy under conditions of market failure.
- MPA 540 Public Personnel and Labor Relations (3)**
This course provides a solid groundwork for the study of labor-management negotiations grounded in theory by analyzing and describing the nature and extent of labor-management negotiations, the suspected causes of conflict, and the internal and environmental influences on these changes. It covers what most experts believe are the critical issues in labor-management negotiations in the public sector, and analyzes crucial policy issues.

Masters of Public Administration

- MPA 550 Information Technology (3)**
This is a graduate-level course introducing policy and management issues in information technology. Topics center on the prerequisites to successful implementation of government information technology initiatives, and also on organizational and social impacts of these initiatives.
- MPA 560 Statistics (3)**
This course examines the application of selected topics from descriptive and inferential statistics to more advanced parametric and non-parametric statistical tests. In addition, the course prepares the student to conduct independent statistical research and to critique statistical and research literature.
- MPA 565 Research Methods (3)**
The course is designed to review the basic concepts of statistics and introduces the applications of research design, and its use in the analysis of social science data. In addition, this course will assist the student in formulating his/her final research project.
- MPA 570 Public Policy Analysis (3)**
This course examines the activities of government and the consequences of these actions. Through the application of analytical techniques, the student will gain an understanding of the nature of public policy and various ways in which it may be approached.
- MPA 580 Legal and Ethical Issues (3)**
This course examines the basic legal and ethical concepts and challenges facing public administrators. The lectures, readings, and class discussions will be used to identify principles that might guide legal and ethical choices, and to show the practical impacts of these principles.
- MPA 585 Political Economy (3)**
This course examines the interrelationship of political and economic factors that influence both public political and economic outcomes. Key means of analyses will include application of micro- and macro-economic theories to obtain better understandings of political and administrative decision-making processes.
- MPA 590 Organizational Theory and Behavior (3)**
This course seeks to present a review of the recent legal cases, research studies, and policy initiatives within the field. It provides a solid groundwork for the study of organizational behavior grounded in organizational theory by analyzing and describing the nature and extent of organizational behavior, the suspected causes of organizational behavior, and the environmental influences on these behaviors.
- MPA 598 Research Project/Thesis (6)**
Students will complete a research project (thesis) under the guidance of a faculty advisor.
- MPA 599 Research Project/Program Evaluation (6)**
Students will complete a program evaluation of a government or not-for-profit program under the guidance of a faculty advisor.

20062007

CALIFORNIA
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UNIVERSITY
DIRECTORY

GRADUATE CATALOG



DIRECTORY OF OFFICES

The telephone and fax numbers are in the 951 area code.

Office	Phone	Fax	E-mail address
Academic Resource Center	343-4349	343-4520	tward@calbaptist.edu
Alumni Affairs	343-4405	343-4544	wprice@calbaptist.edu
College of Arts and Sciences	343-4363	343-4520	lhood@calbaptist.edu
Counseling Ministry	343-4287	343-4569	djahant@calbaptist.edu
Counseling Psychology	343-4287	343-4569	djahant@calbaptist.edu
Credential Analyst	343-4268	343-4563	droscoe@calbaptist.edu
Education Administration Assistant	343-4448	343-4563	slawson@calbaptist.edu
Education, Master's Program Advising	343-4586	343-4563	cjacques@calbaptist.edu
Education, Credential Program Advisors			
(A-G)	343-4307	343-4563	mbauman@calbaptist.edu
(H-P)	343-4225	343-4563	ggander@calbaptist.edu
(Q-Z)	343-4375	343-4563	lmcdonald@calbaptust.edu
English, Master's Program	343-4590	343-4520	jlu@calbaptist.edu
Enrollment Advising	343-4567	343-4650	advising@calbaptist.edu
Financial Aid	343-4236	343-4518	finaid@calbaptist.edu
Graduate Admissions	343-4249	343-5095	graduateadmissions@calbaptist.edu
Housing	343-4300	343-4576	housing@calbaptist.edu
Kinesiology, Master's Program	343-4528	343-5097	ssullivan@calbaptist.edu
MBA Program	343-4329	343-4533	sreeves@calbaptist.edu
Public Administration, Master's Program	343-4306	343-4520	pkircher@calbaptist.edu
Registrar's Office	343-4566	343-5098	registrar@calbaptist.edu
School of Behavioral Sciences	343-4487	343-4569	behavioral@calbaptist.edu
School of Business	343-4574	343-4533	dblevins@calbaptist.edu
School of Education	343-4313	343-4553	mmartin@calbaptist.edu
School of Music	343-4251	343-4570	schoolofmusic@calbaptist.edu
Student Accounts	343-4371	343-4515	studentaccounts@calbaptist.edu
Student Services	343-4217	343-4576	klsmith@calbaptist.edu
Transcripts	343-4566	343-5098	registrar@calbapist.edu
University Counseling Center	689-1120		lpitts@calbaptist.edu
Veteran's Certifying Official	343-4566	343-5098	registrar@calbaptist.edu

