

GRADUATE

"GO THEREFORE
AND MAKE
DISCIPLES OF
ALL THE
NATIONS,
BAPTIZING
THEM IN THE
NAME OF THE
FATHER AND
THE SON AND
THE HOLY
SPIRIT,
TEACHING
THEM TO
OBSERVE ALL
THAT I
COMMANDED
YOU; AND LO,
I AM WITH YOU
ALWAYS, EVEN
TO THE END OF
THE AGE."
(MATTHEW
28:19-20, NASB)

BIBLICALLY ROOTED GLOBALLY MINDED ACADEMICALLY PREPARED EQUIPPED TO SERVE

CALIFORNIA BAPTIST UNIVERSITY

UNIVERSITY CATALOG
2012 | 2013

2012 | 2013

California Baptist University

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An Institution of the California Southern Baptist Convention

GRADUATE CATALOG 63RD SESSION



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 2012 – 2013

FALL SEMESTER 2012*

August

15 Semester Financial Clearance Deadline

September

3 Labor Day Holiday (offices closed)
4 Classes Begin
11 Last Day to Add a Class for Credit
18 Last Day to Drop a Class with Refund
18 Last Day to Turn in Credit/No Credit Request
28 Board of Trustees Meeting

October

1 Graduation Application Deadline for December 2012 graduation
26 Last Day to Withdraw from a Class with "W" (no refund)

November

19-25 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 21st)
26 Classes Resume, Offices Open

December

13 Semester Closes
14 Commencement Exercises
20 Offices Closed (December 20 - January 1)

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2012 – 2013

SPRING SEMESTER 2013*

January

- 2 Offices Open
- 7 Semester Financial Clearance Deadline
- 9 Classes Begin
- 11 Board of Trustees Meeting
- 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 2013 graduation

March

- 8 Last Day to Withdraw from a Class with "W" (no refund)
- 11-15 Spring Break (no classes)
- 28-29 Good Friday Holiday (no classes, offices closed at 12:00 noon on the 28th)
- 30-Apr 1 Easter Observance (no classes)

April

- 1 Offices Open
- 2 Classes Resume
- 30 Semester Closes

May

- 3 Board of Trustees Meeting
- 3 Graduate Commencement Exercises

SUMMER SEMESTER 2013*

May

- 6 Semester Financial Clearance Deadline
- 6 Classes Begin
- 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
- 27 Memorial Day Holiday (no classes, offices closed)

June

- 28 Last Day to Withdraw from a Class with "W" (no refund)

July

- 4 Independence Day Holiday Observance (no classes, offices closed)

August

- 16 Semester Closes

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2013 – 2014 (Proposed)

FALL SEMESTER 2013*

August

14 Semester Financial Clearance Deadline

September

2 Labor Day Holiday (offices closed)
3 Classes Begin
10 Last Day to Add a Class for Credit
17 Last Day to Drop a Class with Refund
17 Last Day to Turn in Credit/No Credit Request
27 Board of Trustees Meeting

October

1 Graduation Application Deadline for December 2013 graduation

November

1 Last Day to Withdraw from a Class with "W" (no refund)
25-29 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 27th)

December

2 Classes Resume, Offices Open
12 Semester Closes
13 Commencement Exercises
20 Offices Closed (December 20 - January 1)

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2013 – 2014 (Proposed)

SPRING SEMESTER 2014*

January

- 2 Offices Open
- 3 Semester Financial Clearance Deadline
- 8 Classes Begin
- 10 Board of Trustees Meeting
- 15 Last Day to Add a Class for Credit
- 20 Martin Luther King Jr. Holiday (no classes, offices closed)
- 22 Last Day to Drop a Class with Refund
- 22 Last Day to Turn in Credit/No Credit Request

February

- 3 Graduation Application Deadline for May and August 2014 graduation

March

- 7 Last Day to Withdraw from a Class with "W" (no refund)
- 17-21 Spring Break (no classes)

April

- 17-18 Good Friday Holiday (no classes, offices closed at 12:00 noon on the 17th)
- 19-21 Easter Observance (no classes)
- 21 Offices Open
- 22 Classes Resume
- 29 Semester Closes

May

- 2 Board of Trustees Meeting
- 2 Graduate Commencement Exercises

SUMMER SEMESTER 2014*

May

- 1 Semester Financial Clearance Deadline
- 5 Classes Begin
- 12 Last Day to Add a Class for Credit
- 19 Last Day to Drop a Class with Refund
- 19 Last Day to Turn in Credit/No Credit Request
- 26 Memorial Day Holiday (no classes, offices closed)

June

- 27 Last Day to Withdraw from a Class with "W" (no refund)

July

- 4 Independence Day Holiday Observance (no classes, offices closed)

August

- 15 Semester Closes

*Begin, Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

Online and Professional Studies

Academic Calendar 2012 – 2013

FALL SEMESTER 2012*

August

15 Semester Financial Clearance Deadline

September

3 Labor Day Holiday (no classes, office closed)
4 Classes Begin - Session 1 and Session 3
11 Last Day to Add a Course for Credit - Session 1 and Session 3
18 Last Day to Drop a Course with a Refund - Session 1 and Session 3

October

1 Graduation Application Deadline for December 2012 Graduation
2 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
28 Session 1 Closes
29 Session 2 Begins

November

2 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
5 Last Day to Add a Course for Credit - Session 2
12 Last Day to Drop a Course with a Refund - Session 2
22-25 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 21st)
26 Classes Resume, Offices Open
26 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

December

14 Commencement Exercises
20 Offices Closed (December 20 - January 1)
23 Semester Closes - Session 2 and Session 3
24-Jan 6 Christmas and New Years Eve Holiday (no classes)

Online and Professional Studies

Academic Calendar 2012 – 2013

SPRING SEMESTER 2013*

January

- 2 Offices Open
- 7 Semester Financial Clearance Deadline
- 7 Classes Begin - Session 1 and Session 3
- 14 Last Day to Add a Course for Credit
- 21 Martin Luther King Jr. Holiday (classes in session, offices closed)
- 22 Last Day to Drop a Course with a Refund - Session 1 and Session 3

February

- 1 Graduation Application Deadline for May and August 2013 Graduation
- 4 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1

March

- 2 Postmark Deadline for FAFSA and GPA Verification Form (Cal Grant)
- 3 Session 1 Closes

March

- 4 Session 2 Begins
- 8 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 11 Last Day to Add a Course for Credit - Session 2
- 18 Last Day to Drop a Course with a Refund - Session 2
- 28-29 Good Friday Holiday (classes in session, offices close at 12:00 noon on the 28th)
- 30-31 Easter Observance (classes in session)

April

- 1 Offices Open
- 1 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2
- 28 Semester Closes - Session 2 and Session 3

May

- 3 Graduate Commencement Exercises
- 4 Undergraduate Commencement Exercises

Online and Professional Studies

Academic Calendar 2012 – 2013

SUMMER SEMESTER 2013*

May

- 6 Semester Financial Clearance Deadline
- 6 Classes Begin - Session 1 and Session 3
- 13 Last Day to Add a Course for Credit - Session 1 and Session 3
- 20 Last Day to Drop a Course with a Refund - Session 1 and Session 3
- 27 Memorial Day Holiday (no classes, offices closed)

June

- 3 Last Day to Withdraw from a Course with a "W" (no refund)
- 30 Session 1 Closes

July

- 1 Session 2 Begins
- 4 Independence Day Holiday (no classes, offices closed)
- 5 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 8 Last Day to Add a Course for Credit - Session 2
- 15 Last Day to Drop a Course with a Refund - Session 2
- 29 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

August

- 25 Semester Closes - Session 2 and Session 3

Online and Professional Studies

Academic Calendar 2013 – 2014 (Proposed)

FALL SEMESTER 2013*

August

14 Semester Financial Clearance Deadline

September

2 Labor Day Holiday (no classes, office closed)
3 Classes Begin - Session 1 and Session 3
10 Last Day to Add a Course for Credit - Session 1 and Session 3
17 Last Day to Drop a Course with a Refund - Session 1 and Session 3

October

1 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
1 Graduation Application Deadline for December 2013 Graduation
27 Session 1 Closes
28 Session 2 Begins

November

1 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
4 Last Day to Add a Course for Credit - Session 2
11 Last Day to Drop a Course with a Refund - Session 2
25 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2
28-Dec 1 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 27th)

December

2 Classes Resume, Offices Open
13 Commencement Exercises
20 Offices Closed (December 20 - January 2)
22 Semester Closes - Session 2 and Session 3
23-Jan 5 Christmas and New Years Eve Holiday (no classes)

Online and Professional Studies

Academic Calendar 2013 – 2014 (Proposed)

SPRING SEMESTER 2014*

January

- 2 Offices Open
- 3 Semester Financial Clearance Deadline
- 6 Classes Begin - Session 1 and Session 3
- 13 Last Day to Add a Course for Credit - Session 1 and Session 3
- 20 Martin Luther King Jr. Holiday (classes in session, offices closed)
- 21 Last Day to Drop a Course with a Refund - Session 1 and Session 3

February

- 3 Graduation Application Deadline for May and August 2014 Graduation
- 3 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
- 28 Postmark Deadline for FAFSA and GPA Verification Form (Cal Grant)

March

- 2 Session 1 Closes
- 2 Postmark Deadline for FAFSA and GPA Verification Form (Cal Grant)
- 3 Session 2 Begins
- 7 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 10 Last Day to Add a Course for Credit - Session 2
- 17 Last Day to Drop a Course with a Refund - Session 2
- 31 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

April

- 17-18 Good Friday Holiday (classes in session, offices close at 12:00 noon on the 18th)
- 19-20 Easter Observance (classes in session)
- 21 Offices Open
- 27 Semester Closes - Session 2 and Session 3

May

- 2 Graduate Commencement Exercises
- 3 Undergraduate Commencement Exercises

Online and Professional Studies

Academic Calendar 2013 – 2014 (Proposed)

SUMMER SEMESTER 2014*

May

- 1 Semester Financial Clearance Deadline
- 5 Classes Begin - Session 1 and Session 3
- 12 Last Day to Add a Course for Credit - Session 1 and Session 3
- 19 Last Day to Drop a Course with a Refund - Session 1 and Session 3
- 26 Memorial Day Holiday (no classes, offices closed)

June

- 2 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
- 29 Session 1 Closes
- 30 Session 2 Begins

July

- 4 Independence Day Holiday (no classes, offices closed)
- 4 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 7 Last Day to Add a Course for Credit - Session 2
- 14 Last Day to Drop a Course with a Refund - Session 2
- 28 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

August

- 24 Semester Closes - Session 2 and Session 3

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California Baptist University

GRADUATE CATALOG

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CALIFORNIA BAPTIST UNIVERSITY

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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.

As CBU begins its seventh decade, it 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,



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 students who came seeking a liberal arts education in a Christian environment. The college began operations with 42 students in Fall 1950; 120 were enrolled during the 1950-51 academic year.

In 1955, after four years of continued growth, the college relocated to larger facilities in Riverside. Today, the Spanish-style buildings, which include classrooms, campus housing, a library, offices, maintenance and athletic facilities are located on the nearly one hundred and five acre campus. Growth in all areas paved the way for the institution to become a university on September 25, 1998. California Baptist University continues the tradition of liberal arts 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 Civil Engineering, Bachelor of Science in Electrical and Computer Engineering, Bachelor of Science in Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Nursing, Bachelor of Applied Theology, Bachelor of Music, Master of Arts, Master of Science, Master of Business Administration, Master of Music, Master of Science in Nursing 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) and abides by WASC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction. 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.

Graduates of California Baptist University are earning advanced degrees in leading colleges, universities, and seminaries of the United States. All women graduates are eligible for membership in the American Association of University Women. Accreditation letters may be viewed in the Office of the Provost.

* Western Association of Schools & Colleges
Association of Senior Colleges & Universities
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¹Articles of Incorporation of The California Baptist College, 1954.

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California Baptist University

Enrollment and Student Services

GRADUATE CATALOG

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ENROLLMENT AND STUDENT SERVICES

Mr. Kent Dacus

Vice President for Enrollment and Student Services

Ms. Kristine Smith

Administrative Assistant

Phone (951) 343-4687

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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 CBU 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 California Baptist University 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 for 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 campus community to accept responsibility for their personal conduct and to encourage others within the community to do the same.

All undergraduate students, graduate students, and Online and Professional Studies students enrolled at California Baptist University are expected to conduct themselves in accordance with the Standard of Student Conduct, regardless of age, classification, or the number of hours being taken. The Standard of Student Conduct is established for the purpose of outlining expected behavior of students in the campus community. The Standard of Student Conduct shall be defined as any and all policy, procedure, and/or behavioral expectation contained within this publication and the University Catalog.

If the conduct of any member of the campus 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. Examples of such coverage include, but are not limited to, athletic teams and performing arts groups traveling to and participating in events off campus, student teaching and observation/participation, student government, recognized organizations and clubs engaging in a club event or activity, off-campus internships, community service, study abroad, International Service Projects, and United States Service Projects.

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.

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.

Enrollment and Student Services Division

The Enrollment and Student Services Division encompasses the offices of Admissions, Campus Life, Career Services, Community Life, Dining Services, Academic Advising, Intercollegiate Athletics, International Student Services, Public Safety, Recreational Sports, Residence Life, Spiritual Life, Student Government, and the Wellness Center. In addition to providing general supervision of the offices that comprise the Student Services Division, the Student Services Office provides services that include, but are not limited to, the following:

- Administering student health insurance provided by the University and accepting proof of insurance (as required by University policy)
- Referring students to campus resources
- Facilitating the judicial action and non-judicial action appeals processes
- Investigating student allegations and complaints
- Reviewing and approving on-campus postings (flyers, posters, etc.)
- Serving as the primary point of notification when students are involved in situations that require an extended absence from campus
- Coordinating commencement-related auditions and events

Campus Housing

Students interested in campus housing should consult the Office of Residence Life.

Career Services & Student Employment

Career Services strives to strategically equip students to discover and articulate their God-given gifts and inherent skills in order to competently pursue a vocational calling and become effective servant-leaders for Christ upon graduation, both locally and globally.

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

- Online career assessment tools
- Local and national job and ministry employment resources and postings
- Internships (workshops, consultation and resources to attain internships available for credit and/or not for credit)
- Individual employment and career consultation
- Interactive computer software on topics of career exploration, self-assessment, interview techniques, and résumé writing
- Seasonal employment and ministry opportunities, locally, nationally, and abroad
- Access to salary and job trend projections, both locally and nationally
- Online resources of current employment opportunities in business, government, industry, and other agencies
- Brochures and periodicals for various professions
- Graduate and professional school catalogs

To further equip students and encourage professional development, the Center offers Etiquette Dinners (nominal fee) and career-related seminars for all academic disciplines.

Academic-specific job and internship information sessions and Afternoons with Industry events are held both in the fall and spring semesters, as well as, workshops on internships, résumé writing, job search, networking and interviewing skills. Personal assistance in résumé and interview preparation is available by appointment.

Academic Advising

Academic Advising provides schedule advising and registration for all students. Academic Advising staff works in cooperation with faculty advisors assigned to students by major or program. Academic Advising staff meets with each student to develop appropriate academic schedules and review the student's academic course plan. Students are encouraged to make appointments to discuss degree requirements, academic scheduling, 90-unit evaluation, and pre-graduation checks. All academic forms, pre-registration, and registration are processed through the Enrollment Services Office.

Enrollment and Student Services

International Center

The International Center consists of the Office of International Student Services (ISS) and the Intensive English Program (IEP). International Student Services assists international students in transitioning into the CBU community, exploring American culture, and understanding U.S. immigration regulations. ISS ensures that students understand institutional expectations, provides support services, processes immigration documents, plans and implements activities that promote campus awareness and appreciation for cultural understanding and experience, and assists students to become integrated into the CBU community.

The Intensive English Program is a full-time pre-academic and bridge program which fosters cross-cultural exchange by providing English as a Second Language (ESL) instruction to non-English speaking students in preparation for study at CBU. In particular, ESL takes place in a classroom setting collaborating with ISS on co-curricular activities outside of the classroom.

Public Safety

California Baptist University maintains a Department of Public Safety to enhance the safety and security of the campus community. In addition to staffing the Welcome Pavilion and patrolling school properties, the Department provides 24-hour assistance with emergencies, crime and injury reporting, safety escorts, and education of the campus community on safety and security practices.

In the event of a medical or police emergency situation, call 911 and then call the Public Safety Department at 951.343.4311. Other situations should be reported to the Public Safety Department immediately.

Community & Emergency Notification.

The University has developed a multimedia system to immediately notify students, faculty, staff, and visitors of any emergency circumstance or serious situation that poses a credible threat to the safety and security of the campus community. Components of this system include:

1. A siren/verbal warning system capable of projecting audible messages across open areas of the campus. Pre-recorded messages are activated at the press of a button or more specific verbal messages with instructions may be delivered over the speaker system.
2. Rave – a system capable of transmitting and delivering messages to all subscribed email and cellular telephone addresses on file with the University. All University-issued email addresses are pre-entered into this system and those users have the option to include their personal cellular phone and/or any other device capable of receiving text-based messages. Enrollment in this service is also available to the parents and guardians of students enrolled at CBU.
3. LancerNet – information may be disseminated to all computers connected to LancerNet through a process initiated by Information Technology Services.

Any or all parts of this system may be activated in response to any specific incident.

For instances when there is no immediate threat to the safety of the campus community but it is desirable to provide information for educational or crime prevention purposes, email distribution is used to disseminate relevant facts and measures to be implemented or considered.

Students who operate a vehicle on campus must register with the Department of Public Safety. 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 the issuance of a citation and/or the suspension of parking and/or driving privileges on campus. Copies of the California Baptist University Vehicle Code are available on the Public Safety page of the CBU website and in the Public Safety Office.

Spiritual Life

The purpose of the Office of Spiritual Life is to invest in lives to develop followers of Jesus. Every student, regardless of his or her level of commitment to Christ, is encouraged to participate in the various opportunities to foster spiritual growth in preparation for kingdom service.

California Baptist University is committed to core values of the Christian faith and fulfillment of the Great Commission. Since its inception, the University has sought to evidence the Christian life on campus. In this sense, the Christian ethics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are to be exhibited. No doctrinal statement has ever been prescribed for students who enter California Baptist University. Because the University is committed to core values and Christian growth, it offers students many opportunities to explore and express the Christian faith in ways unique to personal needs and interests.

In keeping with this commitment, the University provides courses in Christian studies and encounters with teachers committed to spiritual values. Times of spiritual emphasis are planned for each semester. Students are also encouraged to participate in Bible studies, evangelism, ministry teams, community service, and missions.

Compassion Ministries

By putting faith into action, students learn the significance of demonstrating the love of Christ. Participating in urban projects for a day or a weekend, working with the homeless, providing support to foster families, or building relationships with high-risk teens give students the opportunity to make a difference in the lives of others in the name of Jesus.

Campus Ministries

Campus Ministries creates opportunities for students of California Baptist University to grow in their relationship with Christ by offering access to Bible studies, prayer groups, one-on-one discipleship, local mission projects, and other events, conferences and programs that encourage spiritual growth.

Office of Mobilization

The purpose of the Office of Mobilization is to provide members of the campus community with opportunities to participate in the “Great Commission” (Matthew 28:19-20) in order to gain global vision for the cause of the gospel as well as cross-cultural experience through service learning. Participation is open to California Baptist University students who meet membership requirements, successfully complete the application and interview process, fulfill fundraising obligations, and are in good academic and behavioral standing with the University. The service learning application and selection process is coordinated by the Office of Mobilization and takes place during the fall semester.

- **International Service Projects (ISP).** In cooperation with the International Mission Board of the Southern Baptist Convention and various missions organizations, teams of California Baptist University students serve internationally for approximately three weeks during the summer months. Each team is led by a University official or other approved member of the University community. The ministry focus may vary depending upon the outreach strategy of the selected area. International Service Project teams have served in more than 40 countries since 1997.
- **United States Projects (USP).** In cooperation with the North American Mission Board of the Southern Baptist Convention and various missions organizations, teams of California Baptist University students, staff, and faculty serve for approximately 10 days during the spring and summer. Each team is led by a University official or other approved member of the University community. The ministry focus may vary depending upon the outreach strategy of the selected area. United States Project teams have served in seven states since being established in 2006.
- **Summer of Service (SOS).** In cooperation with the International Mission Board of the Southern Baptist Convention, teams of California Baptist University students serve internationally for approximately eight weeks during the summer months. Ministry focus varies depending on the outreach strategy of the selected area(s).

Wellness Center

The California Baptist University Wellness Center is a student-focused department that houses the CBU Health Center and the CBU Counseling Center. The goal of the Wellness Center staff is to provide effective health, wellness, and counseling services that promote academic and personal success.

Student Health Center

The Health Center is available to all members of the campus community. To help maintain a healthy campus environment, students are encouraged to visit the student health center at the onset of illness symptoms and other health-related concerns. Health Center staff can address most conditions that are treated in an urgent care facility. In order to promote campus-wide wellness, members of the campus community are encouraged to visit the Health Center at the onset of illness and other health-related concerns.

The Health Center is operated in cooperation with Riverside Medical Clinic, who provides staffing and insurance billing services. In addition to accepting student health insurance (UnitedHealthcare Student Resources) provided through California Baptist University, most PPO insurances and HMO insurances (that name Riverside Medical Clinic as their primary medical group) are accepted at the Health Center. Kaiser Permanente Health Plans are not accepted at the Student Health Center. The Health Center has reasonable walk-in rates for all CBU community members beginning at \$23. For students, faculty, and staff needing ongoing care and prescriptions for pre-existing conditions, it is recommended they visit their primary care physician.

The Health Center, located in Lancer Plaza is typically open while classes are in session, Monday – Friday from 8:30 am – 5 pm. Call 951.321.6520 to schedule an appointment. Walk-ins are welcome.

Enrollment and Student Services

Counseling Center

The Counseling Center offers a full range of counseling assistance as students strive to become more effective, productive, and comfortable with university life. Counseling can provide assistance during times of transition as students are confronted with questions about self, religious beliefs, relationships, and future plans. Students may discuss problems or feelings, examine concerns, discuss alternatives, and make informed decisions about future courses of action.

The Counseling Center is staffed by a director and supervised Marriage Family Therapist trainees and interns. Services offered include individual, group, and marriage and family counseling. As a professional counseling service, the Counseling Center staff is required to keep all counseling-related information confidential except in the following situations:

1. The client gives written permission to share his/her counseling-related information with a third party
2. The counselor believes the student may harm him/herself or another person
3. A counselor suspects abuse of a child, elder, or other dependent adult.

Individual intelligence and personality inventories as well as personnel trained to administer such tools are available through the Counseling Center on a limited basis. Test results are confidential and released only to authorized personnel according to a written release signed by the client.

The CBU Counseling Center, located in Lancer Plaza, is available at no charge for the first 24 sessions to students, faculty, staff, and immediate family members (dependents, parent, sibling, or spouse); exceptions may be made at the discretion of the director of the Counseling Center.

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California Baptist University

Graduate Admissions

GRADUATE CATALOG

Ms. Gail Ronveaux
Dean of Graduate Enrollment

Ms. Debbie Passalacqua
Assistant Director of Graduate Admissions
Phone 951.343.4249
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graduateadmissions@calbaptist.edu

The goal of California Baptist University Graduate Programs is to provide avenues for students to better themselves personally and professionally through practical, ethical, and Christian education. Most 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.

When to Apply

Please see program-specific requirements for deadlines or priority deadlines. Certain programs will consider and process applications received after the priority deadline if space is available.

Admission and Application

Each program of study has specific admission and application requirements which are listed in the program sections of the catalog. Application requirements common to all graduate programs are as follows:

1. Application
 - Applicants to graduate study at CBU must apply for acceptance into a specific graduate program. Applications can be submitted online at www.calbaptist.edu/gradapp 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. An official transcript is one 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.
5. GPA Requirement
 - Applicants must meet a minimum cumulative or last 60 semester (or 90 quarter) unit grade point average specified by each program.
6. Recommendations
 - 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. Essay
 - All programs require an application essay. Please see specific program admission requirements for essay information.
8. 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 is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL). The minimum score required to display English language proficiency for admission to a graduate programs is 89 IBT. If the score is lower than 89, applicant may be admitted to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL requirement.

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 provided Graduate Admissions with all required application, documents and fees, and have satisfied all other admission criteria, may be unconditionally admitted to the University with full graduate standing.

Conditional

Applicants who show a deficiency in any requirements may be admitted on a conditional basis.

Special

As an alternative to regular admission an applicant may be considered for admission (with permission from the program director) 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 application 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.

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 one semester must be approved to readmit to the University. Students must submit a Request to Readmit, readmit fee and official transcripts from all other institutions attended since last enrolled at CBU. Students approved to readmit 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 (three or more semesters for the School of Behavioral Science) must reapply for admission. Students whose applications are approved 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.

Enrollment in Coursework Outside Approved Program

With permission from the Program Director, students may be permitted to enroll in up to six (6) units of coursework outside of their program. To continue beyond six units the student must complete program admission requirements and be accepted to the graduate program. Enrollment in the six units does not guarantee or imply later admission, but credit for the course may be counted toward graduation requirements following admission to the graduate program.

Note: Students taking coursework outside their approved program are not eligible for Financial Aid.

Graduate Admissions

International Student Admission

California Baptist University welcomes applications from all international students.

When to Apply

Application and the completion of the file for a particular term must be made according to the following deadlines. The closing dates for receiving international student applications and all supporting documentation are earlier than for standard applications due to the additional time needed to process documents through SEVIS.

Session	Deadline
Fall Semester	July 1
Spring Semester	November 1
Summer Semester	March 1

Once all admission requirements have been met and the applicant is approved for admission, a letter of acceptance and the Form I-20 will be issued. All International student athletes are subject to additional criteria as outlined in the CBU's International Student Athlete I-20 Policy.

Application Procedure

To be considered for admission international students must complete all requirements listed in the program section of the catalog. Additionally, they must complete the following:

1. Submission of Academic Records:
 - Official academic records, showing dates of attendance, courses taken and grades received are required. An official academic record (i.e. degree, diploma, mark sheets, exam records, record of courses, transcripts) is one the university, or its representatives, receives directly from that institution. A certified English Translation must also be provided.
2. Financial Documentation:
 - The Sponsor's Commitment of Financial Support form, provided by California Baptist University, accompanied by a certified bank statement or affidavit of support indicating sufficient funds for study. Financial support must guarantee and certify funds equal to a minimum of one year of the student's academic study at CBU. Note: International students must pay semester charges in full before registration can be completed.
3. 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 is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The minimum score required to display English language proficiency for standard admission to a graduate program is 89 IBT TOEFL or 6.5 IELTS.
 - If the score is lower than 89 IBT TOEFL or 6.5 IELTS, the applicant may be granted joint admission to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL/IELTS requirement before beginning graduate program coursework. Joint admission is not available for applicants to the graduate programs in Athletic Training and Nursing due to program structure.

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

Admissions Status

Standard

Applicants who have met the unconditional status GPA requirement specified by each program, who have completed the required application, documents and fees, and have satisfied all other admission criteria, may be admitted standard status to the University with full graduate standing.

Conditional

Applicants who have a deficiency in any requirements may be admitted on a conditional basis.

Joint

Applicants who have met the standard status requirements, except for English language proficiency, may be granted joint status to the Intensive English Program (IEP) and graduate program. Students admitted under joint status are limited to enrolling in IEP coursework. Students must submit an official qualifying TOEFL/IELTS score report prior to beginning graduate program coursework. Joint status students who need to complete undergraduate prerequisite courses, as outlined by the student's admission conditions, may do so in combination with IEP coursework if the student's language ability meets the undergraduate English language proficiency standard as determined by the IEP director/program personnel.

Denial

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

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California Baptist University

Financial Aid

GRADUATE CATALOG

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FINANCIAL AID

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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 that students understand that they bear the principal responsibility for meeting educational costs. A federal methodology calculation is used in determining eligibility for financial aid. There are various scholarships, grants, 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, institutional, or private aid must complete a Free Application for Federal Student Aid (FAFSA) each year. This form is available online at www.fafsa.gov. The Renewal FAFSA can also be done on the internet at www.fafsa.gov. The federal Department of Education allows each student to choose a four-digit 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. This report provides information regarding the student's Expected Family Contribution (EFC). The Financial Aid Office will receive the FAFSA information electronically provided that the student has listed California Baptist University (school code 001125) on the FAFSA. Other documents may be requested to complete a financial aid file. All requested documents must be submitted 14 days prior to the close of the term.

To qualify for a financial aid award, graduate students must be enrolled in 5 units of degree applicable coursework for part-time status, 7 units of degree applicable coursework for three-quarter time status, and 9 units of degree applicable coursework for full-time status.

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 through the Federal Methodology Need Analysis. A student whose EFC exceeds 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 certification 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) and Graduate Plus disbursements are sent directly to the University each semester via Electronic Funds Transfer (EFT).

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 (Stafford loans, Grad Plus, Perkins loans) earned by the student for their attendance up to the date of withdrawal.

