2024-2025 Graduate Catalog

California Baptist University

An Institution of the California Southern Baptist Convention

2024-2025 Graduate Catalog
74th SESSION

California Baptist University
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California Baptist University, an educational institution controlled by the California Southern Baptist Convention, takes seriously anti-discrimination provisions under the state law and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility, and mutual respect. California Baptist University is exempted by the state from California Education Code 66270 to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets. California Baptist University retains all rights afforded it under federal law and the laws of the State of California.

SPECIAL NOTICE

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All announcements here are subject to revision.

Editing by Christine Dahlgren. 2024.

2024-2025 Academic Calendar

Fall Semester 2024

Traditional Semester

August

21	Semester Payment Due Date

September

2	Labor Day (no classes, offices open)
3	Classes Begin*
10	Last Day to Add a Class for Credit*
17	Last Day to Drop a Class with Refund*

November

11	Last Day to Withdraw from a Class with "W" (no refund)*
13	Graduation Application Deadline for Spring 2025 posting date
25-29	Thanksgiving Holiday (offices closed at 12:00 noon on November 26)

December

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

Session 1

August

21	Semester Payment Due Date

September

2	Labor Day (offices open)
2	Classes Begin* - Session 1 and Session 3
10	Last Day to Add a Class for Credit* - Session 1 and Session 3
17	Last Day to Drop a Class with Refund* - Session 1 and Session 3

October

1	Last Day to Withdraw from a Class with "W" (no refund)* - Session 1
27	Session 1 Closes

Session 2

October

28	Classes Begins* - Session 2

November

1	Last Day to Withdraw from a Class with "W" (no refund)* - Session 3
4	Last Day to Add a Class for Credit* - Session 2
11	Last Day to Drop a Class with Refund* - Session 2
13	Graduation Application Deadline for Spring 2025 posting date
25	Last Day to Withdraw from a Class with "W" (no refund)* - Session 2
26-29	Offices Closed (beginning at 12:00 noon on November 26)
28-29	Thanksgiving Holiday (no classes)
30	Classes Resume

December

2	Offices Open
12-13	Commencement Exercises
20	Offices Closed (December 20-January 1)
22	Session 2 and Session 3 Close

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

Spring Semester 2025

Traditional Semester

January

2	Offices Open
6	Semester Payment Due Date
13	Classes Begin*
20	Martin Luther King Jr. Holiday (no classes, offices closed)
21	Last Day to Add a Class for Credit*
27	Last Day to Drop a Class with Refund*

March

10-14	Spring Break (no classes)
17	Graduation Application Deadline for Summer 2025 posting date
28	Last Day to Withdraw from a Class with "W" (no refund)*

April

18	Good Friday Holiday (no classes, offices closed)
19-21	Easter Observance (classes resume at 4:00pm on the April 21, offices closed)
22	Offices Open
26	Traditional Semester Closes
28-30	Commencement Exercises

Session 1

January

2	Offices Open
6	Semester Payment Due Date
6	Classes Begin* - Session 1 and Session 3
13	Last Day to Add a Class for Credit* - Session 1 and Session 3
20	Martin Luther King Jr. Holiday (no classes, offices closed)
21	Last Day to Drop a Class with Refund* - Session 1 and Session 3

February

3	Last Day to Withdraw from a Class with "W" (no refund)* - Session 1

March

2	Session 1 Closes

Session 2

March

3	Classes Begin* - Session 2
7	Last Day to Withdraw from a Class with "W" (no refund)* - Session 3
10	Last Day to Add a Class for Credit* - Session 2
17	Graduation Application Deadline for Summer 2025 posting date
17	Last Day to Drop a Class with Refund* - Session 2
31	Last Day to Withdraw from a Class with "W" (no refund)* - Session 2

April

18	Good Friday Holiday (no classes, offices closed)
19-21	Easter Observance (online classes in session, traditional classes resume at 4:00pm on the April 21, offices closed)
22	Offices Open
27	Session 2 and Session 3 Close
28-30	Commencement Exercises

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

Summer Semester 2025

Traditional Semester

May

5	Semester Payment Due Date
5	Classes Begin*
12	Last Day to Add a Class for Credit*
19	Last Day to Drop a Class with Refund*
26	Memorial Day Holiday (no classes, offices closed)

July

4	Independence Day Holiday Observance (no classes, offices closed)
11	Last Day to Withdraw from a Class with "W" (no refund)*
14	Graduation Application Deadline for Fall 2025 posting date

August

8	Traditional Semester Closes
13-14	Commencement Exercises

Session 1

May

5	Semester Payment Due Date
5	Classes Begin* - Session 1 and Session 3
12	Last Day to Add a Class for Credit* - Session 1 and Session 3
19	Last Day to Drop a Class with Refund* - Session 1 and Session 3
26	Memorial Day Holiday (no classes, offices closed)

June

2	Last Day to Withdraw from a Class with "W" (no refund)* - Session 1
29	Session 1 Closes

Session 2

June

30	Classes Begin* - Session 2

July

4	Independence Day Holiday (no classes, offices closed)
7	Last Day to Withdraw from a Class with "W" (no refund)* - Session 3
7	Last Day to Add a Class for Credit* - Session 2
14	Graduation Application Deadline for Fall 2023 posting date
14	Last Day to Drop a Class with Refund* - Session 2
28	Last Day to Withdraw from a Class with "W" (no refund)* - Session 2

August

13-14	Commencement Exercises
24	Session 2 and Session 3 Close

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

2025-2026 Academic Calendars

Fall Semester 2025

Traditional Semester

August

13	Semester Payment Due Date

September

1	Labor Day Holiday (offices open)
2	Classes Begin*
9	Last Day to Add a Class for Credit*
16	Last Day to Drop a Class with Refund*

November

10	Last Day to Withdraw from a Class with "W" (no refund)*
17	Graduation Application Deadline for Spring 2026 posting date
24-28	Thanksgiving Holiday (no classes, offices closed at 12:00 noon on November 25)

December

1	Classes Resume, Offices Open
10	Traditional Semester Closes
11-12	Commencement Exercises (tentative)
22	Offices Closed (December 22 - January 1)

Session 1

August

13	Semester Payment Due Date

September

1	Labor Day Holiday (offices open)
1	Classes Begin* - Session 1 and Session 3
9	Last Day to Add a Class for Credit* - Session 1 and Session 3

16 Last Day to Drop a Class with Refund* - Session 1 and Session 3

30 Last Day to Withdraw from a Class with "W" (no refund)* - Session 1

October

26 Session 1 Closes

Session 2

October

27 Classes Begin* - Session 2

31 Last Day to Withdraw from a Class with "W" (no refund)* - Session 3

November

3 Last Day to Add a Class for Credit* - Session 2

10 Last Day to Drop a Class with Refund* - Session 2

17 Graduation Application Deadline for the Spring 2026 posting date

24 Last Day to Withdraw from a Class with "W" (no refund)* - Session 2

25-28 Offices Closed (beginning at 12:00 noon on November 25)

27-28 Thanksgiving Holiday (no classes)

29 Classes Resume

December

1 Offices Open

11-12 Commencement Exercises (tentative)