DIRECTORY: ADMINISTRATION & FACULTY

Board of Trustees: California Baptist University

Regular Meetings of the Board of Trustees

2006–2007

September 29, 2006

January 19, 2007

May 4, 2007

Dr. L. Dean Lowe, Chairman

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Rev. Ted Fields.....	Union City, CA
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Rev. Wayne Reynolds.....	Highland, CA
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Term Expiring 2007

Rev. Phillip Busbee.....	San Francisco, CA
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Mr. Bart Shifter	Chula Vista, CA
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Term Expiring 2008

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Dr. J. T. Reed.....	Carmichael, CA
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Directory

Term Expiring 2009

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Mr. Charles Doremus.....	Bakersfield, CA
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Rev. Ralph Neighbour.....	Chino, CA
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Mr. Richard Yu.....	Alhambra, CA

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Dr. Fermín A. Whittaker.....	Executive Director – Treasurer
.....	California Southern Baptist Convention, Fresno, CA
Rev. Tom Stringfellow.....	President
.....	California Southern Baptist Convention, Fresno, CA

Executive Council

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Emeriti

R. Bates Ivey; MRE	Trustee Emeritus
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Robert K. Jabs; B.A., B.S., M.B.E., Ph.D.....	Business Administration
Norene Murphy Hokett; B.A., M.A.	Communication Arts
Wayne Swindall; B.A., M.Div., Th.M., Ph.D.	Philosophy

Carole Arnold*Professor of Psychology*

B.A., Louisiana State University; M.A., Stanford University;
M.L.I.S., University of Texas; Ph.D., University of Illinois.

Daniel Judd Bonner*Assistant Professor of Music*

B.A., Azusa Pacific University; M.A., Cal Poly, Pomona.

Gary Bonner*Professor of Music*

B.A., Pasadena College; M.A., California State University,
Los Angeles; Ed.D., University of Southern California.

Angela Brand-Butler*Assistant Professor of Music*

B.M., Auburn University; M.M., M.Ed., Bowling Green
University; D.M.A., Claremont Graduate School.

Deena Chapman*Associate Professor of Business*

B.V.E., California State University, San Bernardino; M.A.,
California State University, Fullerton; Ph.D., Claremont
Graduate School.

Stephen R. Christie*Assistant Professor of Business*

B.A., M.B.A., California State University, Fullerton.

Barbara Cockerham*Assistant Professor of Education*

B.A., Southern California College (Vanguard University);
M.A., Pepperdine University; M.A., National University.

Gary G. Collins*Professor of Psychology*

B.A., California Baptist College; B.D., Golden Gate Baptist
Theological Seminary; M.A., Loma Linda University; Ph.D.,
United States International University.

Mary F. Crist*Professor of Education*

B.A., University of California, Berkeley; M.Ed., Pan
American University; Ed.D., Columbia University.

Dirk Davis*Assistant Professor of Education*

B.A., M.A., California State University, San Bernardino.

Joseph DeVol*Assistant Professor of Education*

B.S., California State University, Los Angeles; M.S.,
University of California, Riverside.

Ronald L. Ellis*Professor of Education*

B.A., Houston Baptist University; M.S., Baylor University;
Ph.D., Texas A&M University; additional study, Institute for
Educational Management, Harvard University.

Kathryn Fagan*Professor of Psychology*

B.A., M.A., University of Memphis; M.A., Ph.D., University
of California, Irvine.

Andrew C. Herrity*Associate Professor of Business*

B.A., University of Southern California; M.B.A., California
State Polytechnic University; Advanced M.B.A., Claremont
Graduate School; Ph.D., University of California, Riverside.

James Heyman*Associate Professor of Education*

B.A., University of California, Berkeley; M.A., San Jose State
University; Ph.D., University of San Francisco.

Troy Hinrichs*Associate Professor of Criminal Justice*

B.A., Hardin-Simmons University; J.D., Texas Technical
University School of Law.

Guy Holliday*Assistant Professor of Music*

B.A., California State University, Fresno; M.M., Azusa
Pacific University.

Beverly A. Howard*Professor of Music*

B.M., M.M., University of Oklahoma; D.M.A., University of
North Texas; postdoctoral study, Claremont Graduate
School, Graduate Theological Union.

Timothy Jackson*Assistant Professor of Business*

B.S., University of Southern California; J.D., Benjamin N.
Cardozo School of Law.

DawnEllen Jacobs*Professor of English*

B.A., Northern Illinois University; M.A., Ph.D., University of
California, Riverside.