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

To be eligible for financial aid, a student must be in good academic standing, making satisfactory progress toward the completion of a certificate or degree, within a maximum time frame. Students are evaluated annually after the fall semester to insure the minimum standards are met. Students failing to meet the minimum standards will progress through the aid statuses defined as follows:

Financial Aid Suspension

Status assigned to a student who fails to make Satisfactory Academic Progress once checked annually. The student is no longer eligible to receive financial aid. The student has the right to appeal the suspension. Aid is terminated until student has submitted written appeal.

Financial Aid Probation

Status assigned to a student who received a Financial Aid Suspension but successfully appealed the suspension and regains financial aid eligibility for an additional term. They must complete their probationary term successfully or they will be terminated.

Measure of Progress

Qualitative Measure

Students must maintain a minimum cumulative grade-point average (GPA) of 3.0. GPA's are reviewed at the end fall semester. Students failing to achieve a minimum 3.0 GPA are given a Financial Aid Suspension status. The student is eligible to appeal the suspension.

If the student fails to earn the minimum 3.0 cumulative GPA after one additional term, the student is placed on Financial Aid Suspension. The student is eligible to appeal the suspension.

If the appeal is approved, the student must continue to earn a minimum 3.0 term GPA to continue making satisfactory progress toward a cumulative 3.0 GPA. 3.0 term GPA is the minimum standard measurement for continuing progress. The student will need to earn higher than 3.0 term GPA(s) to correct deficiency.

Students on Financial Aid Probation failing to earn the minimum 3.0 term GPA will be returned to a Financial Aid Suspension status. The student will not be eligible to receive financial aid until the cumulative GPA is raised to a 3.0

Quantitative Measure

Student must successfully complete a minimum of 67 percent of units in which they enroll. Unit completion is reviewed at the end of the fall term annually.

Grades of C, D, F, W (Withdraw), and I (Incomplete) do not demonstrate satisfactory course completion. Challenge exams and audited courses are not considered. Transfer credit that has been officially accepted to complete program requirements will demonstrate satisfactory course completion for quantitative measure (unit requirement) of Satisfactory Academic Progress, but will not figure into the 3.0 GPA qualitative measure requirement of Satisfactory Academic Progress.

Students initially failing to complete 67 percent of their enrolled cumulative units will be given a Suspension. The student is eligible to appeal the suspension.

If the appeal is approved, the student is placed on Financial Aid Probation and must continue making satisfactory progress in each subsequent term according to a specific plan of action determined for the student to reach the minimum qualitative requirement of 67 percent.

Students on Financial Aid Probation failing to achieve prescribed unit requirement plan in a subsequent term will be given a Financial Aid Suspension. The student will not be eligible to receive financial aid until the successful completion of 67 percent of enrolled unit requirement is achieved.

Maximum Time Frame Measure

Students are expected to complete their degree within a reasonable time frame no longer than 150 percent. For graduate students, the maximum period is based upon length of educational program. The measurement begins from the date of the initial enrollment in the student's program.

Financial Aid

Appeal Process

Before filing an appeal for reinstatement of financial aid, it is important that students seek assistance from an Enrollment Advisor in order to explore ways of eliminating unit deficiencies and to establish a realistic plan towards graduation. At the time of termination, the Financial Aid Office will provide the student with instructions on how to appeal. A copy of the appeal form can be obtained from the Financial Aid Office. When filing an appeal, make sure that a full explanation is provided, along with documentation, verifying the circumstances that led to the inability to meet the minimum progress requirements. It is important that a definite plan towards graduation is established. An Academic Success Plan should be completed with the assistance of an Enrollment Advisor and submitted along with the letter of appeal. Should the appeal be approved, it is important that the Academic Success Plan be realistic as the ability to adhere to the plan will be closely monitored. Failure to follow the courses and units outlined may be used as a basis for future denial of financial aid.

If the Appeal is Denied

Students that do not have their appeals approved will receive information regarding other alternatives available to them. Some options include:

1. Continuing enrollment at CBU without any financial assistance
2. Continuing enrollment at CBU with the assistance of private loans. The Financial Aid Office can provide the student with information on these loans.
3. Taking a leave of absence from CBU to make up a portion or all of the deficient units at a Community College. In this case a student will have to file an additional appeal to have aid reinstated once s/he has completed the required units and demonstrated the ability to continue at CBU without incurring any additional deficiencies. The Financial Aid Office recommends that the student speak with Enrollment Advising to ensure that any classes taken elsewhere will count towards the student's area of study.

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.

Institutional Financial Aid Programs for Graduate Students

Common Requirements for Institutional Programs

With regard to institutional financial assistance, the following common requirements have been established for all students enrolled in the Graduate Program:

- All scholarships are applied directly to a student's account. No cash distributions are made directly to the scholarship recipient. Scholarships are not transferable to any student other than the recipient.
- In order to maintain aid eligibility, students receiving any financial aid must maintain satisfactory academic progress, as stated in this catalog.
- Institutional scholarships are limited and may not be awarded if all available funds have been appropriated.
- Students must complete their financial aid file by the first published financial clearance date of each Fall semester, Spring semester, and Summer semester.
- All awards are based on full-time enrollment of 9 units per semester or session. Students enrolled for less than 9 units are eligible to receive aid, prorated accordingly.
- All institutional aid is tuition-based. If a student receives additional non-institutional tuition-based aid, the amount of tuition-based aid may need to be reduced so the total tuition-based aid does not exceed the cost of tuition.

VA Yellow Ribbon Program Scholarship

Description

- The Yellow Ribbon GI Education Enhancement Program is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. The program provides for an agreement between CBU and the Veteran Administration to award a limited number of scholarships to qualified VA students to fund tuition and fees that exceed benefits available under the Post 9/11 GI Bill (Chapter 33). Under the agreement VA will match CBU's scholarship contribution.

Eligibility

- Student must qualify for the Post-9/11 GI Bill through Veteran's Administration and elect to receive benefits under the Post 9/11 GI Bill program.
- Students must qualify for Yellow Ribbon program benefits as defined by the Post-9/11 GI Bill and Yellow Ribbon GI Education Enhancement Program.
- A limited number of scholarships are available and are awarded on a first-come, first-served basis as required by the Yellow Ribbon Program agreement.

Award

- Recipients may receive varying amounts to be determined by semester enrollment, tuition and fee charges.
- Recipients will be awarded in the current and subsequent academic years in which the university participates in the Yellow Ribbon Program and the student maintains continued enrollment and satisfactory progress, conduct, and attendance.

Procedure

- Student's who qualify for the Post-9/11 GI Bill and the Yellow Ribbon Program as determined by their VA Certificate of Eligibility should apply directly with the Office of the Registrar.

Federal Financial Aid Programs**Common Requirements for all Federal Programs**

- All students applying for federal aid must complete a Free Application for Federal Student Aid (FAFSA).
- All federal aid recipients must be a U.S. citizen, permanent resident or eligible non-citizen.
- All federal aid recipients must not be in default of a student loan and not owe a refund of any state or federal educational grant.
- All federal aid recipients must maintain satisfactory academic progress according to institutional standards as stated in this catalog.
- Students concurrently enrolled at other institutions will only be eligible to receive financial aid for registered units at California Baptist University.

Note: Federal programs are subject to change at any time.

Federal Work Study Program**Description**

- Federal Work Study (FWS) is a federally-funded, need-based, campus-based work program designed to assist undergraduate and graduate students desiring a job on campus to help earn money for their educational expenses.

Eligibility

- Eligibility is determined by a student's financial need as determined by the results of the FAFSA. Availability is limited.

Award

- FWS funds are not disbursed separately to the student, nor applied to the student's account; 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 obtain an employment application from Career Services. The application is reviewed by Financial Aid for FWS eligibility. Once employment is obtained, FWS will be applied. FWS amounts are based on hours worked and financial need as determined by the FAFSA.

Federal Stafford Loan**Description**

- The Federal Stafford Loan is a low-interest loan available to students who have financial need as determined by the results of the FAFSA. The loan is made to the student by the Federal Department of Education through the Direct Loan Program. Upon repayment, loan payments are made directly to the Department of Education on a monthly basis. Interest rates for Stafford loans can be determined using the list below.

Federal Unsubsidized Stafford Loan Interest Rates - Interest begins accruing after the first disbursement. The student is responsible for any interest accrued but can defer the interest with the principle of the loan.

Unsubsidized loans first disbursed between July 1, 2006 and June 30, 2013 are fixed at 6.8%

Eligibility

- Eligibility is determined by a student's financial need and grade level.
- First-time borrowers and transfer students must complete an entrance interview before any funds will be disbursed. Upon withdrawal from the university or graduation, all recipients must also complete an exit interview.
- Funds will be disbursed via EFT (Electronic Funds Transfer).

Award

- Students enrolled in graduate programs are eligible to borrow up to \$20,500 per academic year (two semesters).
- The Aggregate loan limit for Graduate students is 138,000.

Financial Aid

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

Procedure

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

State Financial Aid Programs

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 (CSAC) may assume up to \$19,000 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 CSAC.
- 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 as determined by CSAC.

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. Forms are available in the Financial Aid Office.
- 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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California Baptist University

Student Accounts

GRADUATE CATALOG

Ms. Heidi Pendleton
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STUDENT ACCOUNTS

Ms. Heidi Pendleton

Director of Student Accounts

Phone 951.343.4371

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StudentAccounts@calbaptist.edu

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 reserve 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 Arts in Counseling Ministry	\$610
Master of Arts in Disability Studies	498
Master of Arts in English	495
Master of Arts in Forensic Psychology	610
Master of Business Administration	579
Master of Music	505
Master of Public Administration	516
Master of Public Relations	505
Master of Science in Athletic Training	556
Master of Science in Counseling Psychology	610
Master of Science in Education	505
Master of Science in Kinesiology	556
Master of Science in Nursing	595
Traditional courses numbered 0-499	965
Online and Professional Studies courses numbered 0-499	479
Audit (per unit)	140
Continuing Education (per unit)	Market Rate
Professional development (per unit)	Market Rate

Intensive English Program (IEP) Student Tuition

IEP Tuition Per Semester (12 units)	\$5,250
IEP Tuition Per Unit	437.50

Non-refundable Fees

Admissions

Graduate	\$45
Re-admission	25

Registrar

Incomplete Fee (per course)	\$45
Masters Graduation Application Fee	250
Late Graduation Application Fee	50
Re-application for Graduation Fee	50
Duplicate Diploma Fee	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
Letter/Enrollment Verification Fee	3

Academic Affairs

Education Lab	\$240
Thesis/Project Reading Fee (per unit, in addition to tuition)	540
Comprehensive Exam Fee (per semester)	355
Directed/Independent Study Fee (per unit, in addition to tuition)	275
Subject Matter Competency Fees:	
CBU Student	110
Non-CBU Student	220
Nursing Equipment Fee	80
Nursing Drug Testing Fee	30

Laptop Program

School of Music Laptop	\$2,950
School of Music Laptop: *Finance Option	3,600
*A \$900 laptop fee will be assessed for four (4) consecutive semesters.	

Program Fees

Nursing Program Fee (per semester)	\$1,300
Athletic Training Program Fee (per semester)	500

Health Insurance

International Student Health Insurance (per semester)	\$725
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Orientation (International students only)

Fall	\$310
Spring	160

Student Services

Student Services Fee	
IEP Students (fall/spring)	
On-campus Students (with 6 units or more)	\$240
Off-campus Students (with 6 units or more)	220
International Student Fee (in addition to student services fee, fall/spring)	300
Lost Key	65

General Fees

Graduate Program (per semester)	
Graduate Students with 5 or more units	\$355
Graduate Students with 4 or less units	175
Intensive English Program (per semester)	
IEP Students with 6 or more units	\$665
IEP Students with 5 or less units	175

Student Accounts

Semester Payment Plan Enrollment Fee	
ACH or Credit Card (per semester)	\$35
Study Abroad Processing Fee (Non-CBU programs)	280
Financial Clearance Fee	175
Late Payment Fee	30
Dishonored Check (per check)	30
Wire Transfer Fee	30

Student Accounts

Housing

Traditional Single Student Housing (per semester)

Deposit (per person)	\$300
Shared Occupancy	2,280
Private Occupancy	3,420

Non-Traditional Student Housing (per semester)

Deposit (per family or per student if shared apartment)	\$300
Shared Student Occupancy	2,280
1 Bedroom Family Occupancy	3,450
2 Bedroom Family Occupancy	4,080

Board*

Semester Meal Plans

On Campus Residents must select one of the following:

Plan D (150 meals per semester)	\$1,475
Plan E (200 meals per semester)	1,870
Plan F (250 meals per semester)	2,215

The following plans are available only to commuters:

Plan A (50 meals per semester)	\$495
Plan B (75 meals per semester)	740
Plan C (100 meals per semester)	985

Policy for Student Accounts

Student charges are due and payable at the time of registration for all students. Students choosing to remain enrolled past the last day to drop with refund are obligated to cover all tuition, fees, room and board charges incurred in accordance with the refund policy for tuition, room and board charges. The University expects students to complete payment for the current semester before advancing to a future semester. If semester charges are not covered by the approved payment options a hold will be placed on the student account preventing release of diploma, transcripts and future registration until the balance is covered with verified funds. International, Special Admit and Professional Development Students are required to pay their balance in full each semester to avoid enrollment cancellation.

Approved Payment Options

Option 1 (Payment in Full)

California Baptist University accepts the following forms of payment: cash, check, credit card (Visa, MasterCard, Discover). Payment in full at the beginning of each semester or term is required. The University offers an alternative payment plan for parents and students unable to pay full costs by the start of an academic semester or term.

Option 2 (Semester Payment Plan)

The semester payment plan enables you to pay all or part of your annual charges in installments without interest. Your monthly payments are calculated on an amount that is equal to the total expenses less grants, scholarships, or direct payments made to the University. The plan gives students the option to pay through automatic bank draft (ACH) or credit card. The plan requires a \$35 per semester enrollment fee. Please see the InsideCBU Student Accounts tab for more information.

Option 3 (Financial Aid)

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 approved payment arrangements to cover their balance in full.

Financial Clearance Deadline Dates

All students should pay their balance by close of business day on the deadlines specified below to avoid a Financial Clearance Fee charge.

Semester	Deadline
Fall 2012	Wednesday, August 15, 2012
Spring 2013	Monday, January 7, 2013
Summer 2013	Monday, May 6, 2013

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

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
- Dismiss 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, room and board 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 no charge is 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 (Traditional 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

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

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

Student Accounts

Room and Board

These charges may be refunded or credited on a prorated basis upon approval of a written appeal. Appeals must indicate extenuating circumstances and be submitted to the Residence Life Office and/or Campus Life Office.

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’s advisor 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.

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California Baptist University

Academic Information

GRADUATE CATALOG

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Academic Information

California Baptist University offers nine undergraduate degrees: Bachelor of Applied Theology, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical and Computer Engineering, Bachelor of Science in Engineering, Bachelor of Science in Mechanical Engineering and Bachelor of Science in Nursing; and six graduate degrees: Master of Arts, Master of Business Administration, Master of Music, Master of Public Administration, Master of Science and Master of Science in Nursing. 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. Student should submit an application for graduation upon successful completion of ninety (90) or more earned units. Students who have submitted an application for graduation will receive a degree evaluation from the Office of the Registrar. Upon verification of eligibility to graduate a student may participate in 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.

Graduation Check List

- Earn a cumulative grade point average of at least 3.0 overall with no grade below B- in the degree
- Complete all pre-requisite coursework for the degree
- Complete all coursework requirements in the Masters Degree selected from the University Graduate Catalog
- Complete a graduation application for planned graduation date
- Satisfy all financial obligations
- Be in good academic standing (not suspended or academically disqualified) at the time of completion

Academic Information

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 approval from the 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 loads. 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 on the California Baptist University web site and 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 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 cumulative grade point average of 3.0 or above is required for graduation.

A student who fails to attain and maintain the scholastic standing, but who passes some courses, with a semester GPA of 2.7 or higher is placed on Academic Probation for one semester. Failure to meet satisfactory scholastic standing the semester following probation will result in Academic Suspension.

A student with below a 2.7 semester GPA will be suspended at once and will not be granted a probationary semester.

A student who has been suspended for one semester must be approved by the Admissions and Retention Committee for possible re-admission to the University with probationary status. After being re-admitted, the student will be allowed one semester to meet satisfactory scholastic standing by achieving a 3.0 semester GPA. A person who has been academically suspended and re-admitted must meet satisfactory scholastic standing or show significant improvement, to avoid a second suspension. A second consecutive suspension will render the suspended student academically disqualified for continued enrollment. To regain academic qualification a student must demonstrate that they have the educational skills and motivation necessary to be academically successful. To do this, the student should demonstrate significant progress toward aligning their personal and professional goals in such a way that promotes their academic success. This is accomplished through additional work experience and/or certifications. Upon return to CBU the student may have to be readmitted to the University prior to enrolling. (See Satisfactory Academic Progress in the Financial Aid Section and Readmit in the Admission Section).

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 each semester.

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 Dean of Academic Services.

Academic Dishonesty

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to 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 may 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 Resource Center (ARC). A \$5 fee will be charged for all make-up tests.

Repeating Courses for Grade Replacement

A student may repeat a course in which a grade of C- 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 baccalaureate 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 C- 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 that was at or above the B- level
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 the semester. Students with a student account hold are not eligible for a grade report.

Academic Information

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 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 the 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, Dean/Department Chair, 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:

- Only juniors and seniors are eligible for directed/independent study.
- Only students who have a 3.0 or better grade point average are eligible for directed/independent study.
- No student may take more than a total of four units of independent study or directed 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 nine (9) units of directed study or 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. Students may not exceed 30 units of degree credit by challenge exams including AP, CLEP, and DSST, IB, and CBU exams.

Auditing a Course

Courses which 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.

Students may register for an audit during the first two weeks of the semester only, pending available space in the desired course. Regular withdrawal policies apply to audited coursework.

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 adds, drops, and withdrawals 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 is 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 and is permitted only if a course has not already been completed. 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 as required per federal regulations.

Refer to the Financial Aid and Student Account 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.

Administrative Discretion

The University reserves the right to disqualify, discontinue, exclude, or involuntarily withdraw any student from the University at the discretion of the provost, the vice president for enrollment and student services, dean of students services, or designee.

California Baptist University is concerned about the well-being of all students. Behavior that demonstrates that the student's well-being may be in jeopardy, interferes with the educational efforts of other students, puts fellow students or the institution at risk, or conflicts with California Baptist University's mission to educate all students may result in an administrative withdrawal from the institution.

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 liberal arts curriculum. Labs are located in the Annie Gabriel Library, W.E. James Complex, and Yeager University Center. A valid student identification card is required for access to the computer labs.

Academic Resource Center

The Academic Resource 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 workshops. The ARC is located in the James Building room 121.

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 182,000 volumes (including 56,000 electronic books), the library currently subscribes to more than 300 print journals, and 50 online databases that combined provide access to several million journal records, many with full-text coverage. Faculty and students can access books, journal titles, videos, and music through the library 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 Southern Baptist Archive and Depository, P.Boyd Smith Hymnology Collection, Nie Wieder Holocaust Collection, and D. Eugene Wallace Christian Studies Collection.

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.

2012 | 2013

California Baptist University

College of Allied Health

GRADUATE CATALOG

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DEPARTMENT OF KINESIOLOGY

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Faculty

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Trevor Gillum, Ph.D.	Kinesiology
Jan Kodat, D.Sc., PT, CNS	Kinesiology
Nicole MacDonald, Dr.P.H., ATC, CSCS	Kinesiology
David Pearson, Ph.D., CSCS	Kinesiology
Sean Sullivan, Ph.D.	Kinesiology

Graduate Program in Athletic Training

The Master of Science in Athletic Training program is designed to prepare students for the Board of Certification, Inc. (BOC) certification exam. Once certified, students are qualified for work in secondary schools, colleges and universities, professional sports, sports medicine clinics and industrial/military settings.

Students complete a minimum of eight (8) clinical internships while in the Athletic Training program. Each experience will provide exposure to different professional athletic training settings. Individuals will serve as athletic training students in community college, university, clinic and hospital environments at various sites near the CBU campus.

The Master of Science in Athletic Training program at CBU is the first entry-level masters program in California and one of only two on the West Coast. The entry-level designation is given to those programs that seek to prepare students as certified athletic trainers according to the Commission on Accreditation of Athletic Training Education (CAATE). Individuals wanting to become certified athletic trainers must earn a degree from a CAATE accredited athletic training program and must pass a national examination administered by the Board of Certification.

Graduate Program in Kinesiology

The graduate program in Kinesiology allows students to choose one concentration from among three designed to prepare students for a wide variety of careers in physical activity, exercise and sport. The Exercise Science concentration prepares clinical professionals for employment in health, fitness and clinical exercise settings. The coursework also prepares students for relevant certifications through the American College of Sports Medicine (ACSM) and other professional organizations.

The Physical Education concentration is designed to allow teaching professionals the opportunity to advance their careers, expand their proficiency, and increase their value at elementary and secondary institutions in public, private and religious schools. The Sport Management concentration prepares sport professionals for a variety of management-related careers in settings including teaching, coaching, and management of sport, recreation, and leisure programs. The curriculum follows the guidelines of the Commission on Sport Management Accreditation (COSMA) and includes specialized courses in sport law, marketing, economics and finance, event and facility management, and relevant field experience.

Admission Requirements

Master of Science in Athletic Training Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Program in Athletic Training 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 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better in the past eight years)*
 - Human Anatomy & Physiology with Lab (2 semesters)
 - General Psychology
 - Biomechanics or Movement Anatomy
 - Health and Wellness
 - Exercise Physiology
 - Care and Prevention of Athletic Injuries with Lab
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Background and/or experiences in sports, athletic training, physical education or related areas
 - Short and long term professional goals
 - Reasons for choosing to study at California Baptist University
5. Current Resume documenting all related professional and extracurricular experiences
6. CPR for the Professional Rescuer Certification, demonstrated by coursework or certification*
7. Clinical Observation*
 - Verification of 150 hours in an athletic training setting supervised by a Certified Athletic Trainer
8. Successful Interview with the Athletic Training Admission Committee.*
 - Admission to the Athletic Training Program is both competitive and selective, therefore satisfactory completion of all program admission requirements and prerequisites does not guarantee program acceptance. The Athletic Training Admissions Committee will review all applicants for formal acceptance.

* Not required for admission to the pre-athletic training curriculum, must be complete prior to consideration for admission to the Master of Science in Athletic Training program.

Master of Science in Athletic Training Post-Admission Requirements

The following documentation and certifications must be current and on file with the Athletic Training Program Director prior to beginning clinical rotations:

1. Evidence of current liability insurance coverage
2. Evidence of current first aid and professional rescuer CPR certification
3. Completed health evaluation form
4. Signed declaration of understanding and liability to meet the Technical Standards for Admissions and Retention
5. Signed declaration of understanding and acceptance of all Program Policies and Procedures Handbook
6. Evidence of a completed HBV vaccination series and TB Skin Test prior to admission to clinical experiences

Master of Science in Kinesiology Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional application 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 300 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 (completed with a “C” or better)
 - The Physical Education emphasis requires a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course
 - The Exercise Science concentration requires prerequisite courses in anatomy and physiology, exercise physiology and biomechanics or an equivalent
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - 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 documenting all related professional and extracurricular experiences
6. Successful Interview with the Director of the Graduate Program in Kinesiology

ATHLETIC TRAINING

Pre-Athletic Training Curriculum

The following athletic training prerequisites are offered at California Baptist University

Pre-Athletic Training Courses

BIO	153	Human Anatomy and Physiology I with Lab
BIO	163	Human Anatomy and Physiology II with Lab
KIN	274	Applied Movement Anatomy
KIN	302	Contemporary Health Issues
KIN	312	Emergencies in Sports Medicine*
KIN	353	Care and Prevention of Athletic Injuries
KIN	383	Exercise Physiology
PSY	213	General Psychology

* Course not required for admission into the Master of Science in Athletic Training program, but if completed as a pre-requisite the course will satisfy the program course requirement ATR 512 Emergencies in Athletic Training

Master of Science in Athletic Training (53-36 units)

All students in the Master of Science in Athletic Training will complete fifty-three to fifty-six (53-56) units of core courses. The cumulative total for all Athletic Training Clinical Education courses must be at least 900 hours.

Core Requirements

ATR	501	Athletic Training Clinical Education I - Modalities & Equipment
ATR	502	Athletic Training Clinical Education II - Lower Extremity
ATR	503	Athletic Training Clinical Education III - Upper Extremity
ATR	504	Athletic Training Clinical Education IV- General Medicine
ATR	506	Practicum in Athletic Training I
ATR	507	Practicum in Athletic Training II
ATR	508	Practicum in Athletic Training III
ATR	509	Practicum in Athletic Training IV
ATR	510	Therapeutic Modalities
ATR	511	Functional Anatomy for Athletic Trainers
ATR	512	Emergencies in Athletic Training*
ATR	515	Therapeutic Exercise & Rehabilitation
ATR	525	Assessment of Lower Extremity Athletic Injury
ATR	520	Evidence-Based Research in Athletic Training
ATR	530	Assessment of Upper Extremity Athletic Injury

- ATR 536 Nutrition and Wellness in Athletic Training
 ATR 540 Pathology of Injury and Illness
 ATR 545 Management and Professional Issues in Athletic Training
 ATR 550 Manual Therapy
 ATR 555 Therapeutic Interventions for Musculoskeletal Rehabilitation

* Requirement may be satisfied with documentation of Emergency Medication Technician certification or completion of KIN 312.

KINESIOLOGY

Master of Science in Kinesiology (33-34 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 exercise science, physical education, or sport management.

Core Requirements (15 units)

- KIN 500 Leadership in Kinesiology
 KIN 510 Ethics and Philosophy in Kinesiology
 KIN 550 Legal Aspects of Kinesiology
 KIN 570 Research Methods
 KIN 580 Research Project Seminar

Concentrations Requirements

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

Exercise Science; Physical Education; Sports Management

Exercise Science Concentration (15 units)

- KIN 526 Musculoskeletal Exercise Interventions
 KIN 536 Clinical Exercise Physiology
 KIN 546 Sports Nutrition
 KIN 556 Movement Interventions for Chronic Disease
 KIN 576 Clinical Exercise Testing and Prescription

Physical Education Pedagogy Concentration (15 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

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

Sport Management Concentration (15 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

Thesis/Comprehensive Exam Requirement (3-4 units)

Students must complete the comprehensive exam or thesis sequence for their declared concentration.

Exercise Science Thesis/Exam Requirement

- KIN 594 Comprehensive Examinations and KIN 585 Field Experience I
 OR
 KIN 598 Thesis

Physical Education Thesis/Exam Requirement

- KIN 594 Comprehensive Examination and 3.0 units of approved electives*
 OR
 KIN 598 Thesis

*Approved electives include any graduate degree applicable course in kinesiology or education not previously applied to a degree requirement

Sport Management Thesis/Exam Requirement

- KIN 594 Comprehensive Examinations and KIN 595 Field Experience II
 OR
 KIN 598 Thesis

Athletic Training Course Descriptions

- ATR 501** **Athletic Training Clinical Education I - Modalities & Equipment (3)** **Fall**
Athletic Training Clinical Education I - This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on the instruction in the safe and appropriate use of athletic training equipment, first aid and emergency skills, and therapeutic modalities. Pre- or Co-requisite: ATR 500.
- ATR 502** **Athletic Training Clinical Education II - Lower Extremity (3)** **Spring**
This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on reinforcing the assessment, evaluation and rehabilitation skills related to lumbar spine and lower extremity injury. Pre- or Co- requisite: ATR 500.
- ATR 503** **Athletic Training Clinical Education III - Upper Extremity (3)** **Fall**
This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on reinforcing the assessment, evaluation and rehabilitation skills related to upper extremity and cervical spine injury. Pre- or Co- requisite: ATR 500.
- ATR 504** **Athletic Training Clinical Education IV - General Medicine (3)** **Spring**
Athletic Training Clinical Education IV - This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on assessing and examining general medical conditions and clinical proficiency of pre-participation examinations, head injury assessment, return to play, and prevention, evaluation and rehabilitation of extremity and spine injury. Pre- or Co- requisite: ATR 500.
- ATR 505** **Athletic Training Internship (1-3)** **As Offered**
This course will serve as a means of monitoring student's progress toward remediation of a single requirement deficiency in any of the athletic training clinical education courses. Pre- or Co- requisite: ATR 500.
- ATR 506** **Practicum in Athletic Training I (2)**
This course provides athletic training students an opportunity to observe an athletic training facility and experience the various duties performed by a Certified Athletic Trainer. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Pre- or Co- requisite: ATR 500.
- ATR 507** **Practicum in Athletic Training II (2)**
This course provides athletic training students an opportunity to apply proficiencies associated with previous coursework at a higher level of proficiency than previously evaluated. As students display competence, they will be given increased responsibility in working directly with the athletes/clients. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 501.
- ATR 508** **Practicum in Athletic Training III (2)**
This course provides athletic training students opportunity to integrate the psychomotor, cognitive and affective skills, and clinical proficiencies within the context of comprehensive patient care. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 502.
- ATR 509** **Practicum in Athletic Training IV (2)**
This course provides athletic training students opportunity to make significant progress towards mastery of applied clinical proficiencies by demonstrating a high level of clinical performance that includes integrating previous knowledge, skills, and proficiencies into comprehensive patient care. Students should focus on their professional development, BOC exam preparation as well as demonstrating a high level of critical thinking and clinical decision making. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 503.
- ATR 510** **Therapeutic Modalities (3)** **Fall**
This course focuses on the theory and operation of various therapeutic modalities and medications which are used in the treatment of injuries to the physically active. The following categories of modalities will be included: infrared modalities, electrical stimulation modalities, therapeutic ultrasound, mechanical modalities, massage and other manual treatment techniques. Emphasis will be placed on their physiological effects, therapeutic indications and contraindications, and clinical application.