21 Session 2 and Session 3 Close

22 Offices Closed (December 22 - January 1)

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

Spring Semester 2026

Traditional Semester

January

2	Offices Open
7	Semester Payment Due Date
12	Classes Begin*
19	Martin Luther King Jr. Holiday (no classes, offices closed)
20	Last Day to Add a Class for Credit*
26	Last Day to Drop a Class with Refund*

March

9-13	Spring Break - no classes (tentative)
16	Graduation Application Deadline for Summer 2026 posting date
23	Last Day to Withdraw from a Class with "W" (no refund)*

April

3	Good Friday Holiday (no classes, offices closed)
4-6	Easter Observance (classes resume at 4:00 pm on April 6, offices closed)
7	Offices Open
25	Traditional Semester Closes
27-29	Commencement Exercises (tentative)

Session 1

January

2	Offices Open
7	Semester Payment Due Date
12	Classes Begin* - Session 1 and Session 3
19	Martin Luther King Jr. Holiday (no classes, offices closed)
20	Last Day to Add a Class for Credit* - Session 1 and Session 3
26	Last Day to Drop a Class with Refund* - Session 1 and Session 3

February

9	Last Day to Withdraw from a Class with "W" (no refund)* - Session 1

March

8	Session 1 Closes

Session 2

March

9	Classes Begin* - Session 2
13	Last Day to Withdraw from a Class with "W" (no refund)* - Session 3
16	Last Day to Add a Class for Credit* - Session 2
16	Graduation Application Deadline for Summer 2026 posting date
23	Last Day to Drop a Class with Refund* - Session 2

April

3	Good Friday Holiday (no classes, offices closed)
4-6	Easter Observance (classes resume at 4:00 pm on April 6, offices closed)
7	Offices Open
7	Last Day to Withdraw from a Class with "W" (no refund)* - Session 2
27-29	Commencement Exercises (tentative)

May

3	Session 2 and Session 3 Close

* For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

Summer Semester 2026

Traditional Semester

May

4	Semester Payment Due Date
11	Classes Begin*
18	Last Day to Add a Class for Credit*
25	Memorial Day Holiday (no classes, offices closed)
26	Last Day to Drop a Class with Refund*

July

3	Independence Day Holiday Observance (no classes, offices closed)
15	Graduation Application Deadline for Fall 2026 posting date
20	Last Day to Withdraw from a Class with "W" (no refund)*

August

14	Traditional Semester Closes
19-20	Commencement Exercises (tentative)

Session 1

May

4	Semester Payment Due Date
11	Classes Begin* - Session 1 and Session 3
18	Last Day to Add a Class for Credit* - Session 1 and Session 3
25	Memorial Day Holiday (no classes, offices closed)
26	Last Day to Drop a Class with Refund* - Session 1 and Session 3

June

8	Last Day to Withdraw from a Class with "W" (no refund)* - Session 1

July

3	Independence Day Holiday (no classes, offices closed)
5	Session 1 Closes

Session 2

July

6	Classes Begin* - Session 2
10	Last Day to Withdraw from a Class with "W" (no refund)* - Session 3
13	Last Day to Add a Class for Credit* - Session 2
15	Graduation Application Deadline for Fall 2026 posting date
20	Last Day to Drop a Class with Refund* - Session 2

August

3	Last Day to Withdraw from a Class with "W" (no refund)* - Session 2
19-20	Commencement Exercises (tentative)
30	Session 2 and Session 3 Close

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates.

President's Message

Dr. Ronald L. Ellis
President

Ms. Janie Armentrout
Administrative Assistant to the President
Phone 951.343.4210
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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.

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

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

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

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

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

Your brother in Christ,

Ronald L. Ellis, Ph.D.
President

The University

History

On September 18, 1950, the Los Angeles Southern 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. Growth in all areas paved the way for the institution to become a university on September 25, 1998.

Location and Environment

Riverside is located in the Los Angeles Basin, sixty miles east of downtown L.A. Freeways lead into Riverside from every direction, and the area is served by international airports in nearby Ontario and Los Angeles, as well as John Wayne Airport in Orange County.

California Baptist University is surrounded by cultural and scientific opportunities for student 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.

Goals

To implement its philosophy, the University strives:

1. To reflect, in life and thought, historic Southern Baptist principles, such as:
    a. The Lordship of Jesus Christ.
    b. The competency of the individual soul before God.
    c. The Scriptures as the authoritative guide for doctrine and practice.
    d. The separation of Church and State.
    e. The autonomy of the local church.

2. To help students observe and interact with a community that effectively models Christian characteristics and values.
3. To offer a selection of programs that will attract a wide range of qualified students.
4. To encourage a free exchange of ideas by providing a wide variety of spiritual, intellectual, cultural, and social learning experiences both within and outside the classroom.
5. To encourage high standards of scholarship.
6. To provide support for students experiencing academic and personal difficulties.
7. To encourage each member of the University community to be involved in a lifelong, personal Christian pilgrimage.
8. To enable its educators to engage in continuing professional development.
9. To develop mature individuals of genuine Christian character who can contribute to churches and effect changes in society for its betterment.
10. To develop specific leadership for the churches and general work of the Southern Baptist Convention.

University Student Outcomes

California Baptist University desires that each student acquire certain knowledge, skills, values, and aspirations during their collegiate experience. The University seeks to provide academic programs that prepare students for professional careers, as well as co-curricular programs that foster an environment supporting the intellectual, physical, social, and spiritual development of each student. Within these arenas of the student experience, the University, through its faculty and administration, has identified student outcomes as desirable and reflective of the impact it seeks to have in the lives of its students.

Upon completion of a degree program, each student at California Baptist University shall be:

Biblically Rooted

- Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.

Globally Minded

- Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.

Academically Prepared

- Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
- Demonstrate competence in mathematical, scientific, and technological skills.

Equipped to Serve

- Transfer academic studies to a profession and the workplace.
- Implement a personal and social ethic that results in informed participation in multiple levels of community.

Council for Christian Colleges & Universities

California Baptist University is a member of the Council for Christian Colleges & Universities, a higher education association of more than 185 Christian institutions around the world. With campuses across the globe, including more than 150 in the U.S. and Canada and more than 30 from an additional 19 countries. Membership in CCCU provides CBU students access to numerous off-campus learning opportunities: an American Studies program in Washington, D.C.; a Contemporary Music Program, a Latin American studies program in Costa Rica; the Washington Journalism Center; and an increasing number of overseas travel programs.

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 Associate of Science, Bachelor of Applied Theology, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Biomedical Engineering, Bachelor of Science in Chemical Engineering, 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 Science in Software Engineering, Bachelor of Social Work, Master of Architecture, Master of Arts, Master of Business Administration, Master of Music, Master of Public Administration, Master of Public Health, Master of Science, Master of Science in Counseling Psychology, Master of Science in Nursing, Master of Social Work, Doctor of Business Administration, Doctor of Education, Doctor of Nursing Practice, Doctor of Philosophy, Doctor of Psychology, Doctor of Public Administration, and Doctor of Social Work.