Directory

Karin Johnson

Professor of Education

B.S., California State University, Fresno; M.Ed., Bowling Green State University; Ph.D., University of Toledo.

Charles Kelley

Assistant Professor of Business

B.S., M.B.A., California Baptist University; M.S., Chapman University.

David King

Associate Professor of Education

B.A., California Baptist College; M.A., Ed.D., Pepperdine University.

Mary King

Assistant Professor of Music

B.A., Oklahoma Baptist University; M.M., Bowling Green State University; D.M., Northwestern University.

Patricia L. Kircher

Associate Professor of Political Science and Public Administration

B.S., California Baptist College; M.P.A., D.P.A., University of La Verne.

Anne-Marie Larsen

Professor of Psychology

B.A., University of California, Los Angeles; M.A., Ph.D., California School of Professional Psychology

Nathan Lewis

Professor of Psychology

B.A., California Baptist College; M.A., Ed.D., Southwestern Baptist Theological Seminary.

James J. Lu

Professor of English

B.A., M.A., Shandong University; M.A., Ph.D., Duke University; postdoctoral study, Princeton University.

Nicole MacDonald

Assistant Professor of Kinesiology

B.A., Point Loma Nazarene University; M.S., Loma Linda University.

John McCarthy

Professor of Political Science

B.A., Holy Cross College; M.A., Ph.D., University of North Carolina.

Jane McGuire

Assistant Professor of Education

B.A., Boise State University; M.A., California State University, San Bernardino.

Jeff McNair

Professor of Education

B.A., Wheaton; M.A., California State University, Los Angeles; Ph.D., University of Illinois, Champaign-Urbana.

Alan McThomas

Associate Professor of Psychology

B.S., M.Ed., Springfield College; M.A., Ph.D., Rosemead School of Psychology.

David Murray

Associate Professor of Music

B.M., Southwest Baptist University; M.M., University of Kentucky; D.M.A., Arizona State University, Tempe.

Bob Namvar

Professor of Economics

B.S., M.S., Pahlavi University; M.A., Indiana University, Bloomington; Ph.D., University of California, Riverside.

Jennifer Newton

Assistant Professor of English

B.A., LeTourneau University; M.A., Ph.D., Baylor University.

Kathryn Norwood

Associate Professor of Education

B.S., California Baptist College; M.A., Ed.D., Azusa Pacific University.

Monica O'Rourke

Assistant Professor of Kinesiology

B.S., California State University, San Bernardino; M.S. California Baptist University.

Jonathan K. Parker

Professor of Education

B.A., University of California, Santa Cruz; M.A., San Francisco State University; Ed.D., University of the Pacific.

G. Darrell Passwater

Associate Professor of Business

B.A., M.S., California State University, Long Beach; M.B.A., University of Redlands; Ed.D., Oregon State University.

Ken Pearce

Associate Professor of Psychology

B.A., M.S.Ed., Central State University; Ph.D., Oklahoma State University.

David Pearson

Associate Professor of Kinesiology

B.S., M.S.A., West Chester University; Ph.D., University of California, Riverside.

Eugene Rohrbaugh

Associate Professor of Linguistics

B.A., B.S., Millersville University; M.A., Ph.D., University of Texas, Austin.

Mischa Routon

Assistant Professor of Psychology

B.A., M.S., California Baptist College.

Carl Schafer

Visiting Professor of Music

B.A., University of California, Santa Barbara; M.A., California State University, Los Angeles; Ed.D., University of California, Los Angeles.

Kathryn Short

Associate Professor of Education

B.A., California State University, Fullerton; M.A., California State Polytechnic University, Pomona; Ed.D., University of Southern California.

John R. Shoup

Associate Professor of Education

B.A., University of Montana, Missoula; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., University of California, Riverside.

Daniel Skubik

Professor of Political Science

B.A., B.S., California Baptist College; J.D., University of California, Los Angeles; M.A., Melbourne University; M.Div., Southern Baptist Theological Seminary; Ph.D., Australian National University.

Sherrye Smith

Associate Professor of Education

B.A., M.A., California State University, Sacramento; Ed.D., University of San Francisco.

Kevin St. Clair

Assistant Professor of Music

B.M., Chapman University; M.M., Yale University.

H. Bruce Stokes

Professor of Anthropology and Behavioral Sciences

B.A., California State University at Dominguez Hills; M.A., Ph.D., University of California, Riverside.

Susan Studer

Professor of Education

B.A., M.A., Eastern Michigan University; Ph.D., University of California, Riverside.

Sean Sullivan

Associate Professor of Kinesiology

B.S., M.A., San Diego State University; Ph.D. University of New Mexico

Rachel Timmons

Associate Professor of Education

B.S., Concordia Teacher's College; M.A., Michigan State University; Ed.D, La Sierra University.

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