ATR 511	Functional Anatomy for Athletic Trainers (3) This course deals with the study of the musculoskeletal and nervous system as they are involved in the science of human movement.	Summer
ATR 512	Emergencies in Athletic Training (3) This course prepares the student to be a First Responder and ready to give emergency care required for catastrophic and/or life-threatening injuries and illnesses to physically active individuals. Completion of this course provides certification in professional rescuer CPR, Bloodborne pathogens, AED and First Aid.	Summer
ATR 515	Therapeutic Exercise and Rehabilitation (3) This course focuses on the theory and practice of therapeutic exercise and rehabilitation techniques to restore human function. Students will be introduced to the components of rehabilitation design and implementation such as determining therapeutic goals, documenting progress, evaluating efficacy of the therapeutic program and ability to return to athletic participation.	Spring
ATR 520	Evidence-Based Research in Athletic Training (3) This course provides an introduction to clinical research methodology and critical interpretation of the professional literature. Students will be able to develop focused clinical questions, conduct systematic evidence-based literature searches, identify levels of evidence and research design, critique methodology and summarize information, and determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.	Summer
ATR 525	Assessment of Lower Extremity Athletic Injury (3) This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury/illness to the lower extremity, thorax and abdomen. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action plan and a referral plan.	Spring
ATR 530	Assessment of Upper Extremity Athletic Injury (3) This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury and illness to the head, axial skeleton, and upper extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action plan and a referral plan. Prerequisite: ATR 525.	Fall
ATR 536	Nutritional and Wellness in Athletic Training (3) This course provides a foundation in the science of exercise nutrition and wellness. These foundational principles will be used in promoting healthy lifestyle behaviors and constructing sound nutritional and fitness recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, body composition, and risk factor screening will be discussed.	Spring
ATR 540	Pathology of Injury and Illness (3) This course involves a systems approach to dealing with human disease. Fundamental etiology, progression, and epidemiology of injury, illness, and disease are discussed with a clinical emphasis. Pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity.	Fall
ATR 545	Management & Professional Issues In Athletic Training (3) This course addresses the organizational, administrative, and professional aspects of athletic training care for the physically active. Topics include: leadership, management, and administrative styles, personnel concerns, facilities and equipment management, budgetary administration, medical records, insurance issues, medico-legal aspects, public relations, computer use, federal and state regulation, pre-participation physical evaluations, drug testing, ethical issues in sports medicine, and other current topics of concern in athletic training.	Spring
ATR 550	Manual Therapy (3) Course Description: This course will familiarize the athletic training student with the theory, skills, and clinical application necessary to treat individuals with orthopedic dysfunction primarily related to soft tissue injury. Emphasis is placed on laboratory application and integration of theoretical constructs, evidence-based practice, examination, intervention, and measurement of outcomes.	Fall

College of Allied Health

ATR 555	Therapeutic Interventions for Musculoskeletal Rehabilitation (3) Course Description: This course emphasizes the theory and practice of therapeutic interventions utilized in athletic training. Focus will be applied to the application of physical, mechanical, and soft-tissue biomechanical principles in formulating a therapeutic intervention. Students will gain experience in identifying and utilizing organized and systematic clinical reasoning frameworks to improve clinical decision making expertise. Additional presentations will discuss the most recent clinical treatment applications discussed in the literature to treat the spectrum of the physically active population.	Spring
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Kinesiology Course Descriptions

KIN 500	Leadership in Kinesiology (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 KIN 302.	
KIN 510	Ethics and Philosophy in Kinesiology (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.	
KIN 526	Musculoskeletal Exercise Interventions (3) This course exams the use of resistance and strength training in exercise programs. Topics include treatment of selected neuromuscular, orthopedic, and musculoskeletal diseases and dysfunction, as well as improvement of performance through musculoskeletal exercise.	Fall
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 536	Clinical Exercise Physiology (3) This course is an advanced study of human physiological adaptations to exercise. Emphasis is placed on energy metabolism, energetics, and exercise training techniques. Clinical application of current research findings is stressed.	Fall
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 546	Sports Nutrition (3) This course provides a foundation in the science of exercise nutrition and bioenergetics. These foundational principles will be used in constructing sound nutritional recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, and body composition will be discussed.	
KIN 550	Legal Aspects of Kinesiology (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 556	Movement Interventions for Chronic Disease (3) This course examines the role of aerobic exercise in the prevention of rehabilitation of clients with various chronic diseases. Concepts in pathophysiology, disease etiology, and exercise interventions are discussed.	Spring

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 576	Clinical Exercise Testing and Prescription (3) This course involves the study of the theoretical bases for exercise testing and the practical procedures used in pre-exercise screening and exercise testing. Students will learn how to interpret information from pre-exercise screening and apply this to the selection of appropriate exercises protocols. Evaluation of results from various exercise test protocols will be emphasized using a case-study approach.	Spring
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	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.	Fall, Spring, Summer
KIN 594	Comprehensive Examination (1) Required for students wishing to take a comprehensive examination to complete degree requirements for a Master of Science in Kinesiology. The course is not repeatable for credit. Students may retake the course once if the final examination is unsuccessful. Prerequisites: KIN 570 and program director permission. Pass/Fail.	Fall, Spring, Summer
KIN 595	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.	Fall, Spring, Summer
KIN 598	Thesis (3) This course provides an extended research experience for the student. Under the direction of a faculty chair and thesis committee, the student will conduct further empirical research after completing KIN 480 through the preparation and defense of a thesis. In the event the student does not successfully defend by the end of the course, the student will retake the course the next semester it is offered. If the thesis defense is not successful after two attempts the student will meet with the program director and enroll in the comprehensive examination to fulfill the examination requirement. Prerequisite: KIN 570, 580, and department chair permission.	Fall, Spring, Summer

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

2012 | 2013

California Baptist University

College of Arts and Science

GRADUATE CATALOG



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Faculty

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DawnEllen Jacobs, Ph.D.	Linguistics • Literature
James Lu, Ph.D.	Multicultural Literature • Theory
Jennifer Newton, Ph.D.	British Literature
Irina Renfro, M.A.	Linguistics • Literature
Laura Veltman, Ph.D.	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

Master of Arts in English Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific application 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 300 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 completed on forms provided. One recommendation should be from an academic source. Family members and friends may not complete recommendations.
4. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at CBU
5. Successful Demonstration of Writing
 - Examples of writing competence include a major research paper or literary analysis
6. Successful interview with the Director of the Graduate Program in English

ENGLISH

Master of Arts in English (36 units)

The primary focus of the Master of Arts in English is the study of literature and language. However, students may wish to enroll in complementary 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 requirements can be met with equivalent coursework

Competency

- ENG 500 Research and Writing in Literature and Language
- ENG 501 Critical Theories and Traditions
- ENG 563 Language Structure and Acquisition**

Core Requirements (9 units)

- ENG 510 Comparative Mythology
- ENG 520 Narrative Literature and Theory* OR ENG 523 Theory and Methods**
- ENG 530 Multicultural Theory and Pedagogy

Breadth and Perspective Requirements (12 units)

- ENG 525 Non-Western Literature Seminar

Literature Requirement

Complete two (2) of the following courses:

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

Film Requirement

Complete one (1) of the following courses:

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

Research Requirement (3 units)

- ENG 596 Research Seminar (2 units)

Choose one (1) of the following options:

- ENG 594 Comprehensive Exam
- ENG 597 Project
- ENG 598 Thesis

*Required for Literature and Pedagogy concentrations

** Required for TESOL concentration

Concentration Requirements (12 units)

Students must complete at least twelve (12) additional units in one of the following concentrations: Literature; English Pedagogy; TESOL. Breadth and Perspective courses not previously applied to the degree may fulfill concentration requirements.

English Pedagogy

- EDU 514 Secondary Methods
- EDU 515 Reading and Writing in the Content Areas
- EDU 519 Subject Area Specialization
- EDU 545 Multi-ethnic Literature for Children and Young Adults
- EDU 551 Language Acquisition
- ENG 540 Contextual Approaches to Grammar
- ENG 563 Language Structure and Acquisition
- ENG 599 Special Topics
- RDG 540 Models and Process of Teaching Reading

Literature

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

TESOL (Teachers of English to Speakers of Other Languages)

- EDU 525 Research Methods
- ENG 540 Contextual Approaches to Grammar
- ENG 543 Teaching Second Language Writing
- ENG 553 Second Language Curriculum Development and Assessment
- ENG 573 Second Language Acquisition
- ENG 599 Special Topics

English 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 523 Theory and Methods (3)**
This course will focus on the application of linguistic theory in education. Students will be introduced to various teaching philosophies and methodologies, focusing on their application to language learning. Students will be familiarized with various movements in education and psychology such as behaviorism, cognitivism, social constructivism, and humanism. Students will be instructed as to how diverse language teaching methods have been informed by various educational movements and how these philosophies and methods take form in the second language classroom. This course will build on the concepts taught in ENG 563 but will focus more on second language learners both in ESL and EFL settings.
- 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 543 Teaching Second Language Writing (3)**
This course prepares students to teach writing to second language learners, especially but not exclusively at the college level. Course materials and activities focus on current composition philosophy, research-based method and teaching techniques for collegiate level second language writing courses. At a minimum, this course is designed to introduce students to major theories, research, and practice in the teaching of English writing to second language learners. Thus, students should complete this course being able to do what ESL/EFL writing instructors do: design lesson plans for college composition; evaluate (read, respond to, grade, and assess) college level writing; and engage in research in at least one relevant issue in ESL/EFL composition pedagogy. This course should train students to be reflective practitioners and researchers of collegiate level English composition.
- ENG 545 Teaching College Writing (3)**
This course prepares students to teach college writing by introducing them to current composition philosophy and methods, major theories and research in the field, and practical application of teaching techniques for collegiate-level writing courses.
- 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.
- 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. May be repeated once with change in topic.
- ENG 553 Second Language Curriculum Development and Assessment (3)**
This course is designed for future ESL teachers who are interested in current thinking and research in second language material development and assessment and in the application of such in classroom teaching. There are two major goals: one is developing a solid understanding of the core issues in these areas and the other, which requires students to design their own materials and assessment tools and to evaluate existing ones, is facilitating the application of such an understanding in classroom teaching.
- 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. May be repeated once with change in topic.
- ENG 563 Language Structure and Acquisition (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.
- 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.

College of Arts and Science

- 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. May be repeated once with change in topic.
- ENG 573 Second Language Acquisition (3)**
This course is an introduction to some of the major concepts and key issues (theoretical and methodological) in the area of second language acquisition (SLA). During the first few weeks, the class will survey some of the major conceptual advances in second language acquisition research. During the second half of the course, students will have many opportunities to review seminal research articles and evaluate the findings of the research and their implications as applicable to the field of SLA. Each student will also have the opportunity to design his or her own study in an area of SLA that interests him or her.
- 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. Prerequisite: Permission of Program Director.
- 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. Prerequisite: Permission of Program Director.
- 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. Prerequisite: Permission of Program Director.
- 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.

2012 | 2013

California Baptist University

School of Behavioral Sciences

GRADUATE CATALOG



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SCHOOL OF BEHAVIORAL SCIENCES

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Director, Counseling Ministry Program

Prof. Mischa Routon
Director, Marriage and Family Therapy Program

Dr. Aine Bergin
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Faculty

Aine Bergin, Psy.D.	Psychology
Gary Collins, Ph.D.....	Psychology • Christian Behavioral Science
Mark Cox, M.S., LMFT	Psychology
Ana Gamez, Ph.D.	Psychology
Troy Hinrichs, J.D.	Criminal Justice
Anne-Marie Larsen, Ph.D..	Psychology
Nathan Lewis, Ed.D.....	Psychology • Christian Behavioral Science
Brittany Neece, M.S., M.A.,	Psychology • Christian Behavioral Science
Ken Pearce, Ph.D.	Psychology
Mischa Routon, M.S., LMFT	Psychology
Beverley Sale, Psy.D.	Psychology
Daniel Skubik, Ph.D, J.D.	Political Science
H. Bruce Stokes, Ph.D.	Anthropology • Christian Behavioral Science
Veola Vazquez, Ph.D.	Psychology

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 and pastoral approaches to counseling combined with a thorough understanding of Theology as a Behavioral Science.

The program can also be completed as a dual masters degree in Counseling Ministry and Counseling Psychology. The Dual Masters Program prepares students for professional licensing as an MFT and Ministry in the local Church as a Church Based Counselor.

Graduate Program in Counseling Psychology

The Master of Science in Counseling Psychology at California Baptist University is designed for those who wish to gain the theoretical knowledge and practical experience to counsel in a variety of settings. Catering to a diverse range of professional and personal goals, the MS in Counseling Psychology offers concentrations in Professional Counseling (for licensure), Professional Ministry and a concentration in Forensic Psychology. Additionally, the program can be paired with the Master of Arts in Counseling Ministry.

Students graduating with a Master of Science in Counseling Psychology with a Professional Counseling concentration will have completed a curriculum designed to meet the pre-2012 and post-2012 requirements for MFT licensing as mandated by the Board of Behavioral Sciences. The program emphasizes an understanding of human behavior based on psychological theory and practice, as well as scriptural principles. 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.

In order to satisfy the academic requirements for the Licensed Professional Clinical Counselor (LPCC), the student must complete the Professional Counseling (MFT) program courses and additional LPCC courses.

Students choosing the optional additional Forensic Psychology concentration will be prepared to function as effective clinicians in a variety of professional counseling and forensic settings by completing the Professional Counseling (MFT) concentration courses and the additional Forensic Psychology concentration courses.

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.

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

Graduate Program in Forensic Psychology

The Master of Arts Degree in Forensic Psychology is designed to prepare graduates with the necessary skills and the knowledge base that will allow them to work in a variety of forensic settings including probation and parole, local, state and federal law enforcement agencies, offender treatment programs, and victim/witness assistance programs.

This program provides the student with a comprehensive view of the critical relationship between the legal system and clinical psychology, specifically focusing on the practice of psychology within the legal system.

The course of study is also designed to provide the student with an overview of the practice of forensic psychology; to understand the important issues in the field, to explore the critical relationship between the legal system and clinical psychology, and to better understand the relationship and application of psychological theories and practice to the field of law enforcement.

Students will complete an external practicum placement in the local community which will serve to hone the skills of students and enhance their knowledge of occupational and career opportunities available in the private and public sectors.

An abbreviated, complimentary version of this program can also be completed as an additional concentration within the Counseling Psychology Professional Counseling program. The Forensic Psychology concentration will prepare graduates to function as effective clinicians in a variety of professional counseling and forensic settings. Graduates of the concentration will have developed the skills, knowledge and experience to provide ethical and effective evaluation and therapeutic services in a variety of forensic settings. The program establishes an excellent balance between traditional counseling and a specialized understanding of the legal and judicial systems.

Admission Requirements

Master of Arts in Counseling Ministry Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific application 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 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites
 - An introductory course in Anthropology, Behavioral Science, Psychology or Sociology
 - Christian Doctrine or a course in Systematic Theology
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a counseling minister
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: "Have you ever received psychiatric treatment or counseling, yes or no?" If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Ministry program

Masters in Counseling Ministry and Counseling Psychology Dual Masters 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 dual masters program in Counseling Ministry and Counseling Psychology is at the discretion of the Graduate Faculty. Specific application requirements for the dual masters program in Counseling Ministry and Counseling Psychology 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 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites
 - An introductory course in Anthropology, Behavioral Science, Psychology or Sociology
 - Developmental Psychology or Human Behavior and the Social Environment
 - Theories of Personality
 - Statistics
 - Christian Doctrine or a course in Systematic Theology
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a counseling minister and therapist
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: "Have you ever received psychiatric treatment or counseling, yes or no?" If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Ministry program and Director of the Counseling Psychology program.

Master of Science in Counseling Psychology 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. Specific application requirements for the Counseling Psychology program 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 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites
 - Developmental Psychology or Human Behavior and the Social Environment
 - Theories of Personality
 - Statistics (for Professional Counseling concentration)
 - Systematic Theology or Bible Doctrine (for Professional Ministry concentration)
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a therapist
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Psychology Program

Master of Arts in Forensic Psychology 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 Forensic Psychology Program at California Baptist University is at the discretion of the Graduate Faculty. Specific application requirements for the Forensic Psychology program 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 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites
 - Statistical Techniques in Behavioral Science with SPSS/PASW
 - General Psychology
 - Abnormal Psychology
 - Methods of Research
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Forensic Psychology Program

COUNSELING MINISTRY

Master of Arts in Counseling Ministry (36 units)

Core Requirements (36 units)

CBS	500	Congregational and Professional Counseling Applications
CBS	505	Theology as a Behavioral Science
CBS	510	Law and Ethics for Church Based Counselors (3 units)
CBS	520	Human Development through the Biblical Life-Cycle
CBS	530	Congregation as a Healing Community
CBS	535	Marriage and Family Ministry in the Congregation
CBS	540	A Theology of Helping People
CBS	545	Survey of Church Based Counseling Programs
CBS	546	Relational Counseling Techniques
CBS	550	Church Based Counseling Practicum I
CBS	555	Church Based Counseling Practicum II (2 units)
CBS	566	Pathology, Abnormality and Sin
CBS	575	Readings in Christian Behavioral Sciences (3 units)

Optional Research Thesis (6 units)

CBS	580	Thesis Proposal
CBS	585	Thesis Research
CBS	590	Thesis Writing and Presentation

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.

Counseling Ministry Church Based Counseling Practicum

Congregational Participation Requirement

Students in 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.

Practicum Admission

The Church Based Counseling Practicum is an integral part of the degree. The Practicum 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 Practicum must complete the following requirements:

1. Applications for Practicum 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.

Counseling Ministry Research Thesis Option

Students in the optional research thesis will be limited to twelve (12) units per semester and may not begin the thesis courses without completion of at least twenty-four (24) units and approval. Thesis students will participate each semester in a forum which will assure competency prior to beginning thesis courses. Students may be required to take additional units concurrently with thesis courses.

Certificates

Counseling Specialization for Ministers

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

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

COUNSELING MINISTRY AND COUNSELING PSYCHOLOGY

Counseling Ministry and Counseling Psychology Dual Masters Program (90 units)

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. The Dual Masters Program prepares students for licensure as Marriage and Family Therapists (MFT) working in a clinical as well as congregational setting.

Master of Arts in Counseling Ministry (30 units)

Core Requirements (30 units)

- CBS 505 Theology s a Behavioral Science
- CBS 510 Law and Ethics for Church Based Counselors (3 units)
- CBS 520 Human Development through the Biblical Life-Cycle
- CBS 530 Congregation as a Healing Community
- CBS 535 Marriage and Family Ministry in the Congregation
- CBS 540 A Theology of Helping People
- CBS 545 Survey of Church Based Counseling Programs
- CBS 546 Relational Counseling Techniques
- CBS 550 Church Based Counseling Practicum I
- CBS 555 Church Based Counseling Practicum II (2 units)
- CBS 566 Pathology, Abnormality and Sin

Optional Research Thesis (6 units)

- CBS 580 Thesis Proposal
- CBS 585 Thesis Research
- CBS 590 Thesis Writing and Presentation

Master of Science in Counseling Psychology (60 units)

Core Requirements (29 units)

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

Professional Counseling Concentration Requirements (31 units)

(Marriage and Family Therapy Program)

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

COUNSELING PSYCHOLOGY

Master of Science in Counseling Psychology (50-60 units)

Core Requirements (29 units)

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

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.

Concentration Requirements

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

Professional Counseling (Marriage and Family Therapy Program); Professional Ministry. Students completing the Professional Counseling concentration have the option of completing an additional concentration in Forensic Psychology.

Professional Counseling (31 units)

(Marriage and Family Therapy Program)

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

Optional Concentration in Forensic Psychology (18 units)

Core Requirements

CJS 530	Theories and Perspectives of Criminal Behavior
FPY 530	Advanced Social Psychology
FPY 540	Psychology, Law, and Ethics
FPY 595	Special Topics

Elective Requirements

Complete two (2) of the following courses:

CJS 510	Legal Research and Reasoning
CJS 520	Advanced Criminal Law
CJS 560	Criminal Investigation
FPY 510	Biological Bases of Behavior
FPY 520	Criminal Profiling

Professional Ministry (21 units)

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

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 twenty-four (24) hours of individual psychotherapy or fifty (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.

Licensed Professional Clinical Counselor (LPCC)

Students entering the Graduate Program in Counseling Psychology with a concentration in Professional Counseling (MFT Program) may also complete an additional eighteen (18) units to satisfy the Licensed Professional Clinical Counselor requirements. Students must complete both PSY 536 Community Mental Health Counseling and PSY 537 Career Counseling. In addition students must complete an additional twelve (12) units chosen from the following areas: Play Therapy for Special Populations; Evaluation and Treatment of Compulsive Disorders; Evaluation and Treatment Strategies for Military Personnel and Their Families; Case Management in the Public and Private Sectors; Empirically-based Approaches for Treating Adults with Severe Mental Illness; Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders; Treatment Concerns in Interethnic and Interfaith Families.

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.

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.

Certificates

Church Based Counseling Certificate

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 units)
- CBS 520 Human Development through the Biblical Life Cycle
- CBS 530 Congregation as a Healing Community
- CBS 540 A Theology of Helping People
- CBS 545 Survey of Church Based Counseling Programs
- CBS 546 Relational Counseling Techniques

Forensic Psychology Certificate (18 units)

Required Courses

- CJS 530 Theories and Perspectives of Criminal Behavior
- FPY 530 Advanced Social Psychology
- FPY 535 Advanced Psychopathology and Criminality
- FPY 595 Special Topics

Elective Courses

Complete two (2) of the following courses:

- CJS 510 Legal Research and Reasoning
- CJS 520 Advanced Criminal Law
- CJS 560 Criminal Investigation
- FPY 510 Biological Bases of Behavior
- FPY 520 Criminal Profiling

FORENSIC PSYCHOLOGY

Master of Arts in Forensic Psychology (57 units)

Core Requirements

CJS	510	Legal Research and Reasoning
CJS	520	Advanced Criminal Law
CJS	530	Theories and Perspectives of Criminal Behavior
CJS	560	Criminal Investigation
FPY	500	Statistics Analysis I
FPY	501	Statistics Analysis II
FPY	505	Forensic Research Methods I
FPY	506	Forensic Research Methods II
FPY	510	Biological Bases of Behavior
FPY	520	Criminal Profiling
FPY	530	Advanced Social Psychology
FPY	535	Advanced Psychopathology and Criminality
FPY	540	Psychology, Law, and Ethics
FPY	560	Forensic Practicum I
FPY	565	Forensic Practicum II
FPY	570	Thesis I: Literature Review and Research Proposal
FPY	575	Thesis II: Results and Discussion
FPY	595	Special Topics
PSY	510	Human Growth and Development

Thesis Requirement

The Thesis is a traditional academic research paper and should be completed concurrent with the student's last semester of the program. Students should contact the program director for details regarding the selection of the committee and the procedure for approval.

Forensic Practicum

Students will complete a nine month practicum where they will receive practical experience and on-site supervision in a forensic setting related to their individual interests and career goals (e.g., rape crisis center, Department of Children & Family Services Counseling Center, juvenile court, metropolitan and county law enforcement agencies, probation departments, California Department of Prisons).

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. A written appeal process will be instituted in the event that a student is not considered ready for Practicum.

Christian Behavioral Science Course Descriptions

CBS 500	Congregational and Professional Counseling Applications (3) 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.	Summer
CBS 501	Special Topics in Christian Behavioral Science (1-3) An in depth seminar on a selected topic within Christian Behavioral Science.	
CBS 505	Theology as a Behavioral Science (3) An overview of philosophy and theology systems as ancient and contemporary behavioral sciences. Students will understand the application of theology as a counseling application as distinct from an apologetic system.	Summer
CBS 510	Law and Ethics for Church Based Counselors (2-3) 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	Summer

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)
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. | Spring |
| CBS 530 | Congregation as a Healing Community (3)
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. | Fall |
| CBS 535 | Marriage and Family Ministry in the Congregation (3)
The course examines the content and approaches to Marriage and Family Ministry within the local congregation. It surveys the approaches presently used by various congregations and compares their respective strengths and weaknesses. It also addresses the present controversy and battle between civil and religious marriage, the emergence of Gender-Neutral marriage, and the implications for religious traditions which do not treat marriage as a sacrament. | Fall |
| CBS 540 | A Theology of Helping People (3)
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. | Spring |
| CBS 545 | Survey of Church Based Counseling Programs (3)
A survey of specific programs of Church Based Counseling and their application in a congregational setting. | Fall |
| CBS 546 | Relational Counseling Techniques (3)
An examination of the relational skills and settings that establish and maintain an effective counseling relationship in a congregational setting. | Spring |
| CBS 550 | Church Based Counseling Practicum I (1)
Supervised counseling experience in a congregational setting. This course assists the student in establishing a practicum position in a congregation, selection of a supervisor, and the parameters of counseling ministry under the Counseling Ministry program. | Fall, Spring |
| CBS 555 | Church Based Counseling Practicum II (1)
Supervised counseling experience in a congregational setting. This course continues supervised counseling experience in an established congregational site. May be repeated one time for credit. Prerequisite: CBS 550. | Fall, Spring, Summer |
| CBS 566 | Pathology, Abnormality and Sin (3)
This course introduces the student to the general categories and theories of physical illness, mental health and spiritual transgression. The student will become familiar with theories of psychology related to the DSM, related health issues and the Biblical theology of hamartiology. General concerns include the relationship of illness and mental health to righteous behavior and the use of holistic models of the person in addressing repentance, restitution and reconciliation of relationships with self, others, and God. | Fall |
| CBS 575 | Readings in Christian Behavioral Science (1-3)
A reading course in which the student will develop an extended annotated reading list in Christian Behavioral Science texts. This course may be repeated with a change in topic for a maximum of fifteen units. | |
| CBS 580 | Thesis Proposal (2)
A guided development of a thesis proposal including the submission and approval of the proposal by the Thesis Committee. This course may be repeated twice for credit. | |
| CBS 585 | Thesis Research (2)
Independent research toward the completion of the approved thesis. This course may be repeated twice for credit. | |
| CBS 590 | Thesis Writing and Presentation (2)
Final writing and oral presentation of the approved thesis. This course may be repeated twice for credit. | |
| CBS 599 | Independent Study in Christian Behavioral Science (1-3)
An investigation of a special interest related to the development or application of Christian Behavioral Science. | |

Criminal Justice Course Descriptions

- CJS 510** **Legal Research and Reasoning (3)** **Fall**
This course provides an introduction to legal research methods, including state and federal reported cases, digests, annotated codes, state and federal administrative regulations, and computerized legal research, as well as an introduction to the writing of case briefs and memoranda. This course is also an advanced examination of aspects of evidence acquisition, evaluation, and preservation with special consideration of the legal context including its use in the trial process. This course is designed to provide additional insights concerning the proper use of evidence and its admissibility.
- CJS 520** **Advanced Criminal Law (3)** **Spring**
Graduate level course on the nature of criminal law; philosophical and historical development; major definitions and concepts; classification of crime; elements of crimes and penalties using California and federal statutes as illustrations; defenses to criminal responsibility; criminal responsibility.
- CJS 530** **Theories and Perspectives of Criminal Behavior (3)** **Summer**
A study in the traditional and theoretical schools of criminology. Theories relating to individual abnormality and theories relating to cultural influences are examined. Theories of the causes of delinquency and data on delinquent behavior including gangs, minor and major criminal actions and methods of correction are also covered.
- CJS 560** **Criminal Investigations (3)** **Summer**
This course will examine elements of criminal investigation, including crime scene preservation, evidence collection and interviewing. To bring these two topics (investigation and report writing) together, students will also be exposed to various concepts of criminal law, search and seizure and police procedures.
- CJS 580** **Criminal Evidence (3)** **Spring**
This course is an advanced examination of aspects of evidence acquisition, evaluation, and preservation with special consideration of the legal context including its use in the trial process. The course is designed to provide additional insights concerning the proper use of evidence and its admissibility. A review of the basics of collecting, preserving and presenting evidence and the latest developments in the law of evidence will be presented also. With support from such items as judicial decisions and various rules of evidence, the course will focus on the types, relevancy, exceptions and exclusions of evidence in today's American court system. There will be materials on, and discussion about, such topics as the history and study of criminal evidence, and improperly obtained evidence.