California Baptist University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC)* and abides by WSCUC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction. Certain programs within the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP); California Baptist University is accredited by the National Association of Schools of Music; through the College of Behavioral and Social Sciences the counseling psychology degree program is accredited by the Board of Behavioral Sciences (BBS) and the master of social work degree program is accredited by the Council on Social Work Education (CSWE); through the College of Engineering the civil engineering, mechanical engineering, and electrical and computer engineering degree programs are accredited by the Engineering Accreditation Commission of the ABET, http://www.abet.org, and the construction management program is accredited through the American Council for Construction Education (ACCE); through the College of Health Science, Department of Allied Health Professions the athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and the physical therapist assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE); through the College of Nursing the nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE); through the College of Architecture, Visual Arts, and Design the master of architecture degree program is accredited by the National Architectural Accrediting Board (NAAB).

California Baptist University is approved for teacher education by the State of California Commission on Teacher Credentialing and approved by the California Board of Registered Nursing for baccalaureate and entry level master programs in registered nursing.

The University also holds memberships in the Association of Independent California Colleges and Universities, the International Association of Baptist Colleges and Universities, and the Council for Christian Colleges & Universities.

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.

[1] Articles of Incorporation of The California Baptist College, 1954.

* Western Association of Schools & Colleges Senior College and University Commission

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Dean

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Associate Dean

Dr. Katherine Kaford
Associate Dean

Mr. Rene Lopez
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Faculty Information

The College of Architecture, Visual Arts, and Design embraces the entire spectrum of design-oriented disciplines. All students will experience our interdisciplinary and practice-based approach to learning that offers unique and unlimited opportunities for collaboration, inspiration, and most importantly, a deep and well-rounded education. What makes the College of Architecture, Visual Arts, and Design truly unique is that we teach these programs from a Christian worldview, encouraging students to use their creative talents to engage and cultivate the world around them.

Master

Architecture Track I, MArch

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

California Baptist University, College of Architecture, Visual Arts and Design offers the following NAAB-accredited degree programs: M. Arch. (preprofessional degree + 30 graduate credits)

Next accreditation visit for all programs: 2029

Qualifications to Proceed

Qualifications to Proceed to the Master of Architecture Track I Degree

Submit a formal application to the M.Arch. degree program through the graduate admissions office which includes the following requirements:

- An earned undergraduate cumulative GPA of 2.75 or above.
- A portfolio of academic, creative, and professional work to date.
- 160 hours or one (1) month of NCARB or equivalent experience documented via resume.

- Completion of the following ARC courses with a grade of C- or above:
    - ARC 120 Design Communication
    - ARC 122 Design Fundamentals
    - ARC 210 Design Studio I
    - ARC 212 Design Studio II
    - ARC 220 Computer Modeling
    - ARC 240 Architectural History I
    - ARC 242 Architectural History II
    - ARC 280 Materials and Methods
    - ARC 310 Design Studio III
    - ARC 312 Design Studio IV
    - ARC 350 Architectural History
    - ARC 370 Professional Preparation
    - ARC 380 Thermal Environmental Systems
    - ARC 385 Luminous and Sonic Environmental Systems
    - ARC 393 Structural Systems I
    - ARC 410 Design Studio V
    - ARC 412 Design Studio VI
    - ARC 460 International Design Seminar
    - ARC 462 International History and Theory Seminar
    - ARC 480 Advanced Sustainable Systems
    - ARC 493 Structural Systems II

Degree Requirements

Master of Architecture Track I Degree Requirements

- Acceptance in the M.Arch. program having met all of the application requirements above.
- An earned graduate cumulative GPA of 3.0 or above.
- Complete all graduate degree requirements with a grade of B- or above.
- Complete a minimum total of 168 units of credit of undergraduate and graduate units with a minimum of 30 units at the graduate level (500 level courses).

Program Requirements (30 units)

The general education requirements will follow the curriculum set forth for other University programs. Some general education requirements will be met through specific Architecture major requirements. All University general education competency requirements must be met before beginning the program outlined below.

General Education Requirements

The general education requirements will follow the curriculum set forth for other University programs. Some general education requirements will be met through specific Architecture major requirements. All University general education competency requirements must be met before beginning the program outlined below.

Lower Division Requirements

- ARC 120 - Design Communication
- ARC 122 - Design Fundamentals

- ARC 210 - Design Studio I
- ARC 212 - Design Studio II
- ARC 220 - Computer Modeling
- ARC 240 - Architectural History I
- ARC 242 - Architectural History II
- ARC 280 - Materials and Methods
- DES 110 - Creativity: Process and Purpose

- MAT 145 - Mathematical Methods in the Natural Sciences **OR**
- MAT 245 - Analytical Geometry and Calculus I

- PHY 115 - Physics for Architects with Lab

Upper Division Requirements

- ARC 310 - Design Studio III
- ARC 312 - Design Studio IV
- ARC 350 - Architectural Theory I
- ARC 370 - Professional Preparation
- ARC 380 - Thermal Environmental Systems
- ARC 385 - Luminous and Sonic Environmental Systems
- ARC 393 - Structural Systems I
- ARC 410 - Design Studio V
- ARC 412 - Design Studio VI
- ARC 460 - International Design Seminar
- ARC 462 - International History and Theory Seminar
- ARC 480 - Advanced Sustainable Systems
- ARC 493 - Structural Systems II
- BUS 475 - Project and Team Management
- DES 310 - Creativity: Collaboration and Context
- ENT 357 - Small Business Management

Graduate Level Requirements

- ARC 510 - Design Studio VII
- ARC 511 - Thesis Research and Preparation **OR**
- ARC 514 - Project and Client Development
- ARC 512 - Thesis Studio **OR**
- ARC 515 - Design Studio VIII
- ARC 570 - Professional Practice

Graduate Level Elective Requirements

Complete twelve (12) units from the following:

- ARC 500 - Special Topics in Architecture
- ARC 506 - Thesis Research and Planning

- ARC 550 - Architectural Theory II
- ARC 560 - Directed Design Research
- ARC 564G - International Architecture Seminar

Architecture Track II, MArch

The Architecture Track II, MArch, is a transfer-equivalent program that allows students to transfer into the singular MArch program if they have already completed their first baccalaureate degree. The academic and work experience is assessed on a case by case basis, in exactly the same manner as any transferring student, and equivalent coursework and content completed through other institutions are considered during transcript and portfolio review by the program, with attention to the NAAB transfer evaluation requirements.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

California Baptist University, College of Architecture, Visual Arts and Design offers the following NAAB-accredited degree programs: M. Arch. (preprofessional degree + 30 graduate credits)

Next accreditation visit for all programs: 2029

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites:
    - Design Studio I
    - Design Studio II
    - Computer Modeling
    - Architectural History I
    - Architectural History II
    - Materials and Methods

Program Requirements (30-83 units)

Competency Course Requirements

- ARC 501 - Design Studio III
- ARC 502 - Design Studio IV
- ARC 508 - Design Studio V
- ARC 509 - Design Studio VI
- ARC 555 - Architectural Theory I
- ARC 561 - International Design Seminar
- ARC 562 - International History and Theory Seminar

- ARC 569 - Professional Preparation
- ARC 580 - Advanced Sustainable Systems
- ARC 584 - Thermal Environmental Systems
- ARC 585 - Luminous and Sonic Environmental Systems
- ARC 593 - Structural Systems I
- ARC 594 - Structural Systems II

Core Course Requirements

- ARC 510 - Design Studio VII
- ARC 511 - Thesis Research and Preparation **OR**
- ARC 514 - Project and Client Development
- ARC 512 - Thesis Studio **OR**
- ARC 515 - Design Studio VIII
- ARC 570 - Professional Practice