Forensic Psychology Course Descriptions

- FPY 500** **Statistical Analysis I (3)** **Fall**
This course introduces graduate students to univariate and bivariate statistical analysis. The course will review linear correlations, reliability analyses, independent t-tests, dependent t-tests, one way ANOVA, factorial ANOVA, linear regression, and chi-squares statistics. Pre-requisite: BEH 383 or equivalent.
- FPY 501** **Statistical Analysis II (3)** **Spring**
This course introduces graduate students to multivariate statistics, overview of univariate and bivariate statistics, screening of data including issues of normality, linearity, homoscedasticity, multiple regression, canonical correlations, analysis of covariance, multiple analysis of variance and covariance, profile analysis, logistic regression, principle components and factor analysis, and introduction to structural equation modeling. Prerequisite: FPY 500.
- FPY 505** **Forensics Research Methods I (3)** **Fall**
This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. The course reviews qualitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission. Prerequisite: BEH 385 or equivalent.
- FPY 506** **Forensics Research Methods II (3)** **Spring**
This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. This course reviews quantitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission. Prerequisites: FPY 501 and 505.
- FPY 510** **Biological Bases of Behavior (3)** **Fall**
This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament.

FPY 515	Crisis Intervention and Brief Psychotherapy (2) This course considers the multiple approaches to crisis intervention, with emphasis on systemic theories for dealing with trauma, emotional distress, and appropriate interventions for law enforcement officers in dealing with family disputes, suicides and hostage situations.	Spring
FPY 520	Criminal Profiling (3) This course is meant to teach graduate students the fundamentals of reconstructing the serial offenders' motives and intent through examination of psychological evidence left by perpetrators at crime scenes. This course incorporates a multifaceted approach to psychological profiling utilizing criminal investigative skills, social psychological principles, and advanced research methodology.	Spring
FPY 525	Assessment (3) The course introduces graduate students to the three main aspects of a well rounded psychological assessment. Assessment techniques to be covered include: intelligence testing, Projective Personality Assessment, and Self Report Personality Assessment. Prerequisite: FPY 535 or PSY 535.	Fall
FPY 530	Advanced Social Psychology (3) Survey of theory, method, and research results in areas of social psychology, such as attitude formation and change, social perception/ cognition, impression formation, social influence, interpersonal attraction and relationships, aggression and pro-social behavior, and group dynamics. Application in areas such as criminal behavior, legal settings, or neurobehavioral psychology will also be included.	Summer
FPY 535	Advanced Psychopathology and Criminality (3) Nature and causes of reactions to social, biological and psychological stress and maladaptive developments with an emphasis on psychopathy and criminality.	Fall
FPY 540	Psychology, Law, and Ethics (3) This course covers relevant laws and ethical issues affecting forensic psychologists practicing in California. It is designed to instill a broad understanding of the issues/areas within the field of forensic psychology. This broad understanding will include the areas of psychology, law, criminal justice, and forensic mental health. Students will be given the opportunity to gain this basic knowledge and will be expected to critically analyze theories, policies, research, and practices within the field of forensic psychology.	Spring
FPY 545	Ethical Issues in Forensic Psychology (2) This course reviews ethical issues and mental health law.	Summer
FPY 550	Victimology (3) This course concentrates on the social attitudes toward victims and the interaction of the victim with the criminal justice system. Theoretical and clinical profiles of victims will be highlighted in this course.	Summer
FPY 555	Psychology, Law, & Public Policy (3) This course is designed to instill a basic understanding of how psychology, law, and public policy interact in American society by exposing the students to a variety of socially relevant topics, theories, issues, and authors. This course seeks to expose students to a myriad of contexts in which law and psychology intersect, and topics addressed will include both criminal and civil issues. Prerequisite: FPY 540.	Fall
FPY 560	Forensic Practicum I (3) This course will serve as a supplement to the student's academic and field placement experience. Within a small group setting, students and professors will discuss issues and linkages between their academic work and their field placement experience. This may best be described as a weekly, small group supervision process allowing students to concretize theoretical models utilized within the culture of forensic practice.	Fall
FPY 565	Forensic Practicum II (3) A continuation of Forensic Practicum I.	Spring
FPY 570	Thesis I: Literature Review and Research Proposal (3) This course will introduce the student to the style and organization of the thesis requirement. Sections of the thesis to be developed will be the Abstract (a brief summary of both the problem or question and results); Introduction (a definition or description of the problem or question and a statement of the study's purpose and rationale); Methodology (information regarding the subject's mechanics and procedures of the project). Prerequisite: FPY 505.	Fall
FPY 575	Thesis II: Results and Discussion (3)	Spring

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A continuation of FPY 570. Sections of the thesis to be developed will include: Results (this may include tables, figures, statistical analysis, or qualitative narrative outcomes); Discussion (this section will include a cogent and critical analysis of the implications of the findings, as well as any conclusions which may be drawn); References (this will reflect a careful review of the literature specific to the subject being studied); Appendices (this may include items such as letters, measurements, or other written materials used or analyzed in the study). Prerequisite: FPY 570.

- FPY 581 Collaborative Research Project I (2) Fall**
This course will expose students to the application of graduate level research. The students will complete a research project under the direct supervision of a forensic faculty member. Students will be responsible for research and design of their project to provide an application of previously acquired skills in a forensic setting. The emphasis will be on the literature search and proposal of the project to IRB.
- FPY 582 Collaborative Research Project II (2) Spring**
This is a continuation of Collaborative Research Project I. The students will finish their research projects previously started in the other course under the direct supervision of a forensic faculty member. The emphasis will be on the collection of data and analysis of results of their research project.
- FPY 583 Collaborative Research Project III (2) Summer**
This is a continuation of Collaborative Research Project II. The students present their finished research projects in a colloquium setting. Students are encouraged to adapt their projects into either conference presentations or peer-reviewed journal article publications.
- FPY 585 Memory and Perception in the Courtroom (2) Spring**
This course will examine carefully the current research on eyewitness performance in the courtroom, including the research on the effectiveness of witnesses testifying to traumatic events. In addition, emphasis will be given to the impact of witness errors on police identification procedures.
- FPY 595 Special Topics (3) Spring**
This course is designed to be an in-depth seminar on a selected topic within Forensic Psychology. Course is repeatable for a total of nine units with a change of topic.

Psychology Course Descriptions

- PSY 500 Diversity Issues in Counseling Psychology (3) 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**
This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Elective Course. 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 (2) 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) Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.	Spring
PSY 530	Advanced Research Methodology (3) Theoretical and practical applications of research methods of psychotherapy. Prerequisite: BEH 383 Statistical Techniques in Behavioral Science or equivalent.	Spring
PSY 535	Advanced Psychopathology (3) 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 personality, and the psychoses.	Spring
PSY 536	Community Mental Health Counseling (3) This course introduces the student to the contemporary context of community mental health settings. Course content emphasizes recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse, the homeless, foster care services, case management, client advocacy, in-home and in-school services, bilingual client services, professional collaboration and medical family therapy. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.	Fall
PSY 537	Career Counseling (3) This course is designed to meet the professional training criteria of students within the field of Counseling Psychology and other helping professions to gain competency in the basic tenets of career counseling. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.	Spring
PSY 540	Psychodiagnostics (3) Applications of Intelligence Testing and Personality testing to diagnosis and treatment. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent.	Fall
PSY 545	MFT Counseling: Child and Adolescent (3) Processes of diagnosis, dynamics, and treatment of children and adolescents.	Fall
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.	Fall, Spring
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, 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

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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, 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. Elective Course.	Spring
PSY 598c	Aging and Mental Health (2) This seminar addresses mental health issues in aging populations.	Fall, Spring
PSY 599	Special Topics (1-3) An in-depth seminar on a selected topic within Psychology.	

2012 | 2013

California Baptist University

School of Business

GRADUATE CATALOG

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SCHOOL OF BUSINESS

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Franco Gandolfi, D.B.A.	Global • Management
Andrew Herrity, Ph.D.	Management • Entrepreneurship • Marketing
Wendy Keyes, M.A.	Economics • Quantitative
Bob Namvar, Ph.D.	Economics • Quantitative
Marc Weniger, Ph.D.	Global • Management
Natalie Winter, Ed.D.	Marketing

Graduate Program in Business Administration

The Master of Business Administration (MBA) is designed for today's professional who operates in a global and rapidly changing environment. The MBA addresses strategic opportunities produced by a global economy, entrepreneurial approaches to problem solving and capitalizing on new business ventures, as well as the growing need for ethical decision making.

Firmly grounded in traditional business theory and contemporary concepts, our MBA program is further enhanced by the incorporation of Judeo-Christian values, which yield a balanced, Biblical perspective on global integration and effective business practices.

A specialized concentration in accounting is offered as an option for students who have completed a bachelor's degree in accounting and need to complete additional semester hours of university level education for licensure by the state as certified public accountants (CPA).

The School of Business also offers the "Alumni MBA" for exemplary students from California Baptist University's bachelor degree programs in business, accounting and marketing . This program offers an extraordinary opportunity to earn the MBA with fewer units than the professional 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 professionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

Master of Business Administration Admission Requirements

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

1. Applicants are considered based on a combination of GPA, management or professional work experience, and GMAT score.
2. Prerequisites (completed with a “C” or better)*
Applicants should possess the following common body of knowledge from prerequisite courses or approved work related experience in:
 - Business Law
 - Business and Organizational Management
 - Microeconomics or Macroeconomics
 - Principles of Accounting I and II
 - Principles of Marketing
 - Statistics
 - Proficiency in Microsoft Office applications
3. Two recommendations, completed on forms provided, from academic or professional sources. Family members and friends may not complete recommendations
4. Comprehensive essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Factors that will make applicant a good MBA candidate
5. Current resume
6. Successful interview with the Director of the MBA program*

* Not required for admission to the pre-MBA curriculum, must be complete prior to consideration for admission to the Master of Business Administration program.

Additional Requirements for Accounting Concentration

Completion of a Bachelor's degree in Accounting or equivalent.

Additional Requirements for Alumni MBA

Completion of a Bachelor's degree in Accounting, Business Administration or Marketing from California Baptist University.

BUSINESS ADMINISTRATION

Pre-MBA Curriculum

The following Master of Business Administration prerequisites are offered at California Baptist University

Pre-MBA Courses

ACC	250	Principles of Accounting I
ACC	251	Principles of Accounting II
BUS	217	Microeconomics or BUS 218 Macroeconomics
BUS	315	Business Statistics
BUS	358	Business Law
BUS	463	Business and Organizational Behavior
CIS	270	Business IT Applications
MKT	333	Principles of Marketing

Master of Business Administration (30-36 Units)

No Concentration

Core Requirements

BUS	505	Entrepreneurial Management
BUS	512	Management of Information Systems*
BUS	515	Organizational Behavior and Leadership
BUS	520	Managerial Ethics** OR BUS 592A, 592B, and BUS 592C Career Practicum**
BUS	525	Legal Issues for Management
BUS	530	Marketing Management
BUS	535	Economic Issues and Analysis for the Changing Business Environment
BUS	539	Financial Management
BUS	542	Quantitative Business Modeling*
BUS	545	Global Business Management
BUS	598	Business Simulation Capstone

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

** Alumni MBA students are required to complete BUS 592A, 592B, and BUS 592C. All other are required to complete BUS 520.

Master of Business Administration

Accounting Concentration (30 Units)

Core Requirements (18 Units)

BUS	515	Organizational Behavior and Leadership
BUS	525	Legal Issues for Management
BUS	535	Economic Issues and Analysis for the Changing Business Environment
BUS	539	Financial Management
BUS	598	Business Simulation Capstone

Accounting Concentration (12 Units)

ACC	510	Contemporary Issues in Assurance
ACC	520	Advanced Topics in Management Accounting
ACC	530	Taxation for Business Entities
ACC	540	Advanced Topics in Financial Accounting (3 units)

Accounting Course Descriptions

ACC 510 Contemporary Issues in Assurance (3)

This course will cover advanced topics of independent assurance services such as principles and concepts related to evidence, risk assessment, and testing. Topics may also include statistical sampling techniques, special purpose reports, non-audit attests engagements, and forensic accounting. Particular attention will be placed on current issues such as recent changes in the standards for accounting and review engagements. Prerequisite: Accounting concentration.

ACC 520 Advanced Topics in Management Accounting (3)

This course will build on the foundation laid in Cost Accounting and will explore additional topics in managerial accounting such as cost allocations and pricing decisions, balanced scorecard, management control systems, performance measurement, and other topics as developed. Prerequisite: Accounting concentration.

- ACC 530 Taxation for Business Entities (3)**
This course will focus on the federal tax implications of the formation, activity, and dissolution of business entities such as corporations, estates, trusts, and partnerships. This course will also incorporate techniques for tax planning and research. Prerequisite: Accounting concentration.
- ACC 540 Advanced Topics in Financial Accounting (1)**
This Course will focus on contemporary issues in financial accounting such as the convergence of U.S. and International accounting standards, segment and international reporting requirements, SEC financial reporting, hedging of foreign currency risk, variable interest entities (VIEs), and other current accounting issues as developed. Course may be repeated twice for credit. Prerequisite: Accounting concentration.

Business 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 509 Managing Across Cultures (3)**
This course covers culture within the context of business communication: what it is, how it impacts business communication and its influence in today's global workplace. The class is designed to develop the students understanding of their own culture, recognize unfamiliar cultures and understand how the different cultures impact business communication. The class will study the ramifications of intercultural business communication within today's global companies.
- 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 Organizational 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 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 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 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.

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- 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 539 Financial Management (3)**
The course focuses on the application and development of management decision making and problem solving skills in the financial area. Specific topics of discussion include financial statement analysis, credit and operational risk, financial planning and budgeting, asset valuation, cash flow analysis and capital budgeting, and firm valuation from a value-based management and corporate governance perspective. Prerequisite: ACC 250 and 251.
- 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 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 592A Career Practicum (1)**
The career practicum is an alumni MBA program course designed for students to enhance their pursuit of career opportunities. The first course in a series of three, the course will allow the student to explore and discover the match between personality, personal strengths, and career choice. Pass/Fail.
- BUS 592B Career Practicum (1)**
The career practicum is an alumni MBA program course designed for students to enhance their pursuit of career opportunities. The second course in a series of three, students will identify and research career opportunities in an area of interest. Pass/Fail. Prerequisite: BUS 592A.
- BUS 592C Career Practicum (1)**
The career practicum is an alumni MBA program course designed for students to enhance their pursuit of career opportunities. The third course in a series of three, students will identify and research a career in their area of interest, and create a detailed written plan for obtaining a position in the chosen career. Pass/Fail. Prerequisite: BUS 592B.
- BUS 596 Capstone Research Proposal (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.

- BUS 597** **Project (1)**
This course affords continuing enrollment for those not completing the MBA Capstone Research Project upon finishing all other required program coursework. Prerequisite: BUS 596. Enrollment is required each semester until the project is complete.
- BUS 598** **Business Simulation Capstone (6)**
The Business Simulation Capstone is a course designed for students to demonstrate they can effectively integrate and apply the knowledge and skills gained from completing the MBA curriculum. It is to be taken in the student's final semester of the MBA program. It is also designed for students to fully develop "real-world" decision-making, strategy formulation, and problem-solving skills. The course is based upon a computerized business which teams of students operate and manage in competition against each other teams. In an ethical manner, teams analyze the economic conditions of the simulated environment, insure smooth production, use accounting data to evaluate results and make decisions, adequately finance operations, determine research and development targets, manage employees and the team, and respond to the competition. Pre- or Co-requisite: BUS 539.

2012 | 2013

California Baptist University

School of Education

GRADUATE CATALOG

Dr. John Shoup
Dean

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Assistant Dean

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GRADUATE PROGRAMS IN EDUCATION

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Faculty

Nona Cabral, Psy.D.	Education • School Counseling
Barbara Cockerham, M.S.	Education • Reading • Multiple Subject Credential
Joe De Vol, M.A.	Education
Doreen Ferko, Ph.D.	Education
James Heyman, Ed.D.	Education • Educational Leadership
Karin Johnson, Ph.D.	Education • Educational Technology
David King, Ed.D.	Education • Kinesiology
Jane McGuire, LEP, Psy.D.	Education • School Psychology
Jeff McNair, Ph.D.	Education • Special Education
Kathryn Norwood, Ed.D.	Educational Leadership • School Counseling
Kathryn Short, Ed.D.	Early Childhood Education
John Shoup, Ph.D.	Educational Leadership • Research
Susan Studer, Ph.D.	Education • Research Methods
Rachel Timmons, Ed.D.	Education
Keith Walters, Ed.D.	Education

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 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 Single Subject and Multiple Subject with Internship options, Preliminary Administrative Services, and Education Specialist: Preliminary Mild/Moderate Disabilities with internship option, Education Specialist: Mild/Moderate Disabilities Level II, Pupil Personnel Services: School Psychology and Pupil Personnel Services: School Counseling, Preliminary Education Specialist: Moderate/Severe Disabilities with internship option and Education Specialist: Moderate Severe Disabilities Level II. California Baptist University is accredited by the Western Association of Schools and Colleges, and the School of Education credential programs are approved by the Commission on Teacher Credentialing. Students may complete a master's degree, a credential program or both. The Graduate Program Advisor, Credential Program Advisors, and the Credential Analyst are available to assist in course selection, degree check and other academic information.

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, professional coursework, and a culminating field experience.

The credential program's offered by California Baptist University are state approved programs; therefore, are subject to revision at any time by state or federal law. The University and the Metcalf School of Education reserves the right to modify the credentialing requirements stated in this catalog when directed to do so by the 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. Students are subject to any changes the state may impose until the candidate is fully credentialed.

Internship Credentials

University Internship Credentials are issued to individuals who have enrolled in Commission-approved internship programs. Candidates must complete 120 hours of classroom instruction and related fieldwork documented through written reports. These one-to-two year programs are administered by California colleges and universities in partnership with local school districts. University Internship credentials authorize the holder to serve, under the supervision of a commission-approved college or university and the holder's employer, in the area or subject listed on the credential. California Baptist University sponsors university internship credentials in the following areas: Multiple Subject Teaching, Single Subject Teaching, Preliminary Education Specialist (Mild/Moderate Disabilities, Moderate/Severe Disabilities) and Pupil Personnel Services in School Psychology and School Counseling.

Admission Requirements

Master of Arts in Education Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Program in Education are listed below.

1. Grade Point Average*
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission.
 - Applicants who do not meet the minimum GPA may be considered for admission with relevant and successful work experience.
2. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
3. Current Resume
4. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Reasons for choosing to study at California Baptist University
5. Acceptance by the director of the graduate program

Master of Arts and Master of Science in Education Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Program in Education are listed below. Individuals applying to the teaching credential program have additional application 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.
 - Applicants who do not meet the minimum GPA may be considered for admission with the presentation of a minimum combined score of 300 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 Education**
 - Complete EDU 302 Growth, Development, and Learning and one of the following:
 - EDU 300 American Public School
 - ETC 305/505 Educational Computing—Level I
 - EDU 341/541 Exceptional Child.
 - Outstanding prerequisite courses must be completed within the first two semesters of graduate enrollment.
3. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University
5. Acceptance by the director of the graduate program

*Select programs in education have a higher minimum GPA requirement. Higher GPA requirements are specified within the degree requirements.

**This does not apply to PPS program admission.

School Psychology and School Counseling Additional Admission Requirements

1. California Basic Educational Skills Test (CBEST) must be taken prior to admission and passed by completion of the second semester of enrollment. Documentation must be provided.
2. Certificate of Clearance must be granted prior to admission.
3. Minimum 3.0 grade point average
4. Completion of the following coursework with grades of C or higher:
 - General Psychology
 - Introductory Statistics
 - Growth Development and Learning or Life Span Development
 - Abnormal Psychology or Personality Theory

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. The Education Committee meets at least once a month during the Fall and Spring sessions to review applications for program acceptance. 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. Register for at least one subtest of the CSET Exam.
4. File an application and obtain approval from the Education Committee.
5. Have a minimum GPA of 2.75 on a four-point scale, which is documented by official transcripts from all institutions attended.
6. Submit three letters of recommendation from a professional source indicating applicant's suitability for teaching.
7. Complete the following four (4) prerequisite courses satisfactorily:
 - America Public School (EDU 300), not required for Mild/Moderate Program
 - Growth, Development and Learning (EDU 302)
 - The Exceptional Child (EDU 541 or EDU 341)
 - Educational Computing - Level I (ETC 505) or CSET Preliminary Educational Technology (both subtests) or Challenge Exam.
8. Complete a satisfactory interview with an Education Committee faculty member.
9. Complete a written literacy sample.
10. Verification of Certificate of Clearance granted.

Prerequisites for admission to the Administrative Services Credential

1. Passage of the California Basic Educational Skills Test (CBEST)
2. Valid California Teaching Credential
3. 2 years full-time teaching experience (Subject to change by the Commission on Teacher Credentialing)
4. Minimum 3.0 cumulative grade point average
5. Candidates must maintain a minimum semester 3.0 GPA throughout the program

Internship Teaching Credential Eligibility Requirements

To be eligible for a University Internship Program at CBU, all candidates must meet Commission and university requirements:

1. Posted Bachelor's degree from regionally accredited university
2. Cumulative Grade Point Averages of at least 2.75 for admission; Maintain 3.0 gpa or better to continue as an intern
3. Pass Basic Skills Requirement
4. Certify Subject Matter Competence has been met
5. Complete U.S. Constitution requirement
6. Present Certificate of Clearance
7. Each Internship has additional unique requirements. See Education Advisor for details.

Additional Academic Information

Final Master Requirement

Students who chose to complete a project or thesis are required to secure approval by the School of Education faculty prior to enrolling in EDU 596. If the project or thesis is not completed during EDU 596, students must enroll in one unit of EDU 597 or 598 for a maximum of three semesters to finish a project or thesis and receive the services of the 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. Students electing the comprehensive exam must enroll in EDU 594 and will substitute three (3) units of approved coursework for EDU 596.

Portfolio Requirement

Students should begin early in the program to compile their portfolio. Specific requirements are outlined in LiveText.

EDUCATION

Master of Science in Education

Specialization in Educational Leadership for Faith-Based Institutions (35 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 Requirements (17 Units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 522 Curriculum Theory and Development
- EDL 522L Spiritual Integration for Curriculum Theory and Dev.
- EDU 525 Survey of Educational Research
- EDU 542 Models of Teaching and Learning
- EDU 546 Analysis of Teaching Behavior
- EDL 535L Spiritual Integration for Analysis of Teaching Behavior

Specialization Requirements (12 Units)

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

Capstone Requirement (3 Units)

- EDL 581 Fieldwork in Faith-Based Schools

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education

Specialization in Educational Leadership for Public Institutions (39 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.

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 526 Applied Educational Research

Specialization Requirements (15 units)

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

Capstone Requirements (9 units)

- EDL 560 School Site Leadership and Organizational Development
- EDL 580 Fieldwork

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education**Specialization in Educational Technology (35 units)****Core Requirements (12 units)**

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (20 units)

- ETC 505 Educational Computing - Level I
- ETC 510 Foundations/Research in Educational Technology
- ETC 515 Selection and Utilization of Instructional Media
- ETC 520 Educational Computing - Level II
- ETC 525 Instructional Design and Development
- ETC 530 Technology Management Issues
- ETC 535 Internet for Educators
- ETC 545 Introduction to Interactive Multimedia
- ETC 550 Advanced Interactive Multimedia
- ETC 555 Educational Desktop Publishing
- ETC 595 Internship in Educational Technology
- ETC 599 Independent Study in Ed Technology

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education**Specialization in Instructional Computer Applications (35 units)****Core Requirements (12 units)**

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (6 units)

- ETC 505 Educational Computing - Level I or approved elective*
- ETC 520 Educational Computing - Level II

Specialization Electives (6 units)

Complete six (6) units from the following:

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

Electives (8 units)

Complete eight (8) additional units from the specialization courses or the following:

EDU 505, 512, 514, 515, 516, 518, 543, 550, ENG 563, KIN 502, 560, SPE 553, 555, 568, 569, 590 or approved graduate level education coursework.

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

*If the content for the technology requirement is met via undergraduate coursework, CSET Preliminary Education Technology (both subtests) exam, or transfer credit, an approved elective must be substituted.

School of Education

Master of Science in Education

Specialization in International Education (33 units)

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 542 Models of Teaching and Learning OR EDU 521
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

International Education Specialization Requirements (6 units)

- EDU 533 Intercultural Competence
- EDU 534 International and Comparative Education

Elective Requirements (12 units)*

Complete twelve (12) units from the following:

ART 515, EDL 530, EDU 502, 505, 512, 514, 516, 518, 519, 530, 541, 542, 543, 545, 550, 565, 566, 595, ENG 543, ETC 505, 515, 520, 525, 535, 555, KIN 560, RDG 530, 535, 536, 538

* Students who wish to pursue a preliminary teaching credential should select specialization courses which apply to the single or multiple subject credentials.

Final Requirement (3 units)

- EDU 585 International Education Practicum

Master of Arts in Education

Specialization in Leadership and Adult Learning (30 units)

Adult Education Requirements

- EDU 507 Introduction to Adult Education
- EDU 517 Models and Methods of Adult Learning
- EDU 527 The History and Future of Higher Education in America
- EDU 537 Course and Program Development and Evaluation
- EDU 557 Teaching and Learning in the Digital Age

Leadership Requirements

- LDR 501 Introduction to Leadership and Organizational Theory
- LDR 511 Organization and Administration in Higher Education OR LDR 521
- LDR 531 Group Dynamics and Staff Development
- LDR 541 Knowledge Management and Decision Making
- LDR 551 CCCAOE Professional Training OR LDR 561

Master of Arts in Education

Specialization in Leadership and Organizational Studies (30 units)

Leadership Requirements

- EDU 502 Professional Interpersonal Communication
- LDR 502 Theories and Foundations in Leadership Studies
- LDR 521 Organization and Institutional Theories
- LDR 531 Group Dynamics and Staff Development
- LDR 541 Knowledge Management and Decision Making
- LDR 550 Leadership Ethics, Virtues and Practices
- LDR 560 Leading and Managing Complexity
- LDR 561 Leadership Tactics
- LDR 570 Social Capital
- LDR 589 Internship

Master of Science in Education

Specialization in Reading (39 units)

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (24 units)

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

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education

Specialization in School Counseling (48 units)

Students completing all requirements including course requirements, 100 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, 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.

Core Requirements (30 units)

- PPS 503 Counseling Theory
- PPS 512 Counseling Techniques for Exceptional Children
- PPS 513 Advanced Psychopathology
- PPS 521 Developing Culturally Competent Practice
- PPS 533 Crisis Response, Behavior Intervention, and Management
- PPS 541 Human Communication in Group Process
- PPS 542 Advanced Research Methods
- PPS 553 Educational Assessment for School Psychology and School Counseling
- PPS 555 Intervention, Consultation and Collaboration
- PPS 566 Legal and Ethical Practice for Diverse Groups in for School Counselors

School Counseling Specialization (8 units)

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

Practicum Course Requirements (4 units)

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

School Counseling Final Field Experience Requirement (6 units)

Students must have documented at least 100 clock hours in practicum 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

School of Education

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.

Core Requirements (30 units)

PPS	503	Counseling Theory
PPS	512	Counseling Techniques for Exceptional Children
PPS	513	Advanced Psychopathology
PPS	521	Developing Culturally Competent Practice
PPS	533	Crisis Response, Behavior Intervention, and Management
PPS	541	Human Communication in Group Process
PPS	542	Advanced Research Methods
PPS	553	Educational Assessment for School Psychology and School Counseling
PPS	555	Intervention, Consultation and Collaboration
PPS	567	Legal and Ethical Practice for Diverse Groups for School Psychologist

School Psychology Specialization (13 units)

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

Practicum Course Requirements (6 units)

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

School Psychology Final 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
PPS	579	Fieldwork/Internship II in School Psychology

Master of Arts in Education

Specialization in Science Education (30 units)

Core Requirements (12 units)

EDU	501	Leadership, Worldviews and Contemporary Issues
EDU	522	Curriculum Theory and Development
EDU	525	Survey of Educational Research
EDU	542	Models of Teaching

Specialization Requirements

Complete eighteen (18) units from the following:

BIO	505	Ornithology: Birds in Flight and Flock
BIO	510	Insects and Their Impact in California
BIO	515	Environments and Conservation Biology
SCI	505	Current Topics in Marine Science
SCI	510	Forensic Science in the Classroom
SCI	515	Drugs and Man: Addictive and Therapeutic Chemicals
SCI	520	Planetary Science

Final Requirement

EDU	594	Comprehensive Exam
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Master of Science in Education**Specialization in Special Education in Mild/Moderate Disabilities (37 units)**

(Non Credential Option)

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (16 units)

- EDU 518 Classroom Management and Discipline
- EDU 541 The Exceptional Child
- SPE 553 Educational Assessment in Special Education
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 590 Diagnostic and Remedial Techniques in Reading

Approved Electives (6 units)

Complete six (6) additional units from the following EDU 505, 512, 514, 515, 516, 550, ENG 563, KIN 502, 560, SPE 568, 569 or approved graduate level education coursework.

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education**Specialization in Special Education in Mild/Moderate Disabilities (61 units)**

(with Preliminary Education Specialist Credential in Mild/Moderate Disabilities)

This program is designed for candidates seeking the Preliminary Education Specialist Credential in Mild/Moderate Disabilities. 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.

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization and Professional Coursework Requirements (31 units)

- EDU 505 Elementary Curriculum and Instruction: Teaching Math and Science
- EDU 516 Teaching Reading and Phonics
- ENG 563 Language Structure and Acquisition
- KIN 502 Contemporary Health Issues
- SPE 546 Applied Behavior Analysis
- SPE 551 Introduction to Autism: Characteristics and Interventions
- SPE 553 Educational Assessment in Special Education
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 590 Diagnostic and Remedial Techniques in Reading
- SPE 556 Teaching and Learning Strategies for Students with Autism Spectrum Disorder

Student Teaching (15 units)

- SPE 580 Student Teaching in Special Education OR SPE 581 Internship and Seminar
- SPE 582 Internship Practicum

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education

Specialization in Special Education in Moderate/Severe Disabilities (36 units)

(Non Credential Option)

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 542 Models of Teaching and Learning OR EDU 521
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (18 units)

- EDU 541 The Exceptional Child
- SPE 546 Applied Behavior Analysis
- SPE 553 Educational Assessment in Special Education
- SPE 555 Collaboration, and Consultation and Effective Intervention
- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration

Approved Elective (3 units)

Complete three (3) additional units from the following EDU 505, 512, 514, 515, 516, 550, ENG 563, KIN 502, 560, SPE 590 or approved graduate level education coursework.

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education

Specialization in Special Education in Moderate/Severe Disabilities (54 units)

(with Preliminary Education Specialist Credential in Moderate/Severe Disabilities)

This program is designed for candidates seeking the Preliminary Education Specialist Credential in Moderate/Severe Disabilities. 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.

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 542 Models of Teaching and Learning OR EDU 521
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization and Professional Coursework Requirements (24 units)

- EDU 516 Teaching Reading and Phonics
- KIN 502 Contemporary Health Issues
- SPE 546 Applied Behavior Analysis
- SPE 551 Introduction to Autism: Characteristics and Interventions
- SPE 553 Educational Assessment in Special Education
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration

Student Teaching (15 units)

- SPE 580 Student Teaching in Special Education OR SPE 581 Internship and Seminar
- SPE 582 Internship Practicum

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

Master of Science in Education

Specialization in Teaching (35 units)

Core Requirements (12 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching OR EDU 542
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research

Specialization Requirements (20 units)

Complete twenty (20) additional units from the following:*

- ART 515 Aesthetics in the Classroom
- EDL 530 Introduction to Educational Leadership
- EDU 502 Professional Interpersonal Communication
- EDU 504 The History and Future of American Education
- EDU 505 Elementary Curriculum and Instruction: Teaching Math and Science
- EDU 512 Teaching Language Arts and Social Studies
- EDU 514 Secondary Methods
- EDU 515 Reading and Writing in the Content Areas
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Discipline
- EDU 519 Subject Area Specialization
- EDU 530 Cultural Anthropology for Educators
- EDU 541 The Exceptional Child
- EDU 542 Models of Teaching and Learning
- EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom
- EDU 545 Multiethnic Literature for Children/Young Adults OR EDU 548
- EDU 550 Bilingual Methods and Issues
- EDU 565 Multiple Intelligences
- EDU 566 Effective Intervention and Collaboration
- EDU 595 Special Topics
- ENG 563 Language Structure and Acquisition
- ETC 505 Educational Computing - Level I
- ETC 515 Selection and Utilization of Instructional Media OR ETC 520
- ETC 525 Instructional Design and Development
- ETC 535 Internet for Educators
- ETC 555 Educational Desktop Publishing
- KIN 560 School Health Education
- RDG 530 Mechanics of Reading and Writing
- RDG 535 Diagnosis of Reading Problems
- RDG 536 Diagnosis of Reading Problems Fieldwork
- RDG 538 Advanced Assessment and Intervention Strategies in Reading and Language Arts

*Students who wish to pursue a preliminary teaching credential should select specialization courses which apply to the preliminary single or multiple subject credential. Admission requirements for the credential program are additional to those for the degree.

Final Requirement (3-4 units)

Choose one of the following options:

- EDU 594 Comprehensive Exam and 3.0 units of approved elective
- EDU 596 Research Seminar and EDU 597 Project
- EDU 596 Research Seminar and EDU 598 Thesis

School of Education

Master of Science in Education

Specialization in Teaching and Learning (32 units)

(with Induction Program)

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

CREDENTIAL PROGRAM

Preliminary Single Subject Credential

A Preliminary Single Subject Credential authorizes the holder to teach in a specific subject area in grades twelve and below, including pre-school, in classes organized primarily for adults, and in classes for English learners. The Preliminary Single Subject 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). A Certificate of Clearance must be secured prior to enrollment in courses requiring fieldwork. Prerequisite courses must be completed before beginning methods courses. Candidates must complete all requirements before applying for Student Teaching: Prerequisite courses, professional coursework, Passage of Basic Skills Requirements, negative TB test, Subject matter competency and TPA tasks. Prior to filing for a credential, passage of all TPA tasks and a current CPR certification covering infant, child, and adult, and U.S. constitution is required. The following units of professional education coursework are necessary to complete requirements for the Preliminary Credential:

Prerequisite Requirements (12 units)

EDU 300	American Public School
EDU 302	Growth, Development and Learning
EDU 541	The Exceptional Child
ETC 505	Educational Computing - Level I or CSET Preliminary Educational Technology

Professional Coursework Requirements (21 units)

EDU 514	Secondary Methods
EDU 515	Reading and Writing in the Content Areas
EDU 518	Classroom Management and Discipline
EDU 519	Subject Area Specialization
ENG 563	Language Structure and Acquisition
ETC 520	Educational Computing - Level II
KIN 502	Contemporary Health Issues

Capstone Course Requirement (15 units)

EDU 580	Student Teaching and Seminar OR EDU 581
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Preliminary Multiple Subject Credential

A Preliminary Multiple Subject Credential authorizes teaching all subjects, in a self-contained class in grades twelve and below, including preschool, in classes organized primarily for adults, and in classes for English Learners. The Preliminary Multiple Subject program requires completion of Subject Matter Competence via the CSET to ensure compliance with No Child Left Behind legislation.

Prerequisites to being admitted to the program are listed below. A Certificate of Clearance must be granted prior to enrollment in courses requiring fieldwork. Candidates must complete all of the following requirements before applying for Student Teaching: Prerequisite courses, professional coursework, Passage of Basic Skills Requirements, negative TB test, Subject matter competency and TPA tasks. Prior to filing for a credential, passage of all TPA tasks and a current CPR certification covering infant, child, adult, U. S. Constitution and RICA exam is required. The following units of professional education coursework are necessary to complete requirements for the Preliminary Credential:

Prerequisite Requirements (12 units)

EDU	300	American Public School
EDU	302	Growth, Development and Learning
EDU	541	The Exceptional Child
ETC	505	Educational Computing - Level I or CSET Preliminary Educational Technology

Professional Coursework Requirements (24 units)

EDU	505	Elementary Curriculum and Instruction: Teaching Math and Science
EDU	512	Teaching Language Arts and Social Studies
EDU	516	Teaching Reading and Phonics
EDU	518	Classroom Management and Discipline
EDU	543	Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom
ENG	563	Language Structure and Acquisition OR ENG 463
ETC	520	Educational Computer - Level II
KIN	502	Contemporary Health Issues

Capstone Course (15 units)

EDU	580	Student Teaching and Seminar OR EDU 581
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Preliminary Education Specialist Credential in Mild/Moderate Disabilities

This program is designed for candidates seeking the Preliminary Education Specialist Credential in Mild/Moderate Disabilities. Candidates who complete the Education Specialist: Mild/Moderate Disabilities Credential may teach a variety of students, which include those classified as having autism 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.

Candidates must complete all requirements before applying for Student Teaching: Prerequisite courses, professional coursework, Passage of Basic Skills Requirements, negative TB test, Subject matter competency and TPA tasks. Prior to filing for a credential, a current CPR certification covering infant, child, adult, U. S. Constitution and RICA exam is required. The following units of professional education coursework are necessary to complete requirements for the Preliminary Credential:

Prerequisite Requirements (9 units)

EDU	302	Growth, Development and Learning
EDU	541	The Exceptional Child
ETC	505	Educational Computing - Level I

Professional Coursework (31 units)

EDU	505	Elementary Curriculum and Instruction: Teaching Math and Science
EDU	516	Teaching Reading and Phonics
ENG	563	Language Structure and Acquisition
KIN	502	Contemporary Health Issues
SPE	546	Applied Behavior Analysis
SPE	551	Introduction to Autism: Characteristics and Interventions
SPE	553	Educational Assessment
SPE	555	Collaboration, Consultation and Effective Intervention
SPE	556	Teaching and Learning Strategies for Students with Autism Spectrum Disorder
SPE	590	Diagnostic and Remedial Techniques in Reading

Student Teaching (15 units)

SPE	580	Student Teaching in Special Education
SPE	581	Interns Only

Autism Spectrum Disorders Added Authorization

This program is designed for candidates seeking to complete the Autism Spectrum Disorders Added Authorization for the Level I Education Specialist Credential in Mild/Moderate Disabilities. All courses require fieldwork.

Professional Coursework Requirements (12 units)

- SPE 546 Applied Behavior Analysis
- SPE 551 Introduction to Autism: Characteristics and Interventions
- SPE 555 Collaboration, Consultation, and Effective Intervention
- SPE 556 Teaching and Learning Strategies for Students with Autism Spectrum Disorder

Early Childhood Special Education Added Authorization

This program is designed for candidates seeking a teaching credential option for the Early Childhood Special Education Clear Credential. Candidates for the added authorization program must currently hold or be eligible for a Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities.

Professional Coursework Requirements (12 units)

- ECH 510 Characteristics of Infants to Preschoolers with IFSP/IEP
- ECH 515 The Role of the Family ECSE
- ECH 520 Assessment and Intervention: Birth to Pre-K
- ECH 525 Instructional Strategies: Birth to Pre-K

Education Specialist Credential in Mild/Moderate Disabilities—Level II

The 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 Level II Induction Plan. This program design also allows each candidate to select specialization courses from those required for the educational computing, Reading Certificate courses, school health education, and graduate research.

The Level II Credential requires completion of an approved induction program along with advanced course work and the recommendation of an approved agency. Credential candidates must meet California credential requirements, which include Special Education (EDU 541), health education, computer education, and CPR certification. Program Advisors in the School of Education are available to help plan individual programs.

Course Requirements (6-8 units)

- SPE 520 Transition and Career Planning
- SPE 530 Professional Induction Seminar
- SPE 550 Research in Special Education OR EDU 525
- SPE 560 Advanced Curriculum, Instruction and Assessment
- SPE 570 Advanced Behavior and Environmental Support
- SPE 595 Professional Leadership and Communication Seminar

Professional Coursework Requirements (6 units)

Complete six (6) additional units from the following or other approved elective:

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

Fieldwork Requirements*

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

*May be substituted with approved non-university activities

Preliminary Education Specialist Credential in Moderate/Severe Disabilities

This program is designed for candidates seeking the Preliminary Education Specialist Credential in Moderate/Severe Disabilities. Candidates who complete the Preliminary 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. Candidates must complete all requirements before applying for Student Teaching. Prerequisite courses, professional coursework, passage of the Basic Skills requirement, negative TB test and subject matter competency. Prior to filing for a credential a current CPR certificate covering infant, child and adult, U.S. Constitution and RICA exam is required.

Prerequisites: (12 units)

- EDU 300 American Public School
- EDU 302 Growth, Development and Learning0
- EDU 541 The Exceptional Child
- ETC 505 Educational Computing - Level I

Professional Coursework (24 Units)

- EDU 516 Teaching Reading and Phonics
- KIN 502 Contemporary Health Issues
- SPE 546 Applied Behavior Analysis
- SPE 551 Introduction to Autism: Characteristics and Interventions
- SPE 553 Educational Assessment
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration

Student Teaching (15 units)

- SPE 580 Student Teaching in Special Education (15 units) or SPE 581 Internship

Education Specialist Credential in Moderate/Severe Disabilities – Level II

The 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 Level II Induction Plan. This program design also allows each candidate to select specialization courses from those required for the educational computing, Reading Certificate courses, school health education, and graduate research.

The Level II Credential requires completion of an approved induction program along with advanced course work and the recommendation of an approved agency.

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

Course Requirements (7 units)

- EDU 525 Educational Research
- SPE 520 Transition and Career Planning
- SPE 530 Professional Induction Seminar
- SPE 570 Advanced Behavior and Environmental Support
- SPE 595 Professional Leadership and Communication Seminar

Professional Coursework Requirement (6 units)

Complete five (5) additional units from the following or other approved elective:

- EDU 515 Reading and Writing in the Content Areas
- EDU 530 Cultural Anthropology for Educators
- EDU 550 Bilingual Issues and Methods
- EDU 599 Independent Graduate Research
- ENG 563 Language Structure and Acquisition
- ETC 520 Educational Computing - Level II
- KIN 502 Contemporary Health Issues
- RDG 530 Mechanics of Reading and Writing

Fieldwork Requirements*

- SPE 520F Fieldwork: Transition and Career Planning
- SPE 531F Professional Induction Fieldwork
- SPE 571F Fieldwork: Advanced Behavior and Environmental Support
- SPE 595F Fieldwork: Professional Leadership and Communication Seminar

*May be replaced with approved non-university activities

Education Prerequisite Course Descriptions

- EDU 300** **American Public School (3)** **Fall, Spring, Summer**
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. Cultural Plunge plus ten hours of fieldwork are required. A certificate of clearance is required prior to engaging in fieldwork. Prerequisite for all other education courses.
- EDU 302** **Growth, Development and Learning (3) I** **Fall, Spring, Summer**
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 required fieldwork. A certificate of clearance is required prior to engaging in fieldwork. Prerequisite for all other education courses.

Education 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.
- ECH 510** **Characteristics of Infants to Preschoolers with IFSP/IEP (3)** **Fall, Spring**
This course offers the candidate an opportunity to explore the etiology and developmental characteristics of young children with exceptional needs. All categories of exceptionality will be surveyed including anomalies such as social/emotional imperceptiveness, communication delays, communicable diseases and attention deficit disorder. Candidates will study children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Education Committee Acceptance.
- ECH 515** **The Role of the Family ECSE (3)** **Fall, Spring**
This course is intended to provide opportunities for the candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. In addition, the candidate will develop an understanding of the impact of the child's disability on the family and will be trained in the skills to sensitively elicit family's concerns, priorities, and resources in relation to their child. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Education Committee Acceptance.
- ECH 520** **Assessment and Intervention: Birth to Pre-K (3)** **Fall, Spring**
This course is intended to provide the candidate with clear, accessible formal and informal assessment information plus practical skills and techniques for improving services for young children with special needs in home and classroom settings. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Education Committee Acceptance.
- ECH 525** **Instructional Strategies: Birth to Pre-K (3)** **Fall, Spring**
This course provides information and skill-building opportunities on curricula, instructional strategies, service environments, and staffing roles for teachers of young children, birth – pre-kindergarten with disabilities. Candidates will learn the background knowledge and preliminary skills needed for successful inclusion of children with disabilities in early childhood education settings. This course fulfills one of four of the CTC ECSEAA courses. Prerequisites: Education Committee Acceptance.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.

- 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- EDL 535L Spiritual Integration for Analysis of Teaching Behavior (3)**
The integration of Biblical teaching concepts, and points of view into the analysis of teaching behavior. Teacher as spiritual model, mentor, and evangel and the explicit spiritual formation and character development. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- 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 worldwide perspective. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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 Pass/Fail basis only. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- 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 Pass/Fail basis. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.

School of Education

- EDU 501 Leadership, Worldviews and Contemporary Issues (3)** **As offered**
Students will evaluate a range of contemporary issues related to education from different leadership and worldview perspectives and develop a worldview and leadership philosophy. Students are equipped with a foundational understanding of worldviews and leadership so as to be informed catalysts for change in education environments.
- EDU 502 Professional Interpersonal Communication (2-3)**
The course provides students an opportunity to develop the requisite knowledge and skills to deal effectively with difficult interpersonal situations that emerge in the education profession. Students will develop resources to be proactive in establishing appropriate personal and professional boundaries, identifying problems and framing creative solutions, and managing conflict.
- 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 and 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. Prerequisite: Education Committee Acceptance.
- EDU 507 Introduction to Adult Education (3)** **As offered**
This course focuses on the identification of principles and practices of adult learning, differences between adults and youth as learners, and a review of research on adult learning. The course investigates the physiological, psychological, and psychosocial changes in the adult life span and the implications these changes have for adult learning.
- EDU 512 Teaching Language Arts and 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. Prerequisite: Education Committee Acceptance.
- EDU 514 Secondary Methods (3)**
This course examines 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. This course will introduce the California TPA process. Prerequisite: Education Committee Acceptance.
- 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 which integrate language arts standards with other content standards and provide for differentiated instruction for diverse students including English learners. Twenty (20) hours of fieldwork required. Prerequisite: Education Committee Acceptance.
- 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. Twenty (20) hours of fieldwork required. Prerequisite: Education Committee Acceptance.
- EDU 517 Models and Methods of Adult Learning (3)** **As offered**
This course evaluates a variety of models, methods, tools, and techniques employed in facilitating adult learning. The course equips students to structure learning activities for adult learners so as to maximize learning. Prerequisite: EDU 507.

- 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 as EDU 440. Prerequisite: Education Committee Acceptance.
- 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 interact with students who are English language learners and complete at least one California TPA. Prerequisite: Education Committee Acceptance.
- 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 and Declared Teaching and Learning Specialization.
- 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.
- 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 and Declared Teaching and Learning Specialization.
- 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. Prerequisite: Declared Teaching and Learning Specialization.
- 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 and Declared Teaching and Learning Specialization.
- 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.

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- 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. 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning Specialization.
- 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 and Declared Teaching and Learning Specialization.
- EDU 527 The History and Future of Higher Education in America (3)** **As offered**
This course evaluates a variety of historical stands and milestones that have left their imprint on the American educational systems, with an emphasis on community colleges. Students will evaluate current educational practices in light of the past and respective implications for future educational policy and practices. Students will develop a holistic understanding on the role of education in contemporary society so as to implement lasting and systemic change that benefits students and society.
- 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 531 Comparative Worldviews and Education (2)**
This course evaluates different worldviews and their corresponding implications for education. Students will evaluate different belief systems in relation to their own, explore the nature of truth and reality, and compare educational systems associated with different beliefs. Students will refine their own worldview and identify best practices for education based upon international comparisons.
- EDU 532 Introduction to Leadership and Change (2)**
This course equips students to lead from multiple theories and established best practices in leadership and introduces students to the political and ethical knowledge and skills to facilitate positive change.
- EDU 533 Intercultural Competence (3)**
This course provides opportunities to investigate theories and models of intercultural competence in communication, relationship building and adaptation /transition across cultures for the purpose of equipping students for service in multi-national school communities. This course provides the opportunity for students to read, think, talk and write broadly and deeply about intercultural issues. Through exposure to a range of ideas and issues related to intercultural competencies you are prepared to navigate the barriers of successful intercultural interaction.
- EDU 534 International and Comparative Education (3)**
This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and examine the history of their respective educational systems and how the systems were organized to meet the political, social and economic agenda of the 21st century. By examining different approaches to common problems, students will have a broad foundation upon which they can analyze and evaluate different strategies for problem solving educational issues. Students will develop their personal worldview of international education based on a Judeo-Christian worldview.
- EDU 537 Course and Program Development and Evaluation (3)** **As offered**
This course examines the issues and models associated with developing courses and academic programs that promote student engagement and learning. Student will develop necessary strategies and skills to design and implement course and program improvement plans and effectively manage resources to accomplish course and institutional objectives.

- 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. A certificate of clearance is required prior to engaging in fieldwork. Approved by the California Commission on Teacher Credentialing to meet requirements for the credential.
- EDU 542 Models of Teaching and Learning (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 and Declared Teaching and Learning Specialization.
- 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 competencies in managing employee problems and due process. Prerequisite EDL 530 and Declared Educational Leadership for Public Institutions Specialization.
- EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom (2)**
This course is an introductory methods course for students seeking a career in education. This course is a study of the Visual and Performing Arts and the Physical Education California Frameworks. Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom will focus on understanding California's goals for teaching elementary age students non-core curriculum content. This course will focus on appropriate instructional and assessment goals. This course will also include strategies for teaching non-core content in settings heavily impacted by state assessments and pacing guides. Six hours of observation and four hours of teacher aiding are required. Prerequisites: EDU 300 and 302.
- 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.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- 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.
- 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 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 and Declared Teaching and Learning Specialization.

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- 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. Prerequisite: Education Committee Acceptance.
- EDU 557 Teaching and Learning in the Digital Age (3)** As offered
The course examines the role and uses of technology and learning for adults. Candidates will play (experiment) with a variety of interactive technology and develop exemplars on how the respective technology can be used to enhance student learning and engagement. Students will complete several teaching projects using technology that they will share with their peers.
- 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.
- EDU 580 Student Teaching and Seminar (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 and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Prerequisite: Education Committee Acceptance and Program Advisor Permission. Non-Degree Applicable.
- 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. Prerequisite: Education Committee Acceptance and Program Advisor Permission. Non-Degree Applicable.
- 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. 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 final semester of student teaching. Prerequisite: Education Committee Acceptance and Program Advisor Permission.
- EDU 585 International Education Practicum (1-3)**
Experience in International Education: Candidates will collaborate with the Professor to develop an International Education Applied Research project to take place in an international setting. The Practicum concludes the program and will require approximately 40 hours of exposure per credit hour, and candidates are required to take a minimum of 3 units. With the approval of the instructor more units may be offered depending on the complexity of the research topic. Prerequisites: EDU 531, 532, 533, 534.
- 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. Prerequisite: Program Advisor Permission.
- 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 and Program Advisor Permission.
- EDU 597 Project (1)**
Continuing enrollment for those not completing a project while enrolled in EDU 596. Prerequisite: Program Advisor Permission.

EDU 598	Thesis (1) Continuing enrollment for those not completing a thesis while enrolled in EDU 596. Prerequisite: Program Advisor Permission.
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. Required as a prerequisite for all Educational Technology courses. This course is a prerequisite for all credential candidates.
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: ETC 505.
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 and Prerequisite: Declared Teaching and Learning Specialization.
ETC 520	Educational Computing - Level II (3) This course explores the integration of computer technology into the school curriculum. Computer-assisted instruction, computer-managed instruction, teaching strategies using computer technology, emerging technologies, and issues related to the use of the internet are addressed in the course. Required course for Multiple and Single Subject credential candidates. 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 and Declared Teaching and Learning Specialization.
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.
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.

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- 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. Fieldwork required. Prerequisite: Declared School Psychology Specialization.
- 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. Prerequisite: Declared School Counseling Specialization.
- 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. Fieldwork required. Prerequisite: Declared School Psychology or School Counseling Specialization.
- 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. Prerequisite: Declared School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology or School Counseling Specialization.
- 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. Fieldwork required. Prerequisite: Declared School Psychology or School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology Specialization.
- 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. Fieldwork required. Prerequisite: Declared School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology or School Counseling Specialization.

PPS 524	<p>Seminar in Report Writing (1)</p> <p>In this course school psychologists will acquire the knowledge and skills needed to write effective psycho-educational reports using assessment results. Prerequisite: Declared School Psychology Specialization.</p>
PPS 525	<p>Practicum: Counseling in the School Setting (1)</p> <p>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. Prerequisite: Declared School Psychology Specialization.</p>
PPS 533	<p>Crisis Response, Behavior Intervention and Management (3)</p> <p>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. Prerequisite: Declared School Psychology or School Counseling Specialization.</p>
PPS 535	<p>Practicum: Educational Assessment (3)</p> <p>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. Prerequisite: Declared School Psychology Specialization.</p>
PPS 540	<p>Practicum: Personal and Career Assessment (1)</p> <p>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. Prerequisite: Declared School Counseling Specialization.</p>
PPS 541	<p>Human Communication Group Process (3)</p> <p>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. Prerequisite: Declared School Psychology or School Counseling Specialization.</p>
PPS 542	<p>Advanced Research Methods (3)</p> <p>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. Prerequisite: Declared School Psychology or School Counseling Specialization.</p>
PPS 543	<p>Transition and Career Counseling (3)</p> <p>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. Prerequisite: Declared School Counseling Specialization.</p>
PPS 544	<p>Individual Intelligence Testing (3)</p> <p>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. Prerequisite: Declared School Psychology Specialization.</p>
PPS 545	<p>Practicum: Counseling and Clinical Diagnosis (1)</p> <p>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. Prerequisite: Declared School Psychology Specialization.</p>
PPS 550	<p>Practicum: Educational Interventions for Diverse Groups (1)</p> <p>This practicum is designed to students with knowledge and skills necessary to becoming effective problem solvers in relation to academic issues. Prerequisite: Declared School Psychology or School Counseling Specialization.</p>

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- PPS 553 Educational Assessment for School Psychology and School Counseling (3)**
This course will introduce students to specific assessment and educational testing techniques, strategies, instruments appropriate for use in identifying and placing special educational students, planning and 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. Twenty hours of fieldwork is required for this course. Prerequisite: Declared School Psychology or School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology or School Counseling Specialization.
- 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. Prerequisite: Declared School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology Specialization.
- 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. Prerequisite: Declared School Psychology Specialization.
- PPS 565 Practicum: Behavioral Assessments and 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. Prerequisite: Declared School Psychology or School Counseling Specialization.
- PPS 566 Legal and Ethical Practice for Diverse Groups for School Counselors (3)**
This course introduces legal and ethical practice to PPS candidates in school counseling. The Code of Ethics, Federal and State laws and Best Practices established by ASCA will be reviewed and actively applied through observation of school counselors, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school counselors, professional standards, the fundamentals of Federal and State guidelines and education code. 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, limited liability, crisis response, and privileged communication. Fifteen (15) hours of fieldwork are required for this course. Prerequisite: Declared School Counseling Specialization.
- PPS 567 Legal and Ethical Practice for Diverse Groups for School Psychologist (3)**
This course introduces legal and ethical practice to PPS candidates in school psychology. 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, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school psychologists, professional standards, the fundamentals of Federal and State guidelines and education code. 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. Fifteen (15) hours of fieldwork are required. Prerequisite: Declared School Psychology Specialization.

- 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. Prerequisite: Declared School Counseling Specialization.
- 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. Prerequisite: Declared School Psychology Specialization.
- 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. Prerequisite: Declared School Counseling Specialization.
- 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. Twenty (20) hours of fieldwork required. Prerequisite: Declared School Psychology Specialization.

School of Education

- 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: EDU 515, 516, and Declared Reading Specialization or Reading Certificate.
- 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: EDU 515, 516, RDG 530, and Declared Reading Specialization or Reading Certificate.
- 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. May be taken concurrently with RDG 535. Prerequisites: EDU 515, 516, RDG 530, and Declared Reading Certificate.
- 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. May be taken concurrently with RDG 535 and 536. Prerequisites: EDU 515, 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: EDU 515, 516, 530 and Declared Reading Specialization.
- 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, 540, and Declared Reading Specialization.
- 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. Prerequisite: Declared Reading Specialization.
- 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. Prerequisite: Education Committee Acceptance.
- SPE 520F Fieldwork: Transition and Career Planning (1)**
The course requires completion of CFASST Events 7 and 9 or equivalent activities. In Event 7, candidates will 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. 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. Prerequisite: Education Committee Acceptance.
- 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. Prerequisite: Education Committee Acceptance.

- 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 colleague at a Colloquium. Prerequisite: Education Committee Acceptance.
- SPE 546 Applied Behavior Analysis (3)**
The course focuses on developing an educational approach to supporting positive academic and social behaviors in the classroom and community using the principles of Applied Behavior Analysis (ABA). Specifically, students will be presented with the concepts of reinforcement, punishment, stimulus, control, shaping, and fading as they are applied to increasing or decreasing academic and social behaviors. Students will also be presented with information regarding functional assessment, behavior support and behavior intervention plans, and laws (federal and state) governing behavioral issues related to individuals with special needs. Fieldwork required.
- 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. Prerequisite: Education Committee Acceptance.
- SPE 551 Introduction to Autism: Characteristics and Interventions (3)**
This class is an introduction to the field of autism. It focuses on the foundations and characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD. Fieldwork required.
- SPE 553 Educational Assessment for Special Education (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: Education Committee Acceptance.
- 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. Fieldwork required. Prerequisite: Education Committee Acceptance.
- SPE 556 Teaching and Learning Strategies for Students with Autism Spectrum Disorder (3)**
This course provides an overview of interventions and strategies used for individuals with Autism Spectrum Disorders. Fieldwork required.
- 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. Prerequisite: Education Committee Acceptance.
- 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. Prerequisite: Education Committee Acceptance.

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- 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. Prerequisite: Education Committee Acceptance.
- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies (3)**
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. Prerequisite: Education Committee Acceptance.
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration (3)**
Integrating students with moderate/severe disabilities into the community. Includes social networks, social skills, community based instruction, movement, mobility and specialized health care. Prerequisite: Education Committee Acceptance.
- 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). Prerequisite: Education Committee Acceptance.
- 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. Prerequisite: Education Committee Acceptance.
- 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. Non-Degree Applicable. Prerequisite: Education Committee Acceptance and Program Advisor Permission.
- 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. Non Degree Applicable. Prerequisite: Education Committee Acceptance and Program Advisor Permission.
- SPE 582 Internship Practicum (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 and 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 has completed and has filed for the preliminary credential. Prerequisite: Education Committee Acceptance and Program Advisor Permission.
- SPE 590 Diagnostic and Remedial Techniques in Reading (4)**
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 and Education Committee Acceptance.