Elective Requirements

Complete twelve (12) units from the following:

- ARC 500 - Special Topics in Architecture
- ARC 504 - Faith and Worldview Considerations in Architecture
- ARC 506 - Thesis Research and Planning
- ARC 550 - Architectural Theory II
- ARC 560 - Directed Design Research
- ARC 564G - International Architecture Seminar

College of Arts and Sciences

Dr. Lisa Hernandez
Dean

Dr. Laura Veltman
Associate Dean of the Division of Arts and Letters

Dr. Thomas Ferko
Associate Dean of the Division of Natural and Mathematical Sciences

Dr. Thomas Schneider
Associate Dean for Online Education

Kaiya Sanabria
Administrative Assistant
Phone 951.343.4363
ksanabria@calbaptist.edu

Faculty Information

The College of Arts and Sciences comprises two divisions: the Division of Arts and Letters, which includes Communication Arts, History and Government, and Modern Languages and Literature; and the Division of Natural and Mathematical Sciences, which includes Biological Sciences, Chemical Sciences, and Mathematical Sciences. Together they reflect and promote studies in and personal pursuit of the finest in human artistic, intellectual, scientific, and spiritual achievements. All curricula are aimed at enriching the lives of our students by enabling them to grow in sensitivity to themselves, their heritages, and the world around them.

Integration of faith with learning is key both to our identity and our mission, our tasks and our goals. Our commitment to applying faith to life is second to none. If you want to pursue a job to earn a living, a degree program in most any university will do. But if you want to pursue a calling, CBU and the programs in the College of Arts and Sciences will prepare you for the race.

Division	
Arts and Letters	Laura Veltman, Ph.D.
Department	
Communication Arts	Victoria Brodie. Ph.D.
History and Government	Chase Porter, Ph.D.
Modern Languages and Literature	Erika Travis, Ph.D.

Division	
Natural and Mathematical Sciences	Thomas Ferko, Ph.D.
Departments	

Biological Sciences	Bruce Prins, Ph.D.
Chemical Sciences	Patrick Schacht, Ph.D.
Mathematical Sciences	Robert Willett, Ph.D.

Division of Arts and Letters - Department of Communication Arts

Division of Arts and Letters

Dr. Laura Veltman
Associate Dean of the Division of Arts and Letters

Sean Langevin
Administrative Secretary
Phone 951.343.4590
slangevin@calbaptist.edu

Faculty Information

The Division of Arts and Letters consists of three departments: Communication Arts, History and Government, and Modern Languages and Literature. Most of our programs are rooted in traditional disciplines that have stood the test of time in academia, and all of the programs equip our students with the necessary tools for today's global market while training them in the skills they need to conquer the challenges of tomorrow.

Department of Communication Arts

Dr. Victoria Brodie
Chair

Dr. Sandra Romo
Director, Master of Arts in Strategic Communications Program

Patty VanBuskirk
Department Secretary
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pvanbuskirk@calbaptist.edu

Faculty Information

Communication is a foundational skill in all sectors of the professional world. And, in a rapidly shifting environment, there has never been a more critical need for excellent communicators.

Our BA programs in Broadcast & Digital Media Production, Communication Studies, Digital Media Communication, Journalism, Public Relations, and Strategic Communication integrate deep conceptual knowledge with strong practical experience through close collaboration with faith-based faculty mentors whose influence stretches from scholarly research to creative communication production. As a result, students do more than master the technical skills of the discipline: they learn to think critically about the way messages are created, conveyed, and consumed in modern society.

To further expand conceptual knowledge and skills, we offer an online Master of Arts in Strategic Communication, designed to deepen students' understanding of the historical, cultural, social, global, and political dimensions of communication. Coursework in the M.A. in Strategic Communication equips students with the tools to examine the role of communication in all areas of life while challenging them to integrate biblical thought within contemporary cultural concepts. Students will develop communication programs and campaigns for work in strategic communication, public relations and media.

Master

Strategic Communication, MA (Online)

The Master of Arts in Strategic Communication program equips students with critical thinking and professional practice skills including social media strategies while challenging them to integrate biblical thought with contemporary communication theories and concepts. Graduates of the Strategic Communication degree program will exhibit creativity, confidence, and competence as they research, plan, and evaluate communication practices.

Program Requirements (30 units)

Core Requirements

- COM 505 - Advanced Communication Theory
- COM 510 - Communication Research and Data Analytics
- COM 520 - Communication Management, Leadership, and Decision-Making
- COM 525 - Media Effects on Communication Behavior
- COM 540 - Strategic Communication Programming and Campaigns
- COM 555 - Digital Trends in Strategic Communication
- COM 560 - Communication Ethics
- COM 580 - Social Influence and Persuasion
- PRL 530 - Critical Thinking and Crisis Management
- PRL 570 - Marketing and Communications Programs

Division of Arts and Letters - Department of History and Government

Division of Arts and Letters

Dr. Laura Veltman
Associate Dean of the Division of Arts and Letters

Sean Langevin
Adminstrative Secretary
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Faculty Information

The Division of Arts and Letters consists of three departments: Communication Arts, History and Government, and Modern Languages and Literature. Most of our programs are rooted in traditional disciplines that have stood the test of time in academia, and all of the programs equip our students with the necessary tools for today's global market while training them in the skills they need to conquer the challenges of tomorrow.

Department of History and Government

Dr. Chase Porter
Chair

Dr. Noemi Alexander
Director of Online Education

Dr. Robert Rose
Director, Master of Science in Criminal Justice Program

Dr. Elaine Ahumada
Director, Doctorate of Public Administration Program

Dr. Beth Groves
Director, Master of Public Administration Program

Tamara Maney
Department Secretary
Phone 951.343.4656
tmaney@calbaptist.edu

Faculty Information

The Department of History and Government provides students with a Christ-centered understanding of the past and present to prepare them to influence the world by shaping society's future. Consistent with this mission, the Department of History and Government supplies a theoretical foundation and practical experience in preparation for a wide range of career opportunities.

We offer undergraduate majors in Criminal Justice, History, International Studies, Political Science, and Public Administration and graduate degrees in Criminal Justice and Public Administration. Students are equipped for positions

in public and private education, public service, public safety, law enforcement, ministry, higher education, non-profit organizations, and graduate study in various fields including law, political science, and history.

Public administration graduate programs within the department develop in-service practitioners for a range of international and domestic professions within the public and non-profit sectors, and the Master of Science in Criminal Justice prepares students for leadership in law enforcement and related fields.

Master

Criminal Justice, MS (Online)

The Master of Science in Criminal Justice blends advanced criminal justice studies with work in organizational leadership and public administration. Designed for professionals in the law enforcement sector, the degree equips students with the theory and practical skills necessary to advance their careers through leadership positions. The program also includes a unique introductory course that places leadership in criminal justice within a Christian framework and a project that provides students with the opportunity to explore the unique challenges of leadership in the law enforcement world. Students will emerge from the program with a unique blend of knowledge and skills in criminal law, criminal behavior, organizational change, conflict negotiation, and more. Graduates with an MS in Criminal Justice will be positioned to truly be change agents as they seek to serve their communities.