- 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. Prerequisite: Education Committee Acceptance.
- SPE 595F Fieldwork: Professional Leadership and Communication Seminar (1)**
The course requires completion of CFASST Event 4, 10 and 12 or equivalent activities. 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. 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 for the Level II Induction Plan from the University Advisor and the District Support Provider. Prerequisite: Education Committee Acceptance.

Leadership Course Descriptions

- LDR 501 Introduction to Leadership and Organizational Theory (3)** As offered
The purpose of this course is to equip students with the knowledge and skills necessary for successful leadership in public and private organizations. Students will study leadership and organizational theories with an emphasis on assessment of personal growth needs and enhancement of administrative skills including communications, decision-making, motivation, leadership styles, and team building.
- LDR 502 Theories and Foundations in Leadership Studies (3)** As offered
This course evaluates the primary theories and cross-cultural perspectives on leadership and the respective implications and applications in developing a holistic and international model for leadership. Students will develop a comprehensive philosophy of leadership which also evaluates their assumptions about the nature and knowledge of truth, God, humanity, good and evil, and society and their respective implications for leadership in a global society. Students will also develop a leadership improvement plan that examines their leadership strengths and challenges. Students will evaluate established classics in the leadership genre and various case-studies on leadership.
- LDR 511 Organization and Administration in Higher Education (3)** As offered
This course explores the organizational and administrative culture unique to institutions of higher education. Students evaluate the various facets and demands associated with campus life that allow for optimal student participation and completion rates and achievement at institutions of higher education. Prerequisites: EDU 527 and LDR 501.
- LDR 521 Organizational and Institutional Theories (3)** As offered
This course evaluates leadership in context of organizational and instructional environments. Students will develop an in depth understanding of organizational and institutional theory and practices recognizing the unique contribution of both fields in understanding formal and informal structures and rationale and irrational processes in any collective activity. Students will be equipped with multiple perspectives to strategically frame and leverage organizational and institutional policies and practices to promote ethical and desired outcomes. Prerequisite: LDR 501.
- LDR 531 Group Dynamics and Staff Development (3)** As offered
The course examines a variety of models and methods to foster collaborative learning communities and work environments and promote professional development. Students will study group processes, communication, cooperation, conflict management, negotiations, and social facilitation as means to create cultures of trust and high performing.
- LDR 541 Knowledge Management and Decision Making (3)** As offered
This course evaluates theories on the nature of knowledge, knowledge management and decision making. Students will evaluate common reasoning fallacies and biases that make for flawed decisions and develop more robust and creative decision making strategies and processes that meet the needs of the situation. Student will develop a comprehensive rubric of principles that allows for effective management of knowledge and decision making.

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LDR 550	Leadership Ethics, Virtues and Practices (3) This course evaluates various ethical frameworks and worldviews with an emphasis on the Christian worldview in order to promote ethical and virtuous leaders. Students will establish principles for practicing ethical judgments and habits for virtuous and ethical leadership practices. Students will develop a personal heuristic for developing virtues and making ethical decisions that address ethical and moral dilemmas and choices that confront those in leadership positions. Prerequisite: LDR 521.	As offered
LDR 551	CCCAOE Professional Training (3) This course equips students with logistical skills associated with leading career and technical education programs in California community colleges. Students will document 120 hours of learning activities completed in the CTE Dean Training hosted by the California Community College Association for Occupational Educators and complete a learning portfolio to be approved by the university instructor of record. Prerequisite: Acceptance into the Leadership and Adult Learning Specialization	As offered
LDR 560	Leading and Managing Complexity (3) This course evaluates systems and complexity theories and their respective implications for leadership. Students will explore the rules and patterns that govern all nonlinear and dynamic systems. Students will develop strategies and skills to successfully lead institutions and manage the complexity and chaos associated with leadership in complex environments. Prerequisite: LDR 521.	As offered
LDR 561	Leadership Tactics (3) The course equips students to successfully lead at the tactical level around issues associated with community college administration. Topics include, but are not limited to, managing CTE funding, legislation and regulations, union relations, projects, correspondences, and meetings.	As offered
LDR 570	Social Capital (3) This course examines the relationship between social capital and specific types of political and economic behavior from a comparative (local, regional, and global) perspective. More specifically, the course examines the impact of social capital on important policy outcomes, such as democracy building, economic development, and governmental performance.	As offered
LDR 589	Internship (3) Under the supervision of a faculty member and representative from the sponsoring organization, students will utilize the internship to develop and demonstrate the principles and skills introduced in the leadership studies course. Prerequisite: Declared Leadership and Organizational Studies specialization.	As offered

Science Course Descriptions

BIO 505	Ornithology: Birds in Flight and Flock (3) This course will introduce the student to the basic study of birds, including such topics as diversity, avian form and function, basic behavior and communication, environmental impact and dynamics, avian life histories, and population conservation. Students will increase their understanding and appreciation for bird design and adaptation and the role birds play in our world. Prerequisite: nine units of college level science.	As offered
BIO 510	Insects and Their Impact in California (3) An introduction to insect classification, biology, and morphology. This course provides the necessary background for advanced courses in entomology and structural pest control. Laboratory work consists of learning major anatomical structure of insects, and training in insect identification and collection. Prerequisite: nine units of college level science.	As offered
BIO 515	Environments and Conservation Biology (3) Conservation biology is the science of preserving biodiversity and sustaining the earth. This is an interdisciplinary, introductory course that examines the human impact on biodiversity and the earth. The course synthesizes the fields of ecology, evolution, genetics, philosophy, economics, sociology, and political science, with emphasis on the development of strategies for preserving populations, species, biological communities, and entire ecosystems. Prerequisite: nine units of college level science.	As offered
SCI 505	Current Topics in Marine Science (3) This course is designed to expose graduate students to contemporary developments and discoveries in marine science. The course will review six major sub-disciplines of marine science including: physical oceanography, marine geology, ocean engineering, biological oceanography, meteorological oceanography, and chemical oceanography. The course will also	As offered

cover contemporary topics related to the sub-disciplines indicated above. Students will conduct research, present findings, and prepare lesson plans on an approved topic. Prerequisite: nine units of college level science.

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| SCI 510 | Forensic Science in the Classroom (3)
An integrated study of advanced science concepts as they apply to the area of forensic science with special attention to the study of forensic science in the K-12 classroom setting. Additional lab fee. Prerequisite: nine units of college level science. | As offered |
| SCI 515 | Drugs and Man: Addictive and Therapeutic Chemicals (3)
This course will introduce the students to basic drug design, action and intervention, especially as related to the promotion of health and alleviation of disease. The course will consider recreational and therapeutic drug usage and effects on the human body. Orientation to the human body and basic functioning will accompany each topic, as well as disease processes indicating drug requirement. Prescription drug classification, function and uses will be introduced with emphasis on the impact medically prescribed drugs will have on the patient. Students will increase their understanding of drug use, abuse, and impact, as well as their understanding of diseases and treatments. Prerequisite: nine units of college level science. | As offered |
| SCI 520 | Planetary Science (3)
An integrated investigation of Planetary Science, incorporating advanced science concepts from a variety of disciplines. Special attention will be given to the integration of Planetary Science into K-12 science subjects. This course requires field experiences which may incur additional costs. Prerequisite: nine units of college level science. | As offered |

2012 | 2013

California Baptist University

School of Music

GRADUATE CATALOG

Dr. Judd Bonner

Dean

Ms. Kellie Brown

Administrative Assistant

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SCHOOL OF MUSIC

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Faculty

Steve Betts, Ph.D.	Piano
Judd Bonner, D.M.A.	Conducting • Choral • Instrumental
Angela Brand-Butler, D.M.A.	Music History • Piano
Dawn Gillmore, D.W.S.	Church Worship • Choral
Marisa Giogetti-Callan, M.M.	Music Theory • Voice
Guy Holliday, M.M.	Instrumental • Choral • Conducting
Beverly Howard, D.M.A.	Music Theory • Organ
Jamie Killion, M.M.	Voice • Choral
Betty Olsson, M.A.	Voice
Glenn Pickett, D.M.A.	Arranging • Piano
Stephen Posegate, D.M.A.	Music Education
Brenda Reinebach, M.M.	Voice
John Reinebach, D.M.A.	Music History • Voice
Ruth Noemy Wheeler, M.M.	Orchestra • Strings

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

Master of Music Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific application 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 300 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 or the evaluated equivalency.
3. Three Recommendations, completed on forms provided, from sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations.
4. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Spiritual life and experience
 - Reasons for choosing to study at California Baptist University
5. Successful Interview/Audition with the Dean of the School of Music

MUSIC

Master of Music (36 units)

All students in the Master of Music program will complete eighteen (18) units of core courses and an additional eighteen (18) units in one of the following concentrations: Conducting; Music Education; Performance.

Core Requirements (18 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
MUS 522	Conducting IV

Concentration Requirements (18 units)

Students must complete at least eighteen (18) additional units in one of the following concentrations:

Conducting; Music Education; Performance

Conducting

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

Six (6) additional elective units in Music

Music Education

MUS 505	Contemporary Music Education
MUS 540	Technology and Pedagogy for General Music
MUS 571	Seminar in Choral Pedagogy OR MUS 572 Seminar in Instrumental Pedagogy
MUS 598	Music Education Project/Thesis

Nine (9) additional approved elective units in Music or Education

Performance

MUS 521	Advanced Arranging
MUS 535	Music Literature
MUS 560	Ensemble OR MUS 561-567 (3 units)
MUS 580	Applied Instruction (8 units)
MUS 596	Instrumental/Vocal Recital

One (1) additional elective unit in Music

Music 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 505	Contemporary Music Education (2) Students will examine philosophical, psychological, social, and historical issues in music education with a focus on practical application of the principles of psychology of music in the classroom, musical traditions in America, the development of music teaching, legislation relative to the arts and music education, and the changing context of music education in America. Students will develop a personal philosophy of and rationale for music education in preparation for the Music education project.	Fall (odd 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 concentrate on using the knowledge of scoring as a conductor and on practical writing techniques.	Fall (odd years)
MUS 521	Advanced Arranging (3) An opportunity for students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas will be covered.	Fall (even years)
MUS 522	Conducting IV (3) Discussion and preparation of instrumental works. Discussion will center on performance procedures, musical interpretation, rehearsal techniques, baton techniques, score reading and preparation and programming.	Spring (odd years)
MUS 532	Conducting V (3) 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.	Fall (odd years)
MUS 535	Music Literature (2) Survey of music from Ancient to Modern. The survey will be discipline based depending on the candidate's emphasis.	
MUS 540	Technology and Pedagogy for General Music (3) Students will discuss contemporary issues of interest to the general music teacher including the role of general music in the K-12 curriculum, best practices for the general music teacher, general choral and instrumental repertoires, and resources available for the general music teacher. Students will also gain practical knowledge about the role of technology in the general music classroom including electronic music instruments, music production, music notation software, computer-assisted instruction, and multimedia for the general music classroom.	Spring (even years)
MUS 542	Conducting VI (3) 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.	Spring (even years)

MUS 550	Vocal Techniques (2) 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.	Spring (even years)
MUS 560	University Choir and Orchestra (1) University Choir and Orchestra is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580.	
MUS 561	Women's Choir (1) Women's Choir is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580.	
MUS 562	Male Chorale (1) Male Chorale is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580.	
MUS 563	Experiences in Chamber Singing (1) Chamber Singers gives experience in preparation and performance of recognized and new choral works as well as masterworks of Western music written for small choral ensembles. May be repeated for up to four units of credit. Concurrent Requisite: MUS 580.	
MUS 564	New Song (1) This women's ensemble is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. Maybe repeated for credit. Concurrent Requisite: MUS 580.	
MUS 565	Chamber Ensemble: Strings (1) Chamber Ensemble is an open ensemble, available to all interested instrumental (primarily string) music students. The group rehearses and performs a variety of music chosen from the standard chamber music repertoire. Performance opportunities will include on-campus concerts, churches and secular and sacred educational venues. Maybe repeated for credit. Concurrent Requisite: MUS 580.	
MUS 566	Jazz Band (1) Jazz Band provides musicians with opportunities to learn a variety of jazz styles in a "big band" setting, as well as to enhance individual improvisational skills. This course also provides practical experience through rehearsals and performances. It is open to qualified students by audition or instructor's consent. May be repeated for credit. Concurrent Requisite: MUS 580.	
MUS 567	Concert Band (1) This ensemble is designed to give instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A uniform fee is required. May be repeated for credit. Concurrent Requisite: MUS 580.	
MUS 568	Choral Union (0-1) A public performance of major choral work is given each semester. This course is offered for 0 units in the Fall and 1 unit in the Spring. May be repeated for credit.	
MUS 571	Seminar in Choral Pedagogy (3) Students survey repertoires and techniques appropriate for elementary, secondary, community and church choirs. Students also examine important issues such as the role of technology in the choral setting, best practices for choral programs, rehearsal strategies, and vocal techniques and development.	Spring (even years)
MUS 572	Seminar in Instrumental Pedagogy (3) Students survey methods books and repertoire appropriate for elementary, middle school, and high school settings, and study beginning and intermediate media instrumental development in schools, communities, and churches. Students will also examine important issues such as the role of technology in instrumental music; best practices for instrumental techniques, development and maintenance.	Spring (even years)

School of Music

- 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 596** **Instrumental/Vocal Recital (1)** **Spring**
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, length and time will be decided on between the student and appropriate faculty member. Course graded pass/fail.
- MUS 597** **Conducting Recital/Project (1)** **Spring**
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.
- MUS 598** **Music Education Project/Thesis (1)** **Spring**
As the culminating experience of the music education concentration, students will prepare a proposal for implementing a new music program or expanding and continuing an existing music program in a school, community or church setting.

2012 | 2013

California Baptist University

School of Nursing

GRADUATE CATALOG

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Dean

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SCHOOL OF NURSING

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Stacey Toro, M.S.N.Nursing

Graduate Program in Nursing

The purpose of the graduate program leading to a Master of Science degree in Nursing (MSN) is to provide curriculum guiding the learner with the intention of broadening their theoretical knowledge base and/or to pursue future doctoral study. The nurse at the master's level develops, tests, and evaluates concepts in nursing while critically examining ideas, research, and theories in relation to health issues and clinical practice in preparation for direct and indirect care both locally and globally.

The American Association of Colleges of Nursing Essentials of Master's Education in Nursing guides the MSN coursework in order to prepare graduates for the advanced practice role. The MSN curriculum meets the accreditation standards of CCNE and includes four concentrations: Clinical Nurse Specialist Adult Gerontology, Family Nurse Practitioner, Healthcare Systems Management, and Teaching-Learning Nursing.

The Clinical Nurse Specialist Program will prepare the student for direct interaction with young adult, adult, and older adult patients to improve quality of life. Evidence based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve.

The Family Nurse Practitioner Program will provide students an overview of contemporary family structure and functioning from a theoretical perspective. This will prepare graduates to offer primary care on the local, state, national, and global level.

Students who select Healthcare Systems Management as their concentration area examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

Students who select Teaching-Learning as their concentration area analyze selected teaching and learning models that are applicable to nursing education, including course development, research, and instructional strategies with didactic and practicum teaching opportunities.

Entry Level Master of Science in Nursing (EL MSN) Program

The Entry Level MSN program is designed for candidates who hold a non-nursing baccalaureate degree who are interested in transitioning into the field of nursing and/or pursuing a doctoral degree. CBU's Entry-Level Master of Science in Nursing (EL MSN) offers applicants the opportunity to become a licensed RN, and then complete post-licensure coursework to earn a Master of Science in Nursing (MSN).

EL MSN students complete 62 units of Board of Registered Nursing (BRN) approved pre-licensure nursing courses designed to prepare the students to take the National Council Licensure Examination NCLEX-RN. Once licensed and employed as a Registered Nurse, the student completes an additional 45-61 units of post-licensure coursework depending on their chosen concentration.

The 16 week semesters are comprised of courses which are scheduled in an accelerated full-time delivery mode for the pre-licensure theoretical and practicum content and a part-time delivery mode for the post-licensure portion of the program. Classroom theoretical and clinical courses match the BRN time allocation required and approved for all pre-licensure nursing students. Students are advised that the pre-licensure portion of the program represents a very intensive, full-time commitment for the students. The School of Nursing recommends students not work or entertain other commitments outside of this program during pre-licensure portion of the program.

Master of Science in Nursing (MSN) Program

This part-time, post-baccalaureate program is designed for working California licensed Registered Nurses who hold a baccalaureate nursing degree from a regionally accredited institution, who are seeking to broaden their theoretical, practice, and research knowledge base and/or doctoral study. The graduate student is eligible to apply for certification and/or credentialing after successful completion of MSN coursework in their chosen concentration, required clinical hours have been completed, and any other criteria (such as work experience) deemed necessary by the appropriate certification agency have been met.

Post-Masters Credentialing

California Licensed Registered Nurses who hold a Master of Science in Nursing degree from a regionally accredited institution may complete the concentration in Teaching-Learning Nursing and/or Healthcare Systems Management. The graduate student is eligible to apply for credentialing after successful completion of MSN coursework in their chosen concentration, required clinical hours have been completed, and any other criteria (such as work experience) deemed necessary by the appropriate certification agency have been met.

Licensure and Advanced Practice Certification

The graduate nursing programs offered by California Baptist University are Board of Registered Nursing (BRN) approved programs therefore requirements for licensure and certification are subject to change by the BRN at any time. The University and the School of Nursing reserve the right to modify the licensure or certification course requirements when directed to do so by the Board of Registered Nursing or other accrediting agencies. Since licensure, credentialing, and certification requirements are subject to change it is the student's responsibility to contact the School of Nursing about current requirements.

Admission Requirements

Master of Science in Nursing Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional application requirements for the Graduate Programs in Nursing are:

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Prerequisites*. All prerequisites must be completed with a grade of C or higher prior to pre-licensure admission
 - Intermediate Composition
 - Interpersonal Communication
 - General Sociology or Cultural Anthropology
 - Abnormal Psychology
 - Introductory Statistics
 - Lifespan Development or Developmental Psychology
 - Human Anatomy/Physiology with Lab (2 semesters)
 - Organic and Biochemistry for Health Sciences with Lab
 - Human Microbiology with Lab
 - Microsoft Office Competency**
3. Clearances*:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Random Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
4. Graduate Record Examination (GRE) or California Critical Thinking Skills Test (CCTST) score*
5. Test of Essential Academic Skills (TEAS) Score. Score at or above the BSN Program mean.*^
6. Passport Photo*
7. Three Recommendations completed on forms provided.
 - Must be from sources who can personally attest to the candidate's potential for scholarly and professional success: one personal, one academic, and one employer. Family members and friends may not complete recommendations.
8. A Comprehensive Essay that includes the following elements:
 - Purpose for entering the program
 - Significant events and influences that have affected your approach to life
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
9. Successful Interview with the School of Nursing*

*Not required to enroll in pre-nursing curriculum; must be complete after acceptance to the EL-MSN pre-licensure and MSN post-licensure programs.

**Microsoft Office Competency includes Word, PowerPoint, Excel, and Outlook. This prerequisite can be satisfied by the completion of a degree (within the last 5 years), coursework or exam.

^Not required to enroll in MSN post-licensure program.

Additional Requirements for MSN Post-Licensure Admission

1. Current California Registered Nursing (RN) license
2. Prerequisites. All prerequisites must be completed with a grade of C or higher.
 - Statistics
 - Microsoft Office Competency**
3. Additional Clearances
 - Professional Liability and Malpractice Insurance
4. Professional resume that includes current clinical practice

**Microsoft Office Competency includes Word, PowerPoint, Excel, and Outlook. This prerequisite can be satisfied by the completion of a degree (within the last 5 years), coursework or exam.

Additional Requirements for Post-Masters Credentialing Admission

Master of Science in Nursing degree from a regionally accredited university.

Practicum Admission

Students entering the MSN post-licensure program must be working professionals with an active, valid unencumbered CA registered nurse license who meet all health, immunization, and other mandated requirements. Students must pass a criminal background check and drug screening in order to be enrolled in the program.

NURSING

Pre-Nursing Curriculum

The following pre-nursing requisites are offered at California Baptist University

Pre-Nursing Courses

BIO	153	Human Anatomy and Physiology I with Lab
BIO	163	Human Anatomy and Physiology II with Lab
BIO	205	Human Microbiology with Lab
CHE	112	Organic Chemistry and Biochemistry for Health Sciences with Lab
CIS	265	Information Systems Essentials
COM	308	Interpersonal Communications or COM 113 Oral Communications
ENG	123	Intermediate Composition
MAT	144	Introduction to Statistics
PSY	120	Lifespan Development for the Health Sciences
PSY	345	Abnormal Psychology for Nurses
SOC	113	Introduction to Sociology or ANT 225 Cultural Anthropology

Master of Science in Nursing (107-123 Units) MSN

Entry Level Master of Science in Nursing (EL MSN) Program

The Entry Level MSN program is designed for candidates who hold a non-nursing baccalaureate degree and seek to transition professionally into the field of nursing. Those who have completed all prerequisite courses may apply directly to the EL MSN program

Pre-Licensure Course Requirements (62 units)

NUR	501	Theoretical Foundations/Ethics in Nursing
NUR	502	Fundamental Nursing Skills*
NUR	512	Physical Assessment*
NUR	515	Pathophysiology
NUR	516	Pharmacology and Nutrition
NUR	521	Adult Health I
NUR	522	Adult Health I Practicum**
NUR	523	Older Adult/Family Nursing
NUR	524	Older Adult/Family Practicum**
NUR	526	Mental Health Nursing
NUR	527	Mental Health Nursing Practicum**
NUR	530	Adult Health II
NUR	531	Nursing Services with the Childbearing Family
NUR	533	Nursing Services with the Childbearing Family Practicum**
NUR	535	Nursing Services with the Childrearing Family
NUR	536	Adult Health II Practicum**
NUR	537	Nursing Services with the Childrearing Family Practicum**
NUR	538	Community/Public Health Nursing
NUR	539	Community/Public Health Practicum**
NUR	541	Christian Leadership in Nursing/Case Management
NUR	543	Christian Leadership in Nursing/Case Management Practicum**
NUR	546	Capstone Practicum
NUR	549	NCLEX Review

*For each unit of clinical course credit, the student spends 3 clock hours per week for 16 weeks in the skills lab or clinical agency. The number of hours required is prescribed by the Board of Registered Nursing. For the first semester, practicum and classroom components of the courses are combined under one course number.

**Practicum units must be taken concurrent with corresponding classroom hours. In some cases, practicum hours will continue through the entire 16 weeks.

School of Nursing

Post-Licensure Course Requirements (24 units)

Enrollment in the Post Licensure and concentrations courses requires successful completion of pre-licensure coursework, active California licensure and employment as a Registered Nurse.

- NUR 550 Nursing Theoretical Perspectives and Faith Integration
- NUR 555 Advanced Pathophysiology
- NUR 559 Nursing Research and Evidenced Based Practice I
- NUR 561 Applied Biostatistics and Epidemiology
- NUR 562 Health Policy and Bioethics
- NUR 565 Leadership and Advanced Nursing Roles
- NUR 570 Nursing Research and Evidenced Based Practice II
- NUR 578 Nursing Informatics

Concentration Courses (20-34 units)

Students must complete all requirements in one of the following concentrations: Clinical Nurse Specialist Adult Gerontology; Family Nurse Practitioner; Healthcare Systems Management; Teaching-Learning Nursing

Clinical Nurse Specialist Adult Gerontology (26 units)

- NUR 553 Assessment and Health Promotion for Clinical Nurse Specialist
- NUR 557 Pharmacology for Clinical Nurse Specialist
- NUR 566 Acute and Chronic Illness of the Adult/Older Adult I
- NUR 567 Acute and Chronic Illness of the Adult/Older Adult II
- NUR 568 Acute and Chronic Illness of the Adult/Older Adult III
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 580 Clinical Specialization in Nursing Services

Family Nurse Practitioner (34 units)

- NUR 558 Pharmacology for the Nurse Practitioner
- NUR 560 Assessment and Health Promotion for Family Nurse Practitioner
- NUR 571 Family Primary Health Care I
- NUR 573 Family Primary Health Care II
- NUR 575 Family Primary Health Care III
- NUR 577 Family Primary Health Care IV
- NUR 579 Interprofessional Collaboration for Local and Global Health

Healthcare Systems Management (21 units)

- NUR 551 Assessment and Health Promotion for Education
- NUR 554 Management of Clinical Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 581 Healthcare Management
- NUR 583 Healthcare Management Practicum
- NUR 585 Healthcare Finance Practicum
- NUR 587 Healthcare Finance

Teaching-Learning Nursing (20 units)

- NUR 552 Assessment and Health Promotion for Education
- NUR 556 Teaching-Learning Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 582 Nursing Curriculum and Program Development
- NUR 584 Instructional Strategies for Nurse Educators
- NUR 586 Evaluation and Testing for Nurse Educators

Comprehensive Exam/Directed Project Requirements (1-3 unit)

- NUR 597 Comprehensive Exam OR NUR 598 Directed Project

Master of Science in Nursing (45-61 Units) MSN

This program is designed for working California licensed Registered Nurses who hold a baccalaureate degree in nursing from a regionally accredited institution who are seeking to broaden their theoretical knowledge base to prepare for an advanced practice leadership role.

Post-Licensure Course Requirements (24 units)

Enrollment in the Post Licensure and concentrations courses requires successful completion of pre-licensure coursework, active California licensure and employment as a Registered Nurse.

- NUR 550 Nursing Theoretical Perspectives and Faith Integration
- NUR 555 Advanced Pathophysiology
- NUR 559 Nursing Research and Evidenced Based Practice I
- NUR 561 Applied Biostatistics and Epidemiology
- NUR 562 Health Policy and Bioethics
- NUR 565 Leadership and Advanced Nursing Roles
- NUR 570 Nursing Research and Evidenced Based Practice II
- NUR 578 Nursing Informatics

Concentration Courses (20-34 units)

Students must complete all requirements in one of the following concentrations: Clinical Nurse Specialist Adult Gerontology; Family Nurse Practitioner; Healthcare Systems Management; Teaching-Learning Nursing

Clinical Nurse Specialist Adult Gerontology (26 units)

- NUR 553 Assessment and Health Promotion for Clinical Nurse Specialist
- NUR 557 Pharmacology for Clinical Nurse Specialist
- NUR 566 Acute and Chronic Illness of the Adult/Older Adult I
- NUR 567 Acute and Chronic Illness of the Adult/Older Adult II
- NUR 568 Acute and Chronic Illness of the Adult/Older Adult III
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 580 Clinical Specialization in Nursing Services

Family Nurse Practitioner (34 units)

- NUR 558 Pharmacology for the Nurse Practitioner
- NUR 560 Assessment and Health Promotion for Family Nurse Practitioner
- NUR 571 Family Primary Health Care I
- NUR 573 Family Primary Health Care II
- NUR 575 Family Primary Health Care III
- NUR 577 Family Primary Health Care IV
- NUR 579 Interprofessional Collaboration for Local and Global Health

Healthcare Systems Management (21 units)

- NUR 551 Assessment and Health Promotion for Education
- NUR 554 Management of Clinical Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 581 Healthcare Management
- NUR 583 Healthcare Management Practicum
- NUR 585 Healthcare Finance Practicum
- NUR 587 Healthcare Finance

Teaching-Learning Nursing (20 units)

- NUR 552 Assessment and Health Promotion for Education
- NUR 556 Teaching-Learning Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 582 Nursing Curriculum and Program Development
- NUR 584 Instructional Strategies for Nurse Educators
- NUR 586 Evaluation and Testing for Nurse Educators

Comprehensive Exam/Directed Project Requirements (1-3 unit)

- NUR 597 Comprehensive Exam OR NUR 598 Directed Project

Post-Masters Credentialing Requirements

California Licensed Registered Nurses who hold a Master of Science in Nursing degree from a regionally accredited institution may complete the concentration in Healthcare Systems Management or Teaching-Learning Nursing. Upon successful completion of the courses the student will be eligible to apply for credentialing.

Healthcare Systems Management (21 units)

- NUR 551 Assessment and Health Promotion for Education
- NUR 554 Management of Clinical Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 581 Healthcare Management
- NUR 583 Healthcare Management Practicum
- NUR 585 Healthcare Finance Practicum
- NUR 587 Healthcare Finance

Teaching-Learning Nursing (20 units)

- NUR 552 Assessment and Health Promotion for Education
- NUR 556 Teaching-Learning Pharmacology
- NUR 579 Interprofessional Collaboration for Local and Global Health
- NUR 582 Nursing Curriculum and Program Development
- NUR 584 Instructional Strategies for Nurse Educators
- NUR 586 Evaluation and Testing for Nurse Educators

Nursing Course Descriptions

NUR 501 Theoretical Foundations/Ethics in Nursing (3)

This course provides an introduction to the paradigms, theories, concepts, and values of the discipline of nursing. The course provides an overview of the BSN program mission, philosophy, goals, objectives, and conceptual framework, as well as conceptual and essential component themes of the baccalaureate program in the California Baptist University School of Nursing. This course is designed to enhance understanding of the history of the discipline, the phenomenon of interest in nursing, and the roles of the professional nurse. Professional standards of nursing practice will be highlighted. An emphasis is placed on practice with communication/collaboration activities, the nurse-person relationship and a beginning understanding of the nurse's presence and role in being with people as they live health and quality of life.