Program Requirements (30 units)

Core Requirements

- CJS 501 - Introduction to Law Enforcement Leadership
- CJS 520 - Advanced Criminal Law
- CJS 530 - Theories and Perspectives of Criminal Behavior
- CJS 540 - Elements of Crime Analysis, Intelligence, and Mapping
- CJS 560 - Criminal Investigations
- CJS 597 - Capstone Project
- MPA 510 - History and Theory of Public Administration
- MPA 520 - Public Sector Leadership
- ORG 545 - Leading Organizational Change
- ORG 578 - Legal, Ethical, and Public Policy Issues

Public Administration, MPA (Online)

The Master of Public Administration (MPA) program is designed with a professional emphasis for leadership in government and nonprofit organizations. It provides graduate students with a broad knowledge of specific competencies including public policy, public service values and ethics, leadership, human resource management, public budgeting and finance management, research methods, and organizational theory. The program also develops the student's ability to apply acquired knowledge and skills to be able to solve public problems. Program graduates will be able to excel at middle- to senior-level management positions at federal, state and local government agencies, quasi-governmental agencies, and a variety of nonprofit organizations.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Resume, including at least three (3) years' work experience in the public (government) or nonprofit sector

Program Requirements (36 units)

Core Requirements

- MPA 510 - History and Theory of Public Administration
- MPA 530 - Public Finance and Budgeting
- MPA 540 - Human Resource Management for the Public Sector
- MPA 560 - Research Methods for Public Administrators
- MPA 570 - Policy Issue Analysis for Public Administration
- MPA 590 - Organizational Theory for Public Administration
- MPA 594 - Comprehensive Examination Seminar for Public Administration

Concentration Courses (15 units)

Students must also complete all of the requirements in the Leadership concentration.

Leadership (15 units)

Required Courses:

- MPA 520 - Public Sector Leadership
- MPA 545 - Conflict Resolution and Labor Negotiations in the Public Sector
- MPA 580 - Legal and Ethical Issues in the Public Sector
- MPA 585 - Political Economy for Public Administrators
- MPA 593 - Professional Presentation for Public Administrators

Doctorate

Public Administration, DPA (Online)

The online Doctor of Public Administration (DPA) at California Baptist University is designed to develop innovative leaders who seek to maximize impact in public and non-profit organizations. Created for the working adult, the 60-unit online DPA program, including dissertation, is designed to be completed within three years. Students will focus on one online class every eight weeks. Curriculum and courses in the online Doctorate in Public Administration program are designed to meet the needs of professionals tasked in responding to the complex and unique issues organizations encounter at the federal, state and local levels within planning, criminal justice, governance, policy, health management, and social service arenas. Each summer, students will attend an on-campus residency that is designed to introduce students to doctoral studies, team building, seminars, and networking opportunities with practitioners and faculty.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- A master's degree from an accredited institution
- In place of a written statement of purpose, write a professional essay addressing the following:
    - What is your reason for why you are pursuing a doctorate degree?
    - Why do you want a DPA as opposed to another type of doctorate?
    - How will the doctorate help you achieve your long term goals?
    - Why are you a good candidate for the CBU DPA program?
    - What makes you a good fit for CBU?

Program Requirements (60 units)

The online Doctor of Public Administration (DPA) at California Baptist University is designed to develop innovative leaders who seek to maximize impact in public and non-profit organizations. Created for the working adult, the 60-unit online DPA program, including dissertation, is designed to be completed within three years. Students will focus on one online class every eight weeks. Curriculum and courses in the online Doctorate in Public Administration program are designed to meet the needs of professionals tasked in responding to the complex and unique issues organizations encounter at the federal, state and local levels within planning, criminal justice, governance, policy, health management, and social service arenas. Each summer, students will attend an on-campus residency that is designed to introduce students to doctoral studies, team building, seminars, and networking opportunities with practitioners and faculty.

Core Requirements

- DPA 701 - Public Administration Foundations and Theory
- DPA 710 - Leadership in Public Sector
- DPA 720 - Ethics and Social Justice
- DPA 725 - Strategic Planning and Management
- DPA 740 - Collaboration and Networked Governance
- DPA 750 - Public Policy, Advocacy, and Economics
- DPA 781 - Comprehensive Experience
- DPA 795 - Public Administration Special Topics
- DPA 797 - Dissertation Experience (12 units)
- DPA 799 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Division of Arts and Letters - Department of Modern Languages and Literature

Division of Arts and Letters

Dr. Laura Veltman
Associate Dean of the Division of Arts and Letters

Sean Langevin
Administrative Secretary
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slangevin@calbaptist.edu

Faculty Information

The Division of Arts and Letters consists of three departments: Communication Arts, History and Government, and Modern Languages and Literature. Most of our programs are rooted in traditional disciplines that have stood the test of time in academia, and all of the programs equip our students with the necessary tools for today's global market while training them in the skills they need to conquer the challenges of tomorrow.

Department of Modern Languages and Literature

Dr. Erika Travis
Chair

Dr. Gretchen Bartels-Ray
Director, Master of Arts in English Program

Sean Langevin
Administrative Secretary
Phone 951.343.4590
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The Master of Arts in English encompasses a diverse curriculum reflecting the program's interdisciplinary approach to exploring literature. Rigorous in nature, the program encourages a strong ethical approach to achieving academic excellence in the classroom and beyond.

The primary focus of the M.A. in English is the study of literature and language. Students pursue one of four concentrations in Digital Literary Studies, English Pedagogy, Literature, or Teaching English to Speakers of Other Languages (TESOL). Coursework taken outside a student's concentration will generally not count toward the Master of Arts in English. Competency requirements, if a condition of a student's admission, may be met with equivalent coursework; they do not count toward the Master of Arts in English. Whether students are looking to advance their knowledge or their career, they'll find CBU's M.A. in English an intellectually stimulating program designed to help them reach their goals.

Master

English, MA

The primary focus of the Master of Arts in English is the study of literature and language. Students pursue one of four concentrations in Digital Literary Studies, English Pedagogy, Literature, or Teaching English to Speakers of Other Languages (TESOL). Coursework taken outside a student's concentration will generally not count toward the Master of Arts in English. Competency requirements, if a condition of a student's admission, may be met with equivalent coursework; they do not count toward the Master of Arts in English.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

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

Program Requirements (30 units)

Competency

These competency courses are primarily for students who may not have completed 18 semester (27 quarter) units of study in English beyond the level of freshman composition with the grade of "C" or better as required for program admission. Consult with the Program Director before enrolling, as these courses generally do not count towards the M.A. in English.