NUR 502 Fundamental Nursing Skills (4)

Prepares students to perform basic nursing skills based on mastery of core scientific principles. Two (2) hours/week theory; Six (6) hours/week skills lab.

NUR 512 Physical Assessment (4)

The course includes two (2) credit hours theory, two (2) credit hours/laboratory practicum and focuses on helping students acquire skills to conduct a comprehensive health assessment. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed. The practicum provides students with the opportunity to use interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan in simulated and actual settings. Two (2) hours/week theory; Six (6) hours/week practicum.

NUR 515 Pathophysiology (3)

Emphasis on complementary knowledge development in life sciences, as they relate to global health. Understanding of basic pathophysiology including disease processes, prevention, clinical signs and symptoms, secondary effects and methods of treatment, will enable health professionals to collaborate and provide curative and rehabilitative services. Study of scientific principles assist in developing critical thinking and analytic methods of inquiry for nursing practice. This course builds upon the general principles of anatomy/physiology studied as a nursing prerequisite. Presentation of a pathophysiological problem through a research paper is required. The effects of psychosocial stimuli on disease will be discussed. A global approach to disease will be emphasized. Students are expected to look at vital statistics of disease and research results in a critical manner.

NUR 516 Pharmacology and Nutrition (3)

An introduction to the basic principles of pharmacology and nutrition with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products. Emphasis also on nutritional health promotion as well as therapeutic nutrition related to selected illness states. Pre-requisites: NUR 501, 502, 512, 515.

NUR 521 Adult Health I (4)

Introduction to theory-based nursing services with the young, middle and older adult. Focus is on the core knowledge acquisition and medical collaboration activities with health promotion/disease prevention, illness and disease management of common acute and chronic illnesses. Pre-requisites: NUR 501, 502, 512, 515.

- NUR 522 Adult Health I Practicum, (3)**
Application of nursing theory-based services for young, middle, and older adults. Acute and chronic issues of health integration and themes of collaboration/communication, critical thinking, teaching-learning, change-persistence and leading-following in nursing services are emphasized. Focus is on collaborative services with health promotion/disease prevention as well as the medical management of common acute and chronic illnesses in a variety of settings. Nine (9) hours/week practicum). Pre-requisites: NUR 501, 502, 512, 515.
- NUR 523 Older Adult/Family Nursing (2)**
This course focuses on the health-related issues of older adults. Major content areas include viewing the unique needs of elders from a nursing theoretical perspective. An interdisciplinary and collaborative healthcare provider approach will be given in the discussion of knowledge concerning physical, psychological, economic and social age related changes. The course will explore personal, cultural, societal attitudes toward aging for the purpose of an enhanced understanding from the elder's perspective. Pre-requisites: NUR 501, 502, 512, 515.
- NUR 524 Older Adult/Family Nursing Practicum (1)**
This practicum course focuses on the application for nursing knowledge with elderly persons and families. Emphasis is given to the collaborative application of biological, social, behavioral disciplinary knowledge with the practice and role description of the professional nurse. Nursing services shall be provided in a variety of settings including the community, assisted living facilities, acute care facilities, rehabilitation centers, and long term care facilities. Three (3) hours/week in practicum setting). Pre-requisites: NUR 501, 502, 512, 515.
- NUR 526 Mental Health Nursing (3)**
Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion/disease prevention, as well as the management of common and acute and chronic medical diagnosis of mental health issues with individuals, families, and communities. A nursing theoretical perspective under girding nursing practice shall be emphasized. Various nursing services and treatment modalities are explored. Nursing services with special populations including the homeless and issues regarding abuse, neglect, and substance abuse are explored. Pre-requisites: NUR 531, 533, 535, 537.
- NUR 527 Mental Health Nursing Practicum (2)**
Practicum learning experience of nursing services with persons who have the medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the changing healthcare systems and collaborative health promotion/disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and management of common acute and chronic mental health problems with individuals and families. Six (6) hours/week practicum. Pre-requisites: NUR 531, 533, 535, 537.
- NUR 530 Adult Health II (3)**
Advanced study of theory and research-based nursing services of the young, middle and older adult. Focus is on the knowledge acquisition and management of complex acute and chronic illnesses and end of life processes. Pre-requisites: NUR 526, 527.
- NUR 531 Nursing Services with the Childbearing Family (3)**
Theoretical basis for professional nursing practice with childbearing families. Emphasis is on childbearing as a family experience, nurse-family processes, and changing health patterns with childbearing families. Nursing role, communication/ collaboration activities and teaching-learning opportunities with health promotion, risk reduction, and disease prevention will be discussed. Prerequisites: NUR 516, 521, 522, 523, 524.
- NUR 533 Nursing Services with the Childbearing Family Practicum (2)**
Practicum focuses on the application of nursing theory and nurse-family processes in providing nursing services and collaborative activities in preventive, supportive and restorative services to members of the childbearing family. Six (6) hours/week practicum. Prerequisites: NUR 516, 521, 522, 523, 524.
- NUR 535 Nursing Services with the Childrearing Family (3)**
The study of nursing science with Childrearing families and health care issues commonly associated with children and adolescents. Nursing theory focuses on the meaning of health from the perspective of the Childrearing family members. The focus will be on theoretical knowledge acquisition, teaching-learning, change-persistence, and collaboration with other healthcare professionals in health promotion/disease prevention as well as the management of common acute and chronic illnesses in children and adolescents. Emphasis is on the child in the family and the nursing services provided as the family lives with health in many diverse settings. Prerequisites: NUR 516, 521, 522, 523, 524.

School of Nursing

- NUR 536 Adult Health II Practicum (3)**
Practicum course with focus on advanced application of theory and research-based nursing services for young, middle and older adults. Focus is on collaborative interdisciplinary management of complex adult health illnesses and situations in a variety of healthcare settings. Nine (9) hours/week practicum. Pre-requisites: NUR 526, 527.
- NUR 537 Nursing Services with the Childrearing Family Practicum (2)**
Practicum application of nursing theory and research-based nursing services of children and adolescents. Focus is on changing health, teaching-learning and collaborative nursing activities with promotion/disease prevention, as well as the management of common acute and chronic illnesses in a variety of healthcare settings. Six (6) hours/week practicum). Prerequisites: NUR 516, 521, 522, 523, 524.
- NUR 538 Community/Public Health Nursing (3)**
The course focuses on a theoretical understanding of nursing concepts which are utilized in nurse-community processes while providing nursing services to individuals, families, communities, and aggregates of populations. The student will explore the role of the community health /public health nurse as an interdisciplinary collaborator with other members of the healthcare team. Changing healthcare systems and policies from a global perspective will be explored. Pre-requisites: NUR 526, 527.
- NUR 539 Community/Public Health Nursing Practicum (3)**
Practicum experience in community/ public health nursing focusing on collaborative policy development, change, teaching-learning processes, the role, application of public health principles and nursing processes in the provision of nursing services with individuals/families and populations in a variety of community-based settings. Pre-requisites: NUR 526, 527.
- NUR 541 Christian Leadership in Nursing/Case Management (3)**
Concepts of management, leadership and followership, change-persistence and organizational structure as frameworks for managing policy development and delivery of nursing care to groups of clients in an acute care setting. The transition from student role to professional nursing role as provider, coordinator, and designer is emphasized. Pre-requisites: NUR 530, 536, 538, 539.
- NUR 543 Christian Leadership in Nursing/Case Management Practicum (2)**
Practicum hours are to equal hours 6 hours per week for the 15 weeks semester (90 hours total for the semester). This experience emphasizes the student experience of observing and assuming the role of nurse leader/manager. Implications for nursing theory-driven practice, teaching-learning processes, change-persistence, and collaboration with other healthcare providers shall be emphasized. Six (6) hours/week practicum. Preceptors are selected and assigned to students by the course coordinator and/or nursing faculty. Pre-requisites: NUR 530, 536, 538, 539.
- NUR 546 Capstone Practicum (3)**
This practicum senior level course focuses on the roles and responsibilities of a new graduate professional nurse. The course provides an opportunity for the student to further develop leadership and practice nursing skills necessary for the beginning practitioner role. It also facilitates synthesis of the nursing knowledge and skills acquired in previous program courses in the provision of nursing care to individuals, families, and aggregates. Faculty in collaboration with the nursing administrators in health care agencies identify agency nurses who will assist students to achieve course/individual objectives in the agency. A nursing clinical faculty member and the selected agency nurse, i.e., Clinical Faculty, who is matched with the student assist the student to develop a Personal Objective Plan. The Plan is a set of individualized specific measurable objectives, which guide the student's clinical learning experience while meeting course objectives. The Clinical Faculty, the student and Campus Faculty form a three person team which facilitates the implementation of the student's plan. Nine (9) hours/week practicum. Pre-requisites: NUR 530, 536, 538, 539.
- NUR 547 Bioethics and Faith Integration (3)**
This course will prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. This will be done using a Christian worldview as students identify their own spirituality and faith journey through Biblical teachings. Lecture: 3 units.
- NUR 548 Leadership and Bioethics (3)**
The student will evaluate leadership styles (such as organizing, delegating, collaborating) and learn ways to apply healthcare leadership principles to provide culturally appropriate, high-quality nursing care. This course will also prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. Lecture: 3 units.
- NUR 549 NCLEX Review (0)**
This NCLEX review course shall be scheduled by the School of Nursing for all graduating senior nursing students. Pre-requisites: NUR 530, 536, 538, 539. Students must pass the course to meet graduation requirement.

- NUR 550 Nursing Theoretical Perspectives and Faith Integration (3 units)**
In this course the student examines the use of nursing theory and faith integration as a guide for the art and practice of nursing at a Master's level. Student and faculty coinvestigate the relationship between concepts of nursing theory and philosophical foundations of understanding as a guide for nursing practice, research, and education. Students select a nursing theory which will guide advanced practice nursing based on a personal philosophy and examine a phenomenon for later research development from a nursing theoretical perspective. This will be done using a Christian worldview as students identify their own spirituality and faith journey through Biblical teachings. Lecture: 3 units.
- NUR 551 Assessment and Health Promotion for Populations (4)**
This course will prepare the student for population health risk assessment based on environmental, genetic, economic, social, and behavioral determinants of health within their spheres of influence. Evidence based population health risk policy analysis and cost effective population health risk management decisions will be included. Emphasis will be placed on evaluation of health disparities, barriers, cultural competencies, and use of resources in organizational systems. Risk assessment, health literacy, health education & counseling will be emphasized. Methods will be introduced regarding collaboration, communication, and innovative ways to structure and redesign processes and outcomes necessary to transform care delivery. Weekly practicum facilitates refinement of aggregate assessment. Lecture: 3 units; Clinical: 1 unit.
- NUR 552 Assessment and Health Promotion for Education (4)**
This course prepares the student for comprehensive, holistic wellness, and illness advanced assessment across the life span. Emphasis will be placed on evidence based teaching strategies appropriate to learner needs related to risk and functional assessment within the context of diverse populations in the promotion of health and prevention of disease. Risk assessment, health literacy, health education & counseling will be emphasized. Content will also include cognitive, psychomotor, and affective learning methods appropriate for critical thinking, collaboration, communication, and client teaching. Weekly practicum facilitates refinement of competent advanced assessment skills and documentation. Lecture: 3 units; Clinical: 1 unit.
- NUR 553 Assessment and Health Promotion for Clinical Nurse Specialist (4)**
This course prepares the student for comprehensive, holistic wellness, and illness assessments across the life span. Complexities, variations, and differences from expected health patterns and parameters, including contextual perspectives, cultural-ethnic influences and risk factor identification will be discussed. Risk assessment, health literacy, health education & counseling will be emphasized. Students will utilize national guidelines to direct screening and diagnosis as they assess the impact of interaction among the individual, family, community, environment, and social systems. Emphasis will be placed on synthesis of assessment data, advanced knowledge, critical thinking, and clinical judgment to formulate differential diagnoses for clinical problems amenable to CNS intervention. Weekly practicum facilitates refinement of competent advanced assessment skills and documentation. Lecture: 3 units; Clinical: 1 unit.
- NUR 554 Management of Clinical Pharmacology (3)**
This course is designed to provide the student with advanced knowledge of pharmacological agents and herbal therapies used across the life span. Emphasis is on the pharmacodynamics of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics related to leadership and improving quality and safety of healthcare delivery. Lecture: 3 units.
- NUR 555 Advanced Pathophysiology (3)**
This course examines complex physiologic biomedical cellular processes essential to an understanding of disease and disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student with a basis for biomedical clinical decision-making, diagnostic reasoning and pharmacotherapeutics.
- NUR 556 Teaching-Learning Pharmacology (3)**
This course is designed to provide the student with advanced knowledge of pharmacological agents and herbal therapies used across the life span. Emphasis is on the pharmacodynamics of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics with an emphasis on the legal and ethical issues related teaching-learning for various prescribed pharmacologic agents. Lecture: 3 units.
- NUR 557 Pharmacology for Clinical Nurse Specialist (3)**
This course is designed to provide the student with advanced knowledge of pharmacological agents, herbal therapies, drug-drug, and drug-food interactions across the life span. Emphasis will be placed on evidence based research as a foundation for executing selected delegated medical regimens associated with the diagnosis and treatment of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics. Lecture: 3 units.

School of Nursing

NUR 558 Pharmacology for the Nurse Practitioner (3)

This course is designed to provide the advanced practice nurse with competencies necessary to work with healthcare professionals, patients, and communities to improve primary healthcare in a cost effective manner. The content will include principles regarding pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics of selected classifications of medications. Characteristics such as age, ethnicity, culture, and gender will be evaluated as well as the genetic and genomics factors when considering medication regimens. Current national guidelines will be integrated with legal and ethical principles for advanced practice nurses providing primary care. Lecture: 3 units.

NUR 559 Nursing Research and Evidence Based Practice I (3)

This course prepares the student to apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate the results of research. Uses analysis of outcomes from evidence-based research of clinical prevention and population care to improve health of and services for individuals, families, and aggregates/identified populations. This course provides an opportunity to examine the generation of evidence for practice focusing on research evidence within a nursing theoretical perspective. The role of evidence for practice and evidence hierarchies are reviewed. An overview of the methods of scholarly inquiry are presented including quantitative, qualitative, mixed-methods, participative, and evaluation research designs. The emphasis is on the translation and evidence-based practice decision making in the identification of phenomenon in the practice setting, evaluation of practice problems, and assessment of practice outcomes. Lecture: 3 units.

NUR 560 Assessment and Health Promotion for Family Nurse Practitioner (4)

This course provides the theoretical science base for multidimensional health and advanced physical assessment of individuals across the life span with emphasis on the adult. Complexities, variations and differences from expected health patterns and parameters, including contextual perspectives, cultural-ethnic influences and risk factor identification will be discussed. Advanced assessment skill development including analysis and comprehensive synthesis of accurate subjective and objective data to identify health-related problems, form working data bases, broaden diagnostic skills, and develop management plans for application to the advanced practice nurse role will be emphasized. Application of critical thinking and clinical decision-making are incorporated with each system and problem-oriented issue. Essential nurse-person implications for the promotion of health will be incorporated throughout. Weekly laboratory practicum facilitates refinement of competent advanced assessment skills and documentation. Lecture: 2 units; Clinical: 2 units.

NUR 561 Applied Biostatistics and Epidemiology for Nursing Practice (3)

This course will enable the student to use descriptive and analytic approaches to examine the distribution of disease in populations, relative risk, and cultural factors. Students will compare and contrast methods used in collection, analysis, and interpretation of quantitative data in disease prevention and health promotion for specific populations. Students will evaluate evidence based literature related to statistical analysis to determine whether a published study has reliable results which can be used in translating evidence to practice. Lecture: 3 units.

NUR 562 Health Policy and Bioethics (3)

This course examines the impact of health policy on care environment management of the local and global health service system. Legal regulations and standards, ethics, accountability, use of technology and resource management, and social justice is emphasized. The role of systems analyst and risk anticipator will be reviewed as students conduct a microsystem analysis to critically evaluate and anticipate risks to client safety to improve quality of client care delivered. This course will prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. Lecture: 3 units.

NUR 565 Leadership and Advanced Nursing Roles (3)

This course will prepare students to promote high quality and safe patient care through exploration of nursing leadership principles and advanced nursing roles. Leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective are explored. Concepts of horizontal leadership, effective use of self, advocacy, and lateral integration of care are explored. The student will examine the role of the master's-prepared nurse as a member and leader of the interprofessional team, who communicates, collaborates, and consults with other health professionals. Critical concepts in the abnormal nursing services of selected adult populations are studied from a nursing theoretical perspective. Evidence-based nursing is practiced within a specialty that leads to competencies to (a) expand the boundaries of nursing practice by focusing on the complimentary biomedical knowledge base of illness and disease management, (b) advance the practice of other nurses and nursing personnel, and (c) envision organizational/system processes which support patient-focused nursing services and enhance the practice of nursing. Client populations may be selected from healthcare.

- NUR 566 Acute and Chronic Illness of the Adult and Older Adult I (4)**
This course will prepare the student for direct interaction with Young Adult, Adult, and Older Adult patients to improve quality of life. Evidence based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve. Students will utilize Systems and Change Theory to improve patient outcomes. Interprofessional collaboration education will be emphasized and the student will apply the competencies necessary to come alongside the patient as they navigate the healthcare system. Pre-requisites: NUR 550, 553, 555, 559, 561, 562, 565, 578. Concurrent requisite: NUR 557. Lecture: 2 units; Clinical: 2 units.
- NUR 567 Acute and Chronic Illness of the Adult and Older Adult II (4)**
This course continues to prepare the student for direct interaction with Young Adult, Adult, and Older Adult patients to improve quality of life. Evidence based strategies will be expected as the student interprets and uses the evidence in the practice setting to decrease risk and implement improvement initiatives. Interprofessional collaboration education will continue and the student will establish collaborative relationships in order to enhance patient outcomes. Prerequisite: NUR 566. Lecture: 2 units; Clinical: 2 units.
- NUR 568 Acute and Chronic Illness of the Adult and Older Adult III (4)**
This course continues to prepare the student for direct interaction with patients to identify and articulate ethical concerns at both public and private levels. Students will continue to be an advocate for quality improvement projects and safety measures. Interprofessional collaboration education will continue as the student becomes a team leader and advocate for effective communication strategies while focusing on the Young Adult, Adult, and Older Adult population. Prerequisite: NUR 567. Lecture: 2 units; Clinical: 2 units.
- NUR 570 Nursing Research and Evidenced Based Practice II (3)**
This course builds on the foundation of nursing research presented in part I culminating in a research proposal. The research-based proposal provides an opportunity for scholarly inquiry and the ethical translation of current evidence into practice. The project should have relevance for practice and make a contribution to the discipline of nursing. Students complete national certification in human research participants protection, construct an integrative review of research literature, and compose a research translation proposal congruent with a nursing theoretical perspective for the purposes of utilizing new evidence to improve or enhance nursing practice. Prerequisite: NUR 559. Lecture: 3 units.
- NUR 571 Family Primary Health Care I (6)**
This course will provide an overview of family health theories related to primary care and the theoretical foundations of women's healthcare during the reproductive years. An overview of conceptual frameworks related to contemporary family structure and functioning, with particular emphasis on health and the family model of Parse's humanbecoming school of thought will be explored. Theory and advanced practice related to assessment and management of women's health issues during reproductive years include gynecology, family planning, preconception, prenatal, pregnancy, and postpartum care, with emphasis on health promotion of women during reproductive years in primary care settings. Experience in assessment, diagnoses, planning and management of patients within a precepted clinical environment for health promotion, simple acute and stable chronic diseases of childbearing and child rearing families is provided with the focus on primary health care for this population. Lecture: 3 units; Clinical: 3 units.
- NUR 573 Family Primary Health Care II (6)**
This course will build on part I and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care of children. This course will prepare family nurse practitioners to assume responsibility for health promotion and illness prevention through maintenance and management of common developmental, behavioral, acute, and chronic health problems of infants, children, and adolescents in primary health care settings. Prerequisite: NUR 571. Lecture: 3 units; Clinical: 3 units.
- NUR 575 Family Primary Health Care III (6)**
This course will build on part I & II and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care for adults. This course will focus on primary care across the life span with an emphasis on acute conditions. The course is designed to provide the family nurse practitioner student with experience in assessment, diagnoses, planning and management of patients within a clinical setting focused on health promotion and disease management in primary care with an emphasis on the adult with acute health conditions. Prerequisites: NUR 571 and 573. Lecture: 3 units; Clinical: 3 units.
- NUR 577 Family Primary Health Care IV (6)**
This course will build on part I, II, & III and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care for adults with an emphasis on the older adult. This course will focus on primary care across the life span with an emphasis on chronic conditions such as asthma, diabetes, and cardiac disease. The course is designed to provide the family nurse practitioner student with experience in assessment, diagnoses, planning and management of patients within a clinical setting focused on health promotion and disease management in primary care with an emphasis on the older adult with chronic health conditions. Prerequisites: NUR 571, 573, and 575. Lecture: 3 units; Clinical 3 units

School of Nursing

NUR 578 Nursing Informatics (3)

This course will prepare the student to consult in the design and enhancement of information technology related to interactive, web-based systems in healthcare while they evaluate the ethical, legal, and cultural implications, including copyright, privacy, and confidentiality issues. Emphasis will be placed on emerging technologies as students analyze, design, implement, and evaluate information system technologies. Content will also include evaluation of impact of information technologies on clinical practice, education, administration, and research. Lecture: 3 units

NUR 579 Interprofessional Collaboration for Local and Global Health (3)

This course prepares the student to lead interprofessional teams in the culturally appropriate planning, delivery, management, and evaluation of evidence-based clinical prevention, population care, and services to individuals, families, and aggregates/identified populations by communicating, collaborating, and consulting with other health professionals to manage and coordinate care. This course will equip the student to examine the effectiveness of clinical intervention programs on a local, national, and global level. Emphasis will be placed on identifying health disparities and vulnerable populations in the community. Intervention at the system level through the policy development process and implementation of advocacy strategies to influence health and health care for vulnerable populations will be explored. Prerequisite: NUR 559. Lecture: 2 units; Clinical: 1 unit.

NUR 580 Clinical Specialization in Nursing Services (4)

This course includes continued study of the clinical nurse specialist role and competencies and the application of this knowledge and skills in a selected clinical practice area. The implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicums and seminars are planned according to the students nursing practice interests. Prerequisites: Academic core, advanced practice core, and NUR 565. Clinical: 4 units.

NUR 581 Healthcare Management (3)

This course integrates core competencies for nurse executives to prepare the student for a role in nursing administration emphasizing clinical outcomes management, care environment management and interprofessional collaboration. Team coordination concepts including delegation, supervision, interdisciplinary care, group process, handling difficult people, and conflict resolution are explored. Principles of healthcare systems and organizations including unit level healthcare delivery/microsystems of care, complexity theory, and managing change theories are analyzed. Principles of quality management, risk reduction, patient safety, and care management with focus on evidence-based practice to improve client outcomes through clinical decision making, critical thinking, problem identification, and outcome measurement are analyzed. Pre- or Co-requisite: NUR 583. Lecture: 3 units.

NUR 582 Nursing Curriculum and Program Development (4)

This course analyzes selected teaching and learning models that are applicable to nursing education. Nursing theoretical perspectives with the nursing human becoming teaching-learning model is highlighted. Strategies for course development with didactic and practicum teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of applied research methods to determine effectiveness of teaching strategies is incorporated. Selected university faculty and nurse education issues are also explored. Lecture: 3 units; Clinical: 1 unit.

NUR 583 Healthcare Management Practicum (2)

Team coordination including delegation, supervision, interdisciplinary care, group process, handling difficult people, and conflict resolution are implemented in practice. The student participates in management of quality, reduction of risk, and safety of patients while focusing on evidence-based practice that improves client outcomes through clinical decision making, critical thinking, identification of problems, and measurement of outcomes. Pre- or Co-requisite: NUR 581. Clinical: 2 units

NUR 584 Instructional Strategies for Nurse Educators (2)

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. A human becoming nursing theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed. Prerequisite: NUR 582. Lecture: 1 unit; Clinical: 1 unit.

NUR 585 Healthcare Finance Practicum (3)

This course provides practice in healthcare financing and socioeconomics related to managing the healthcare environment through strategic planning, budgeting, goal setting, quality indicator evaluation and financial planning in a healthcare setting. Students participate in program planning and budget preparation to impact client outcomes and improve quality. Pre- or Co-requisite: NUR 587. Clinical: 3 units.

- NUR 586 Evaluation and Testing for Nurse Educators (4)**
Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of a cohesive program philosophy, mission statement, conceptual framework, and program outcomes are emphasized. The course includes critical analysis of related topics based upon current research in nursing and higher education literature. Practicum hours include implementation of evaluation and testing strategies in healthcare education settings with emphasis on program improvement resulting from analysis of data related to program improvement indicators. Prerequisites: NUR 582 and 584. Lecture: 3 units; Clinical: 1 unit.
- NUR 587 Healthcare Finance (3)**
Healthcare financing and socioeconomics related to managing the healthcare environment are explored. Content includes nursing leadership responsibilities with strategic planning, budgeting, goal setting, quality indicators and financial planning in various healthcare settings. Emphasis is placed on knowledge acquisition and application for enhancing nurse administrator skills with program planning and budget preparation. The impact of Medicare and Medicaid reimbursement, resource allocation, and healthcare technologies on client outcomes and strategies for quality improvement are analyzed. Prerequisites: NUR 581 and 583. Pre- or Co-requisite: NUR 585.
- NUR 597 Comprehensive Examination (1-3)**
This course guides the student through the process of demonstrating a synthesis and integration advanced nursing theoretical, practice, and research knowledge. Students choosing an examination will be tested on the synthesis and integration of advanced nursing knowledge at the conclusion of the seminar. Lecture: 1-3 units
- NUR 598 Directed Project (1-3)**
A directed project demonstrates a synthesis and integration of advanced nursing theoretical, practice, and research knowledge. This course guides the student through the process of completing a directed project. Students choosing a directed project will further develop the research translation proposal initiated in NUR 570, expand the review of literature, and complete a project that has relevance for practice and makes a contribution to the discipline of nursing. Lecture: 1-3 units.

2012 | 2013

California Baptist University

Division of Online and Professional Studies

GRADUATE CATALOG



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Dr. Joshua Knabb	Counseling Psychology
Dr. Jeff McNair	Disability Studies
Dr. Maryann Pearson	Public Relations

Faculty

Elaine Ahumada, D.P.A.	Political Science
Noemi Alexander, M.P.A.	Political Science
Jacob Avila, M.B.A.	Business Administration
Matthew M. Barrett, Ph.D.	Christian Studies
Gretchen C. Bartels, M.A.	English
Julianna Browning, Ph.D.	Business Administration
Christina Crenshaw, M.Ed.	Education
Mary Crist, Ed.D.	Education
Robert G. Crosby, M.S.	Psychology
Dirk Davis, Ed.D.	Education
Matthew Emerson, Ph.D.	Christian Studies
John Gill, Ph.D.	Christian Ministries
Anna Grigorian-Routon, M.S.	Psychology
Beth A. Groves, M.P.A.	Political Science
Patricia A. Hernandez, Ph.D.	Communication Studies
Tran Hong, Ed.D.	Information Technology • Computer Science

Mitchell R. Hovey, Ed.D.	Education
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Joshua Knabb, Psy.D.	Psychology
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Douglas Lainson, M.B.A.....	Business
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Amy Miller, M.S.	Kinesiology
Elizabeth Morris, Ph.D.	Mathematics • Education
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Laura Pedigo, Psy.D.	Psychology
David Poole, Ed.D.	Leadership • Management
Cammy Purper, M.A.	Early Childhood Studies
Joseph Putulowski, M.B.A.	Business Administration
Sarah Roblee, M.A.....	Communication
Riste Simnjanovski, D.P.A.	Education
R. Lucas Stamps, M.Div.	Christian Studies
Yvonne Thai, Ph.D.	Sociology

BUSINESS ADMINISTRATION

Graduate Program in Business Administration

The Master of Business Administration (MBA) degree program will prepare candidates to advance professionally as effective, innovative and ethical leaders. The program will equip professionals with the competitive skills, knowledge and experience to effectively use technology, engage people, enact change, improve operations and reach individual professional goals. Students will emerge from the program with the practical knowledge and critical-thinking skills to enhance their organization and advance their career.

National Business Accreditation

In addition to California Baptist University's WASC accreditation, the MBA program is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

Master of Business Administration 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 Administration are:

1. Grade Point Average
 - Applicants are considered based on a combination of GPA, management or professional work experience, and GMAT score. The minimum GPA is 2.5.
 - Applicants with significant work experience or a high GPA may not need to submit GMAT score.*
2. Prerequisites (completed with a "C" or better)*

Applicants should possess the following common body of knowledge from prerequisite courses or approved work related experience in:

 - Business Law
 - Business and Organizational Management
 - Microeconomics or Macroeconomics
 - Principles of Accounting I and II
 - Principles of Marketing
 - Statistics
 - Proficiency in Microsoft Office applications
3. Two recommendations, completed on forms provided, from academic or professional sources. Family members and friends may not complete recommendations
4. Comprehensive essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Factors that will make applicant a good MBA candidate
5. Current resume
6. Successful interview with the Director of the MBA program*

* Not required for admission to the pre-MBA curriculum, must be complete prior to consideration for admission to the Master of Business Administration program.