- ENG 500 - Research and Writing in Literature and Language **OR**
- ENG 503 - Essay Workshop
- ENG 501 - Critical Theories and Traditions
- ENG 563 - Language Structure and Acquisition **

Core Course Requirements

- ENG 520 - Theory and Worldview * **OR**
- ENG 523 - Theory and Methods of TESOL **

American Literature Requirement

Complete one (1) of the following courses:

- ENG 561 - American Literature Pre-1900
- ENG 562 - American Literature Post-1900

British Literature Requirement

Complete one (1) of the following courses:

- ENG 555 - Shakespeare Seminar
- ENG 556 - British Literature Pre-1800
- ENG 557 - British Literature Post-1800

World Literature Requirement

Complete one (1) of the following courses:

- ENG 510 - Comparative Mythology
- ENG 525 - Non-Western Literature Seminar
- ENG 570 - Topics in World Literature

Elective Requirement

Complete one (1) of the following courses:

- ENG 531 - Literary Journal Editing and Publishing
- ENG 542 - Intercultural Rhetoric
- ENG 545 - Teaching College Writing
- ENG 554 - Writing in Context
- ENG 575 - Creative Writing: Prose
- ENG 576 - Creative Writing: Poetry
- ENG 577 - Digital Creative Writing
- ENG 582 - Topics in Literature and Film
- ENG 583 - Introduction to Digital Studies
- ENG 584 - Digital Literary Studies
- ENG 591 - Internship
- ENG 599 - Special Topics (3 units)

Research Requirement

- ENG 596 - Research Seminar (2 units)

Comprehensive Exam, Project, or Thesis Requirement

Complete one (1) of the following courses:

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

Notes

* Required for Digital Literary Studies, English Pedagogy, and Literature concentrations

** Required for TESOL concentration

Concentration Requirements (12 units)

Students must complete at least twelve (12) additional units in one of the following concentrations: Digital Literary Studies; English Pedagogy; Literature; Teaching English to Speakers of Other Languages (TESOL). Courses not previously applied to the degree may fulfill concentration requirements.

Digital Literary Studies

Digital Requirements

Complete nine (9) units from the following:

- ENG 577 - Digital Creative Writing
- ENG 583 - Introduction to Digital Studies
- ENG 584 - Digital Literary Studies

Literary Requirement

Complete three (3) units from the following:

- ENG 510 - Comparative Mythology
- ENG 525 - Non-Western Literature Seminar
- ENG 555 - Shakespeare Seminar
- ENG 556 - British Literature Pre-1800
- ENG 557 - British Literature Post-1800
- ENG 561 - American Literature Pre-1900
- ENG 562 - American Literature Post-1900
- ENG 570 - Topics in World Literature
- ENG 599 - Special Topics

English Pedagogy

Complete twelve (12) units from the following:

- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 519 - Subject Area Specializations
- ENG 533 - Young Adult Literature
- ENG 542 - Intercultural Rhetoric
- ENG 545 - Teaching College Writing
- ENG 554 - Writing in Context
- ENG 563 - Language Structure and Acquisition
- ENG 591 - Internship

Literature

Literature Requirement

Complete six (6) units from the following:

- ENG 510 - Comparative Mythology
- ENG 525 - Non-Western Literature Seminar
- ENG 555 - Shakespeare Seminar

- ENG 556 - British Literature Pre-1800
- ENG 557 - British Literature Post-1800
- ENG 561 - American Literature Pre-1900
- ENG 562 - American Literature Post-1900
- ENG 570 - Topics in World Literature

Elective Requirements

Complete six (6) units from the following:

- ENG 510 - Comparative Mythology
- ENG 525 - Non-Western Literature Seminar
- ENG 531 - Literary Journal Editing and Publishing
- ENG 542 - Intercultural Rhetoric
- ENG 545 - Teaching College Writing
- ENG 555 - Shakespeare Seminar
- ENG 556 - British Literature Pre-1800
- ENG 557 - British Literature Post-1800
- ENG 561 - American Literature Pre-1900
- ENG 562 - American Literature Post-1900
- ENG 570 - Topics in World Literature
- ENG 575 - Creative Writing: Prose
- ENG 576 - Creative Writing: Poetry
- ENG 577 - Digital Creative Writing
- ENG 582 - Topics in Literature and Film
- ENG 584 - Digital Literary Studies
- ENG 599 - Special Topics

Teaching English to Speakers of Other Languages (TESOL)

Students earning a concentration in TESOL will be eligible for the TESOL certificate, which will allow candidates to teach English in organizations that require TESOL certification.

Elective Requirements

Complete nine (9) units from the following:

- ENG 543 - Teaching Second Language Writing
- ENG 546 - Teaching Second Language Reading
- ENG 553 - Second Language Curriculum Development and Assessment

Additional Elective Requirement

Complete three (3) units from the following:

- ENG 542 - Intercultural Rhetoric
- ENG 573 - Second Language Acquisition

Certificate

Teachers of English to Speakers of Other Languages (TESOL) Certificate

The TESOL certificate is issued by the Office of the University Registrar upon student request and completion of the below courses. Completing these courses will allow candidates to teach English in organizations that require TESOL certification.

Certificate Requirements (15 units)

- ENG 523 - Theory and Methods of TESOL
- ENG 543 - Teaching Second Language Writing
- ENG 546 - Teaching Second Language Reading
- ENG 553 - Second Language Curriculum Development and Assessment
- ENG 563 - Language Structure and Acquisition

Division of Natural and Mathematical Sciences - Department of Biological Sciences

Division of Natural and Mathematical Sciences

Dr. Thomas Ferko
Associate Dean of the Division of Natural and Mathematical Sciences

Allie Floyd
Director of Academic Operations
Phone 951.343.4380
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afloyd@calbaptist.edu

Faculty Information

The Division of Natural and Mathematical Sciences consists of the following three departments: Biological Sciences, Chemical Sciences, and Mathematical Sciences. We are committed to preparing students for careers in mathematics and science and science-related fields. Our students are successfully transitioning into professional or graduate schools, into the classroom as teachers, or directly into the workforce in a variety of careers. Students have the opportunity to work with our faculty on research, present their research at California Baptist University and outside conferences, as well as work in our labs. Our diverse, highly qualified and caring faculty is interested in helping to develop the whole person so that our students will leave California Baptist University as Christian scholars who can make a positive impact in our world.

Department of Biological Sciences

Dr. Bruce Prins
Chair

Laura Flood
Administrative Secretary
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Master

Biomedical Sciences, MS

This degree is designed for students who want to advance to professional programs in Biomedical Sciences, as well as those who want to obtain careers in Biomedical Research or Science Teaching. Courses will emphasize human biology, including normal functioning, pathological conditions, treatments, and recent scientific advances. Further, the curriculum is intentionally challenging to prepare students for the rigors of medical, dental, pharmacy, physician assistant, veterinary, physical therapy, podiatry, and other professional biomedical programs.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites (completed with a "C" or better):
    - Eight (8) semester units of undergraduate biology (General Biology I and II or Anatomy and Physiology I and II

Program Requirements (40 units)

Core Requirements

- BIO 501 - Biomedical Seminar
- BIO 511 - Techniques in Biomedical Sciences with Lab
- BIO 521 - Cellular Biology and Chemistry
- BIO 523 - Human Tissue and Organ Biology
- BIO 525 - Medical Genetics
- BIO 531 - Pathophysiology and Histology
- BIO 533 - Infection and Immunity
- BIO 535 - Medical Pharmacology
- BIO 537 - Bioethics
- STA 544 - Biostatistics

Capstone Requirements

Core Capstone Requirement

- BIO 598 - Capstone

Additional Capstone Requirements

Complete four (4) units from the following:

- BIO 590 - Research in Biomedical Sciences
- BIO 592 - Independent Reading

Division of Natural and Mathematical Sciences - Department of Mathematical Sciences