BUSINESS ADMINISTRATION

Pre-MBA Curriculum

The following Master of Business Administration prerequisites are offered at California Baptist University

Pre-MBA Courses

ACC 250	Principles of Accounting I
ACC 251	Principles of Accounting II
BUS 217	Microeconomics or BUS 218 Macroeconomics
BUS 315	Business Statistics
BUS 358	Business Law
BUS 463	Business and Organizational Behavior
CIS 270	Business IT Applications
MKT 333	Principles of Marketing

Master of Business Administration (36 Units)

Core Requirements

BUS 505	Entrepreneurial Management
BUS 512	Management of Information Systems*
BUS 515	Organizational Behavior and Leadership
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 539	Financial Management
BUS 542	Quantitative Business Modeling*
BUS 545	Global Business Management
BUS 598	Business Simulation Capstone

Business Administration 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 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 Organizational 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 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 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.

Online and Professional Studies

- 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 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 539 Financial Management (3)**
The course focuses on the application and development of management decision making and problem solving skills in the financial area. Specific topics of discussion include financial statement analysis, credit and operational risk, financial planning and budgeting, asset valuation, cash flow analysis and capital budgeting, and firm valuation from a value-based management and corporate governance perspective. Prerequisite: ACC 250 and 251.
- 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 598 Business Simulation Capstone (6)**
The Business Simulation Capstone is a course designed for students to demonstrate they can effectively integrate and apply the knowledge and skills gained from completing the MBA curriculum. It is to be taken in the student's final semester of the MBA program. It is also designed for students to fully develop "real-world" decision-making, strategy formulation, and problem-solving skills. The course is based upon a computerized business which teams of students operate and manage in competition against each other teams. In an ethical manner, teams analyze the economic conditions of the simulated environment, insure smooth production, use accounting data to evaluate results and make decisions, adequately finance operations, determine research and development targets, manage employees and the team, and respond to the competition. Pre- or Co-requisite: BUS 539.

COUNSELING PSYCHOLOGY

Graduate Program in Counseling Psychology

The Master of Science in Counseling Psychology program in the Online and Professional Studies division of California Baptist University is designed to prepare students to enter the field of either marriage and family therapy or professional clinical counseling with a firm understanding of psychological science from a distinctly Christian worldview. Graduates will receive the education and training necessary to assess and treat individuals, couples, and families who are experiencing relational difficulties, and meets the current requirements for licensure in the state of California as a marriage and family therapist or licensed professional clinical counselor

Admission Requirements

Master of Science in Counseling Psychology Admission Requirements

Admission standards for graduate studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Counseling Psychology program are:

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
2. Prerequisites
 - Developmental Psychology
 - Theories of Personality
 - Research Methods or Statistics
 - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment
 - Cannot be admitted with more than two outstanding prerequisites
3. Two Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a therapist
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: "Have you ever received psychiatric treatment or counseling, yes or no?" If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Psychology Program

COUNSELING PSYCHOLOGY

Master of Science in Counseling Psychology (60 units)

Core Requirements (60 units)

PSY 500	Diversity Issues in Counseling Psychology Seminar
PSY 501s	Professional Practice Seminar I
PSY 502s	Professional Practice Seminar II
PSY 505	MFT Counseling Theory
PSY 510	Human Growth and Development
PSY 515	Human Sexuality
PSY 520	Human Communications in Group Process
PSY 525	MFT Counseling Techniques
PSY 530	Advanced Research Methodology
PSY 535	Advanced Psychopathology
PSY 540	Psychodiagnostics
PSY 545	MFT Counseling: Child and Adolescent
PSY 555	Practicum I
PSY 560	Professional Ethics and Law
PSY 570	Practicum II
PSY 580	Family Therapy I
PSY 585	Family Therapy II

Online and Professional Studies

PSY	590	Christian Perspective on Professional Counseling
PSY	595s	Psychopharmacology
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment
PSY	597b	HIV/AIDS Counseling
PSY	597c	Domestic Violence
PSY	598a	Chemical Dependency: Diagnosis and Treatment
PSY	598c	Aging and Mental Health

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 Online and Professional Studies Academic offices and students unable to come to CBU to take the exam will need to make proctoring arrangements.

Psychotherapy Requirement

Students entering the Graduate Program in Counseling Psychology will be required to complete twenty-four (24) hours of individual psychotherapy or fifty (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.

Students completing the psychotherapy requirement may obtain the psychotherapy form from the Online and Professional Studies Academic offices.

Counseling Psychology Course Descriptions

PSY 500	Diversity Issues in Counseling Psychology (3) Examination of the effects of therapeutic interventions on culturally distinct populations.
PSY 501s	Professional Practice Seminar I (2) 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) 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 505	MFT Counseling Theory (3) 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) 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 (2) Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology.
PSY 520	Human Communications in Group Process (3) Application of group treatment models to various forms of interpersonal communication.
PSY 525	MFT Counseling Techniques (3) Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.
PSY 530	Advanced Research Methodology (3) Theoretical and practical applications of research methods of psychotherapy. Prerequisite: BEH 383 Statistical Techniques in Behavioral Science or equivalent.
PSY 535	Advanced Psychopathology (3) 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 personality, and the psychoses.
PSY 536	Community Mental Health Counseling (3) This course introduces the student to the contemporary context of community mental health settings. Course content emphasizes recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse, the homeless, foster care services, case management, client advocacy, in-home and in-school services, bilingual client services, professional collaboration and medical family therapy. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.

PSY 537	Career Counseling (3) This course is designed to meet the professional training criteria of students within the field of Counseling Psychology and other helping professions to gain competency in the basic tenets of career counseling. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.
PSY 540	Psychodiagnostics (3) Applications of Intelligence Testing and Personality testing to diagnosis and treatment. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent.
PSY 545	MFT Counseling: Child and Adolescent (3) 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.
PSY 560	Professional Ethics and Law (3) An examination and explanation of current laws and ethical issues affecting psychotherapists.
PSY 570	Practicum II (3) A continuation of PSY 555. Prerequisite: PSY 555.
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.
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.
PSY 590	Christian Perspective on Professional Counseling (2) Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.
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.
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.
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.
PSY 597c	Domestic Violence (1) Examines the characteristics and treatment of the perpetrators and victims of domestic violence.
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.
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. Elective Course.
PSY 598c	Aging and Mental Health (2) This seminar addresses mental health issues in aging populations.

DISABILITY STUDIES

Graduate Program in Disability Studies

The Master of Arts in Disability Studies at California Baptist University is a distance learning degree program designed to develop expertise in human differences. Beyond preparing professionals to lead, establish and shape disability programs, ministries and policies, the Disability Studies program prepares graduates to challenge and change the way society and organizations relate to people with disabilities.

Students have the opportunity to pursue a concentration in two distinct areas of the field:

- The Disability Ministry Concentration recognizes and responds to the growing presence of people with disabilities within the church. Students in this concentration complete specialized coursework that prepares them to establish, build and lead disability ministries within a congregational setting. Graduates will be agents for change within the Christian church around the world.
- The Disability Policy Concentration is designed for professionals interested in shaping policies that impact persons with disabilities. Specialized coursework prepares students to take a proactive role in defining and enacting policies at the government, corporate, or organizational level that reflect and recognize the needs and value of people with disabilities. As policy shapers and makers, graduates are ideally positioned to become agents of positive change within their organization and beyond.

The Disability Studies program offers a highly reflective curriculum that challenges students to reexamine, reevaluate, and redefine perceptions of what it means to be disabled—as well as what it means to be human. Practicum components within coursework enable candidates to gain valuable hands-on experience, working with and for people with disabilities in a setting of their choice that best reflects their professional goals. Interdisciplinary courses illuminate the intersections between a broad range of academic fields—health, education, sociology, law, politics, philosophy, and theology—as they apply to persons with disabilities. Combining theory, evaluation, and experiential learning, the M.A. in Disability Studies prepares leaders and thinkers to challenge and change the way communities, organizations, government agencies, and religious institutions interact and engage with people experiencing disabilities.

Admission Requirements

Master of Arts of Disability Studies Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - 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)
2. Prerequisites
 - Completion of a Bachelor's Degree from a regionally accredited college or university
 - Technology proficiency in the use of computer software and programs including but not limited to Microsoft Word, online resources, internet searches and e-mail
 - Background in disability studies through coursework, a degree and/or personal or professional experience
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred that one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long term professional goals
 - Influences that have shaped your present values and approach to life
 - A statement about your personal faith and present pattern of spiritual growth
 - The relationship between your professional goals and your faith
 - Reasons for choosing to study at California Baptist University
5. A successful interview with the Director of the Graduate Program in Disability Studies

DISABILITY STUDIES

Master of Arts in Disability Studies (34 units)

All students in the Master of Arts in Disability Studies will complete twenty-two (22) units of core and research courses and twelve (12) units concentration from one of the following concentrations: Disability Ministry, or Disability Policy. Students will complete fieldwork hours as part of the program course requirements.

Core Requirements (15 units)

- DSS 501 Survey of Disability
- DSS 503 Introduction to Disability Studies
- DSS 507 History and Politics of Disability Policy
- DSS 509 Legal and Ethical Issues in Disability
- DSS 513 Introduction to Leadership and Organizational Theory

Disability Ministry Concentration (12 units)

- DSS 520 Current Christian Perspectives on Disability
- DSS 523 Disability and Pastoral Care
- DSS 527 Disability Ministry
- DSS 543 Social Role Valorization and Human Supports

Disability Policy Concentration (12 units)

- DSS 520 Current Christian Perspectives on Disability
- DSS 540 Sociology of Disability
- DSS 543 Social Role Valorization and Human Supports
- DSS 545 Disability Policy

Research and Capstone Requirements (7 units)

- DSS 596A Research Seminar I
- DSS 596B Research Seminar II
- DSS 597 Capstone Project or DSS 598 Thesis

Disability Studies Course Descriptions

- DSS 501 Survey of Disability (3)**
This course introduces students to the etiologies, nature, determinants, adjustments, and problems of persons with intellectual, physical, learning, health, and/or emotional impairments.
- DSS 503 Introduction to Disability Studies (3)**
This course includes a survey of disability studies with a focus on theoretical questions of how societies create understandings of impairments and what the consequences are for individuals and communities. Prerequisite: DSS 501.
- DSS 507 History and Politics of Disability Policy (3)**
This course includes a survey of disability studies with a focus on theoretical questions of how societies create understandings of impairments and what the consequences are for individuals and communities. Prerequisite: DSS 501.
- DSS 509 Legal and Ethical Issues in Disability (3)**
This course introduces legal and ethical concepts and challenges facing persons with disabilities and those who work with them. Students consider both the principles that guide legal and ethical choices, as well as practical implications of those principles and choices. Topics include personal responsibility, assisted suicide, advance directives, educational inclusion, parenting, marriage, medical issues, and other ethical questions. Prerequisites: DSS 501 and 503.
- DSS 513 Introduction to Leadership and Organizational Theory (3)**
The purpose of this course is to equip students with the knowledge and skills necessary for successful leadership in public and private organizations with implications to various marginalized groups. Students will study leadership and organizational theories with an emphasis on assessment of personal growth needs and enhancement of administrative skills, including communication, decision-making, motivation, leadership styles, and team building. Prerequisites: DSS 501 and 503.
- DSS 520 Current Christian Perspectives on Disability (3)**
Students explore Christian thinking on disability through the works of well-known writers. Topics include Christian traditions and perspectives regarding individuals with disabilities; the notion of disability and “wounding;” and Christian responses, including advocacy, ministry, and self-understanding of believers with disabilities. Prerequisites: DSS 501 and 503.

Online and Professional Studies

- DSS 523 Disability and Pastoral Care (3)**
Students examine theological perspectives on critical life issues as they relate to people with disabilities and their families. Emphasis is placed on understanding and caring in relationships with people with disabilities. Prerequisites: DSS 501 and 503.
- DSS 527 Disability Ministry (3)**
This course includes a biblically-based examination of the theory, theology, development, curriculum, and logistics of ministry to persons with disabilities and their families. Students also consider church structures and practices as they relate to people with disabilities. Prerequisite: DSS 520.
- DSS 540 Sociology of Disability (3)**
This course provides an overview of critical approaches to disability and inclusion within the sociological perspective. Students explore a range of disability experiences across the lifespan, including school, employment, social contexts, interpersonal relationships, and family contexts. Prerequisite: DSS 509.
- DSS 543 Social Role Valorization and Human Supports (3)**
Students pursue an in-depth study of social role valorization as a foundational principle in disability studies and human supports. Major foci include ideas of “wounding;” the impact of social role theory; and understanding the impact of interventions, attitudes, and perceptions on devalued people. Prerequisites: DSS 501 and 503.
- DSS 545 Disability Policy (3)**
This course focuses on legislation, litigation, and administrative foundations for the provision of services to persons with disabilities. Topics include the development of rights and civil protections in the USA, advocacy, and policy formulation and establishment. Prerequisite: DSS 509.
- DSS 596A Research Seminar I (2)**
This course is designed to help graduate students prepare, evaluate, develop and present research culminating in a Disability Studies Capstone thesis or project. The course includes an introduction to research tools and methodology and culminates in a research prospectus for the student’s capstone, including preliminary literature review. Students with an approved research prospectus may enroll in the capstone project or thesis course. Prerequisites: Completion of at least four core courses and at least one concentration course.
- DSS 596B Research Seminar II (2)**
This course is designed to help graduate students expand their knowledge of research methods and evaluation of existing research reports, as well as participation in the development and critique of research proposals and results and finalize their literature review. Students are exposed to the publication process for professional work. This course culminates in the students creating a distillate of their capstone project or thesis into a form that must be submitted for publication in a professional journal of their choosing. Prerequisites: DSS 596A.
- DSS 597 Capstone Project (3)**
The capstone project advances professional practice through applied research and field investigations. Students work independently under the oversight of a faculty committee. Those who require more time may repeat the course for a maximum of two semesters. Pass/Fail. Prerequisite: DSS 596A and Program Director approval.
- DSS 598 Thesis (3)**
The thesis advances the theory and scholarship in the field of Disabilities Studies through original research. Students work independently under the oversight of a faculty committee. Those who require additional time may repeat the course a maximum of two semesters. Students who do not complete the thesis in the required time frame may be given an opportunity to enroll in Capstone Project for one semester. Pass/Fail. Prerequisite: DSS 596A and Program Director approval.

EDUCATION

Graduate 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.

Admission Requirements

Master of Science in Education Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission
 - 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)
2. Two Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred that one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
3. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University
4. Successful Interview with the Director of the Graduate Program in Education

EDUCATION

Master of Science in Education

Specialization in Early Childhood Studies (36 units)

Core Requirements (15 units)

EDU 501	Leadership, Worldviews and Contemporary Issues
EDU 521	Theories of Learning and Teaching
EDU 522	Curriculum Theory and Development
EDU 525	Survey of Educational Research
EDU 534	International and Comparative Education

Specialization Requirements (21 units)

ECH 530	School, Family, and Community Partnerships
ECH 535	Leadership and Supervision In Early Childhood Settings
ECH 540	Early Childhood Literacy and Language Development
ECH 545	Advanced Studies in Early Childhood Development
ECH 550	Early Childhood Program Development and Evaluation
EDU 526	Applied Educational Research
EDU 541	The Exceptional Child

Online and Professional Studies

Master of Science in Education

Specialization in Educational Leadership (36 units)

Core Requirements (15 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research
- EDU 534 International and Comparative Education

Specialization Requirements (21 units)

- EDL 530 Introduction to Education Leadership
- EDL 534 Program Development and Evaluation
- EDL 556 School Law and Finance
- EDL 558 Policy, Governance and Community Relations
- EDL 560 School Site Leadership and Organizational Development
- EDU 526 Applied Educational Research
- EDU 544 Personnel Leadership and Development

Master of Science in Education

Specialization in Online Teaching and Learning (30 units)

Core Requirements (15 units)

- EDU 501 Leadership, Worldviews and Contemporary Issues
- EDU 521 Theories of Learning and Teaching
- EDU 522 Curriculum Theory and Development
- EDU 525 Survey of Educational Research
- EDU 534 International and Comparative Education

Specialization Requirements (15 units)

- OTL 510 Online Instructional Design
- OTL 520 Methods for Online Teaching
- OTL 530 Building the Online Community
- OTL 540 Assessment and Evaluation of Online Learning
- OTL 570 Practicum in Online Teaching & Learning

Education Course Descriptions

ECH 530 School, Family, and Community Partnerships (3)

This course will examine family, community, societal, and cultural influences on children's schooling and learning and explore ways to create partnerships to support families and children. Emphasis is on the development of strategies for integrating family members and community resources into the learning process and addressing and overcoming barriers to partnerships.

ECH 535 Leadership and Supervision In Early Childhood Settings (3)

This course will explore the early childhood administrator's role in staff development and human relations, including recruitment, hiring, retaining, training, supporting and evaluation of personnel. This course will examine the importance of developing a program philosophy as well as the multi-level functions of supervision with an emphasis on understanding teacher development and reflective practice.

ECH 540 Early Childhood Literacy and Language Development (3)

This course will review significant research and theory regarding language acquisition and literacy skills in the early childhood period. Current instructional and assessment strategies for early literacy and language development in young children, including the bilingual child, will be explored. Techniques for involving and educating families will be investigated.

ECH 545 Advanced Studies in Early Childhood Development (3)

This course reviews theory and critical research relating to prenatal development through age eight. Classic theory and current literature concerning development in physical, cognitive, language, social, and emotional domains will be examined. Students will analyze connections between critical theories, research, and best practices in early childhood programs.

ECH 550	<p>Early Childhood Program Development and Evaluation (3)</p> <p>The course will examine the process of program development, evaluation, and improvement in the early childhood setting with a focus on industry standards and best practice. Students will be introduced to measurement tools such as the Environment Rating Scales (ECERS), NAEYC Accreditation criteria, and the Program Administrators Scale (PAS). Students will utilize common assessments to develop action plans, and integrate their knowledge and understanding of program development and evaluation by creating a proposal for an early childhood program.</p>
EDL 530	<p>Introduction to Educational Leadership (3)</p> <p>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.</p>
EDL 534	<p>Program Evaluation and Development (3)</p> <p>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.</p>
EDL 556	<p>School Law and Finance (3)</p> <p>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.</p>
EDL 558	<p>Governance, Policy and Community Relations (3)</p> <p>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.</p>
EDL 560	<p>School Site Leadership and Organizational Development (3)</p> <p>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.</p>
EDU 501	<p>Leadership, Worldviews and Contemporary Issues (3)</p> <p>Students will evaluate a range of contemporary issues related to education from different leadership and worldview perspectives and develop a worldview and leadership philosophy. Students are equipped with a foundational understanding of worldviews and leadership so as to be informed catalysts for change in education environments.</p>
EDU 521	<p>Theories of Learning and Teaching (3)</p> <p>Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.</p>
EDU 522	<p>Curriculum Theory and Development (3)</p> <p>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.</p>
EDU 525	<p>Survey of Educational Research (3)</p> <p>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.</p>
EDU 526	<p>Applied Educational Research (3)</p> <p>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. 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. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning Specialization.</p>

Online and Professional Studies

- EDU 534 International and Comparative Education (3)**
This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and examine the history of their respective educational systems and how the systems were organized to meet the political, social and economic agenda of the 21st century. By examining different approaches to common problems, students will have a broad foundation upon which they can analyze and evaluate different strategies for problem solving educational issues. Students will develop their personal worldview of international education based on a Judeo-Christian worldview.
- 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. A certificate of clearance is required prior to engaging in fieldwork. Approved by the California Commission on Teacher Credentialing to meet requirements for the credential.
- 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 competencies in managing employee problems and due process. Prerequisite EDL 530 and Declared Educational Leadership for Public Institutions Specialization.
- OTL 510 Online Instructional Design (3)**
Explores the theories, models, approaches, technologies, and methods of online teaching and adult learning. Provides a foundation to consider roles and characteristics of the online teacher and learner for those teaching adults in higher education, business, or government settings. Students apply principles of universal design for learning, complete a course design worksheet including learning goals, activities, and direct, authentic, and embedded assessments.
- OTL 520 Methods for Online Teaching (3)**
Examines the theoretical and practical implications of various asynchronous and synchronous tools and their impact on teaching and learning through research and hands-on experience. Students demonstrate understanding of adult learning, appropriate pedagogy, and use of web 2.0 tools to promote student engagement and active learning in designing online lessons.
- OTL 530 Building the Online Community (3)**
Examines theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings. Students analyze effective ways to build community across distance as well as how to establish telepresence and social presence. They demonstrate the ability to use multiple communication tools, including free Web 2.0 resources.
- OTL 540 Assessment and Evaluation of Online Learning (3)**
Explores a variety of online assessment and evaluation options with an emphasis on continual assessment and evaluation to improve teaching and learning. Students use multiple formative and summative measures to design an assessment plan for online learning using an assessment framework to align assessment with learning outcomes and learning activities.
- OTL 570 Practicum in Online Teaching and Learning (3)**
This course requires practical on-the-job experience working with learners and content experts in an approved computing or technology facility, online classroom, corporate training facility or similar setting. Practicum students will apply competencies such as teaching online, planning and assessing instruction, consulting, researching, and establishing and participating in an online learning community.

PUBLIC ADMINISTRATION

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

Master of Public Administration Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific 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 possess one of the following:
 - A baccalaureate degree that demonstrates strong undergraduate preparation in common curriculum requirements including courses in public administration, organizational theory, or public policy
 - A baccalaureate degree in any discipline supplemented with a minimum of five years managerial experience in either the public or private sector
3. Resume
 - A current resume documenting all related professional and extracurricular activities
4. Three recommendations, completed on forms provided, must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
5. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University

PUBLIC ADMINISTRATION

Master of Public Administration (36-37 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
MPA 550	Information Management & Decision Support in Public Organizations
MPA 560	Statistical Analysis for Public Administrators
MPA 570	Public Policy Analysis
MPA 580	Legal and Ethical Issues
MPA 590	Organizational Theory
MPA 585	Political Economy
MPA 593	Professional Presentation

Final Requirement (3-4 units)

Select one of the following sequences:

MPA 594	Comprehensive Examination Seminar
	OR
MPA 597	Research Project
	OR
MPA 598A	Research Thesis
MPA 598B	Research Thesis Continuation

Public Administration Course Descriptions

- 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 Management (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 and collective bargaining in the public sector and analyzes crucial policy issues.
- 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 Statistical Analysis for Public Administrators (3)**
This course provides an introduction to statistical analysis and its application to research and decision-making for public administrators. The emphasis is on the collection and analysis of quantitative data using PASW and Excel. Topics include descriptive statistics, probability concepts, confidence intervals, data collection, and data analysis - including parametric and nonparametric data analysis using PASW and Excel.
- 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 analysis will include application of micro- and macro-economic theories to obtain better understandings of political and administrative decision-making processes.
- MPA 590 Organizational Theory (3)**
This course is a graduate level introduction to organizational theory. Students will explore the structure and function of public and nonprofit organizations and the behavior of people in them. Exposure to a variety of major theories and perspectives as well as a review of recent research in the discipline will be discussed.
- MPA 593 Professional Presentation (3)**
This course examines and prepares students for professional presentation skills within an organization. This course provides students with effective ways of integrating technology, data, narrative information and persuasive oral presentation skills. Practical application and demonstration of skills will be required.

- MPA 594** **Comprehensive Examination Seminar (3)**
This course introduces students to the concepts, approaches and methods of completing a comprehensive exam. Focus will be placed on proper scholarly examination writing techniques as well as a comprehensive review of public administration coursework themes, theories, best practices and applications. Pass/Fail.
- MPA 597** **Research Project (3)**
Students will be engaged in a faculty supervised and approved project that is contoured to their particular career objectives. The format is flexible but should result in a major paper of approximately fifty pages in length. Pass/Fail
- MPA 598A** **Research Thesis (2)**
This course is a guided development of a research thesis. This course may be repeated once for credit. Students cannot take MPA 598A until their final semester of coursework. Pass/Fail. Prerequisite: Program Director Approval
- MPA 598B** **Research Thesis Continuation (1)**
This course is a continuation of the research thesis and may be repeated once for credit. Pass/Fail. Prerequisite: MPA 598A

PUBLIC RELATIONS

Graduate Program in Public Relations

The Master of Arts in Public Relations equips students with critical thinking and professional practice skills while challenging them to integrate biblical thought with contemporary cultural concepts. Graduates of the Master in Public Relations will exhibit creativity, confidence, and competence as they research, plan and implement action, communicate effectively and evaluate campaigns as needed to accomplish successful public relations efforts.

Admission Requirements

Master of Arts in Public Relations Admission Requirements

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

1. Grade Point Average
 - A minimum 2.75 for unconditional admission and a minimum 2.5 for conditional admission
2. Prerequisite course: There are no prerequisite courses; however, applicants should possess one of the following:
 - A baccalaureate degree that demonstrates strong undergraduate preparation in common curriculum requirements which may include courses in public administration, organizational theory, or public policy
 - A baccalaureate degree in any discipline supplemented with a minimum of five years experience in either the public or private sector
3. Resume
 - A current resume documenting all related professional and extracurricular activities
4. Two recommendations, completed on forms provided, must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
5. 500-word Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University

PUBLIC RELATIONS

Master of Arts in Public Relations (33 units)

Core Requirements (33 units)

PRL 505	History and Theory of Public Relations
PRL 510	Public Relations Research and Evaluation
PRL 515	Legal, Ethical, and Social Foundations of Public Relations
PRL 520	Specialized Writing for Public Relations
PRL 530	Critical Thinking and Crisis Management
PRL 540	New Media Strategies
PRL 550	Public Relations Campaigns: Social and Physical
PRL 560	Public Relations Management and Leadership
PRL 570	Marketing and Communications Programs
PRL 580	International Public Relations
PRL 597	Capstone

Public Relations Course Descriptions

- PRL 505 History and Theory of Public Relations (3)**
This course traces the historical development of the intellectual and theoretical foundations of public relations beginning with Ivy Lee who evolved his philosophy in 1906 into the Declaration of Principles, the first articulation of the concept that public relations practitioners have a responsibility that extends beyond obligations to the clients and continuing through Chet Burger who practiced modern public relations and brought the field through the age of television. This course provides an understanding of the history, principles and ethical practices while engaging with a Christian worldview regarding public relations practice.

- PRL 510 Public Relations Research and Evaluation (3)**
Students enrolled in this course learn to effectively use tools and techniques, including statistical analysis and evaluation of data gathered through online and social media surveys. Students draft and create projects and learn to promote and influence through effective, strategic public relations plans measured by effective tools.
- PRL 515 Legal, Ethical, and Social Foundations of Public Relations (3)**
A course exploring the important role of ethical and legal issues and their relation to the social foundations of public relations in this time of social media and online communication. Norms of ethical behavior in today's society in a professional and personal are analyzed. Various codes of ethics are read, reviewed and analyzed as compared with various case studies. Students to identify analyze and prepare responses to ethical and legal situations that arise in the private and public sector.
- PRL 520 Specialized Writing for Public Relations (3)**
This course examines the essentials of public relations writing, emphasizing strategic thinking and compositional precision. Students will master writing professional communication pieces for media and other various audiences including internal and external communication pieces.
- PRL 530 Critical Thinking and Crisis Management (3)**
Introduction to the concept of critical thinking and its practical application to a variety of public relations challenges and opportunities; emphasis on formulating and evaluating problems from multiple perspectives.
- PRL 540 New Media Strategies (3)**
This course examines the art and theory of media relations from the public relations perspective. Students analyze the state of contemporary media. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and social media.
- PRL 550 Public Relations Campaigns: Social and Physical (3)**
The purpose of this course is to equip students with the knowledge and skills needed to research, plan and implement effective public relations campaigns that incorporate social media and physical public relations platforms.
- PRL 560 Public Relations Management and Leadership (3)**
The purpose of this course is to equip students with the knowledge, skills and strategies needed to accomplish effective leadership as a public relations practitioner. Students will study theories with an emphasis on servant and transformational leadership and assessment of growth and skills enhancement, team forming building and motivation.
- PRL 570 Marketing and Communications Programs (3)**
The purpose of this course is to teach students to plan, evaluate and implement integrated marketing and communications programs utilizing public relations strategies in concert with advertising and other marketing disciplines; emphasis on research, case studies and campaign development.
- PRL 580 International Public Relations (3)**
The purpose of this course is to equip students with the historical perspective and practical application of international public relations. Students will study international public relations theory, practice and political communication as it relates to public relations in this age of globalization.
- PRL 597 Capstone (3)**
Student will write a 25-page paper that identifies a public relations problem or issue in, communications, administration, media or business. This comprehensive paper is driven by theory and practices learned through the course work. A minimum of six to eight of the courses content areas should be reflected in the paper

2012 | 2013

California Baptist University

Directory

GRADUATE CATALOG



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