Division of Natural and Mathematical Sciences

Dr. Thomas Ferko
Associate Dean of the Division of Natural and Mathematical Sciences

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Faculty Information

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Department of Mathematical Sciences

Dr. Robert Willett
Chair

Dr. Esther Lee
Program Director, Graduate Program in Applied Mathematics

Kimberlee Bartholomew
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Master

Applied Mathematics, MS

The graduate program in applied mathematics is designed to equip students with the skills, tools, and understanding necessary for excellence in the application of mathematics to a variety of real-world problems. While some students may pursue this program to enhance their preparation for teaching at the secondary or post-secondary levels, the curriculum is designed to provide a broad introduction to mathematical methods used in various sectors of industry.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisite courses:
    - Multivariable Calculus
    - Differential Equations
    - Linear Algebra
    - Probability and Statistics

Program Requirements (32 units)

The master's in Applied Mathematics degree program is tailored for students who wish to apply mathematical techniques to life and social sciences, with an emphasis on solving new problems in a rapidly changing world. Students will be academically prepared to join and significantly contribute to a competitive work force or pursue a PhD in mathematical sciences. Students will learn to seek solutions to world problems that are ingrained in a Christian-framed compassion for a world in desperate need of Christ.

Core Requirements

- MAT 503 - Functional Analysis with Applications
- MAT 513 - Ordinary Differential Equations
- MAT 514 - Partial Differential Equations
- MAT 516 - Math Biology
- MAT 553 - Numerical Analysis
- MAT 563 - Stochastic Processes
- MAT 576 - Scientific Computing
- STA 513 - Applied Statistics

Research Requirements

- MAT 590 - Research in Applied Mathematics (3 units)
- MAT 598 - Capstone in Applied Mathematics

Elective Requirements

- Complete three (3) additional units from graduate level Mathematics courses.

College of Behavioral and Social Sciences

Dr. Wayne Fletcher
Dean

Dr. Joshua Knabb
Associate Dean, Division of Psychology

Dr. Antonio Mejico
Associate Dean, Division of Social Work

Dr. Doug Wallace
Associate Dean, Division of Family and Culture

Phone 951.343.4487
FAX 951.343.4569

Faculty Information

Directors

Clinical Psychology (PsyD)	Dr. Joshua Knabb
Counseling Ministry	Dr. Nathan Lewis
Counseling Psychology	Dr. Mischa Routon
Industrial and Organizational Psychology	Dr. Nathan Iverson
Social Work (MSW)	Dr. Liza Arellano
Social Work (DSW)	Dr. Krystal Hays
Sport and Performance Psychology	Dr. Kristin Mauldin

Division of Family and Culture

Dr. Doug Wallace
Associate Dean of the Division of Family and Culture

Denitria Davidson
Department Secretary
ddavidson@calbaptist.edu

Faculty Information

The Division of Family and Culture has two graduate programs: Counseling Ministries, and a dual degree in Counseling Psychology/Counseling Ministries.

Master

Counseling Ministry, MA

What is the Master of Arts in Counseling Ministry (MACM)?

The Master of Arts in Counseling Minstry is a one-year biblically-based, academically-integrated program that trains students in developing a ministry of people-helping within a variety of ministry contexts, including congregational ministry, pastoral ministry, chaplain ministry, family ministry, and lay ministry.

Who is the MACM for?

It is designed for ministers, professional counselors, lay persons and others interested in counseling from a decidedly Biblical Worldview and accurate knowledge of human behavior offered by the Behavioral Sciences. 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.

What will students learn?

Three major emphasis of the program are:

1. **Theology**: Students will learn a solid Biblical understanding of human beings, human problems, and solutions.

2. **Biblical Community**: Students will learn how congregations practicing biblical commands for relating can create a healing environment for troubled people. This is an emphasis unique to the MACM.

3. **Practical Counseling Ministry**: Students will learn how to apply Biblical principles in developing a rubust ministry of people-helping within their local congregation and ministry contexts.

Counseling Ministry is the application of revealed truth (Scripture) to everyday life with its challenges and struggles. Its purpose is to instruct, advise, guide and counsel the people of God according to the revealed will of God through the covenants, confessions and commandments found in the Scriptures and as applied in the context of Judaism and Christianity. It involves knowledgeable persons assisting unlearned or errant persons in addressing specific problems or life situations with the specific intent of solving or coping with the problem or situation in a manner acceptable to God.

The Master of Arts in Counseling Ministry is also available as a dual degree with Master of Science in Counseling Psychology - Counseling Ministry, MA and Counseling Psychology, MS

This program does not prepare students for state licensure.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites
    - An introductory course in Anthropology, Behavioral Science, Psychology, or Sociology

Program Requirements (33 units)

Core Requirements

- CBS 500 - Congregational and Professional Counseling Applications
- CBS 505 - Theology as a Behavioral Science
- CBS 510 - Law and Ethics for Church-Based Counselors
- 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 566 - Pathology, Abnormality, and Sin
- CBS 570 - Church-Based Counseling Application I
- CBS 571 - Church-Based Counseling Application II
- CBS 572 - Church-Based Counseling Application III

Comprehensive Examination

Students graduating from the graduate program in Counseling Ministry will be required to successfully complete a seven (7) hours written comprehensive examination. Information regarding possible content and format of the examination may be obtained in the College of Behavioral and Social Sciences office.

Counseling Ministry, MA and Counseling Psychology, MS

A special complementary master's 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 master's program prepares students for licensure as Marriage and Family Therapists (MFT) working in a clinical as well as congregational setting.

Additional Admission Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Additional Grade Point Average
2. A Bachelor's degree in Psychology from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency

- Students whose undergraduate degree is not in Psychology must take either:
  - General Psychology (preferred) or Life Span Development
  - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment

Program Requirements (92 units)

Master of Arts in Counseling Ministry

Core Requirements

- CBS 505 - Theology as a Behavioral Science
- CBS 510 - Law and Ethics for Church-Based Counselors
- 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 566 - Pathology, Abnormality, and Sin
- CBS 570 - Church-Based Counseling Application I
- CBS 571 - Church-Based Counseling Application II
- CBS 572 - Church-Based Counseling Application III

Master of Science in Counseling Psychology

Core Requirements

- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 501 - Professional Practice I: Basic Skills
- PSY 502 - Professional Practice II: Advanced Skills
- PSY 505 - MFT Counseling Theory
- PSY 510 - Human Growth and Development
- PSY 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process
- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- 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
- PSY 590 - Christian Perspective on Professional Counseling

- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Comprehensive Examination

Students graduating from the graduate programs in Counseling Ministry and Counseling Psychology will be required to successfully pass a comprehensive examination prior to graduation. The exam will be taken concurrent with the Practicum during the last year of the program. Students may retake the exam once to remediate any deficiency. There is a $125 fee associated with the exam administration and scoring. Information regarding content and format of the examination may be obtained from the College of Behavioral and Social Sciences.

Certificate

Church-Based Counseling Certificate

Congregational applications for MFTs: Students must hold an M.S. in Counseling Psychology or similar degree or be concurrent in such a program.

Program Requirements (18 units)

- CBS 510 - Law and Ethics for Church-Based Counselors
- 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

Division of Psychology

Dr. Joshua Knabb
Associate Dean of the Division of Psychology

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Faculty Information

The Division of Psychology draws upon psychological theory and research in basic and applied contexts, preparing graduates to better understand the relationship between the mind, brain, behavior, and environment and respond to real-world problems in order to improve the functioning of individuals, relationships, communities, and society.

Master

Clinical Psychology, MA

Students are eligible to apply for a Master of Arts in Clinical Psychology degree after completing the first two years of the Doctor of Psychology in Clinical Psychology program, which totals 62 units. This master's degree is a non-license eligible degree in the state of California, and only available to California Baptist University Doctor of Psychology in Clinical Psychology students. Students are not eligible for this option if they already possess a master's degree in clinical psychology.

Program Requirements (62 units)

Course Requirements

- PSY 700 - Theories of Psychotherapy
- PSY 702 - Psychiatric Disorders
- PSY 704 - Statistics in Psychology
- PSY 711 - Child Abuse Reporting, Assessment, and Treatment
- PSY 712 - Cultural Diversity
- PSY 713 - Law and Ethics in Clinical Psychology
- PSY 714 - Research Methods in Psychology
- PSY 720 - Clinical Practice I: Basic Skills
- PSY 722 - Human Development Across the Lifespan
- PSY 723 - Psychometrics
- PSY 725 - History of Psychological Science
- PSY 726 - Cognitive and Affective Bases of Behavior
- PSY 730 - Clinical Practice II: Advanced Skills and Treatment Planning
- PSY 740 - Clinical Practicum I: Professionalism
- PSY 741 - Assessment I: Personality Testing
- PSY 742 - Assessment II: Intelligence Testing with Lab
- PSY 743 - Assessment III: Projective Testing
- PSY 750 - Clinical Practicum II: Interpersonal Skills
- PSY 751 - Research Team I

- PSY 752 - Research Team II
- PSY 753 - Research Team III
- PSY 771 - Intervention I: Psychodynamic Approaches to Treatment
- PSY 772 - Intervention II: Cognitive Behavioral Approaches to Treatment
- PSY 773 - Intervention III: Couples Approaches to Treatment

Counseling Psychology, MS

California Baptist University's Master of Science in Counseling Psychology (MSCP) degree program is designed to prepare students to enter the field of either marriage and family therapy or professional clinical counseling with a firm understanding of marriage and family therapy and clinical counseling from a distinctly Christian worldview. Catering to a diverse range of professional and personal goals, the MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements. In order to satisfy the academic requirements for the Professional Clinical Counselor (PCC) license, the student must complete the Counseling Psychology (MFT) program courses and the additional Professional Clinical Counselor courses.

CBU's MSCP program is offered in both online and on-campus delivery options. Concentrations in forensic psychology and the dual degree with the Master of Arts in Counseling Ministry are only available with on-campus delivery. The PCC concentration is available to online delivery students residing in California and those selecting on-campus delivery.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. A Bachelor's degree in Psychology from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council of Higher Education Accreditation or the evaluated equivalency
    - Students whose undergraduate degree is not in Psychology must take either:
        - General Psychology (preferred) or Life Span Development
        - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment

Program Requirements (62-86 units)

The Master of Science in Counseling Psychology (MSCP) program is the oldest master's program at CBU. This prestigious faith-based degree equips students with the ability to reconcile and restore relationships affecting individuals, couples and families.

The MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements.

The MFT program consists of 62 units of rigorous academic and practical preparation for students seeking MFT licensure.

Core Requirements

- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 501 - Professional Practice I: Basic Skills
- PSY 502 - Professional Practice II: Advanced Skills
- PSY 505 - MFT Counseling Theory
- PSY 510 - Human Growth and Development
- PSY 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process
- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- 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
- PSY 590 - Christian Perspective on Professional Counseling
- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Optional Professional Clinical Counselor Requirements (6 units)

The Professional Clinical Counselor coursework, when added to the core MSCP program requirements, meet the academic requirements for licensure as a Professional Clinical Counselor (PCC) in California. Students who elect to complete this coursework will also be required to complete a higher number of practicum hours to meet the BBS clinical hour requirements for the PCC license.

- PSY 536 - Community Mental Health Counseling
- PSY 537 - Career Counseling

Comprehensive Examination

Students in the Master of Science in Counseling Psychology program will be required to successfully pass a comprehensive examination prior to graduation. The exam will be taken concurrent with the Practicum during the last year of the program. Students may retake the exam once to remediate any deficiency. There is a $125 fee associated with the exam administration and scoring.

Optional Concentration Requirements

Students may, in addition to the core requirements, complete an optional concentration in Forensic Psychology.

Forensic Psychology (18 units)

Core Requirements

- CJS 530 - Theories and Perspectives of Criminal Behavior
- FPY 530 - Advanced Social Psychology
- FPY 540 - Forensic Psychology
- 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 Investigations
- FPY 510 - Biological Bases of Behavior
- FPY 520 - Criminal Profiling

Psychotherapy Requirement

Students entering the graduate program in Counseling Psychology (MFT) 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 or a registered Associate. 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 College of Behavioral and Social Sciences.

Practicum Admission

Students entering the three semester Practicum requirement course sequence occurring in the last year of the student's program must meet 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 program faculty 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.

Counseling Psychology, MS (Online)

California Baptist University's Master of Science in Counseling Psychology (MSCP) degree program is designed to prepare students to enter the field of either marriage and family therapy or professional clinical counseling with a firm understanding of marriage and family therapy and clinical counseling from a distinctly Christian worldview. Catering to a diverse range of professional and personal goals, the MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements. In order to satisfy the academic requirements for the Professional Clinical Counselor (PCC) license, the student must complete the Counseling Psychology (MFT) program courses and the additional Professional Clinical Counselor courses.

CBU's MSCP program is offered in both online and on-campus delivery options. Concentrations in forensic psychology and the dual degree with the Master of Arts in Counseling Ministry are only available with on-campus delivery. The PCC concentration is available to online delivery students residing in California and those selecting on-campus delivery.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. A Bachelor's degree in Psychology from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council of Higher Education Accreditation or the evaluated equivalency
    - Students whose undergraduate degree is not in Psychology must take either:
        - General Psychology (preferred) or Life Span Development
        - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment

Program Requirements (62-68 units)

The Master of Science in Counseling Psychology (MSCP) program is the oldest master's program at CBU. This prestigious faith-based degree equips students with the ability to reconcile and restore relationships affecting individuals, couples and families.

The MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements.

The MFT program consists of 62 units of rigorous academic and practical preparation for students seeking MFT licensure.

Core Requirements

- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 501 - Professional Practice I: Basic Skills
- PSY 502 - Professional Practice II: Advanced Skills
- PSY 505 - MFT Counseling Theory
- PSY 510 - Human Growth and Development
- PSY 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process
- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- 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
- PSY 590 - Christian Perspective on Professional Counseling
- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Optional Professional Clinical Counselor Requirements (6 units)

The Professional Clinical Counselor requirements, when added to the core requirements, meets the academic requirements for licensure as a Professional Clinical Counselor (PCC) in California.

- PSY 536 - Community Mental Health Counseling
- PSY 537 - Career Counseling

Comprehensive Examination

Students in the Master of Science in Counseling Psychology program will be required to successfully pass a comprehensive examination prior to graduation. The exam will be taken concurrent with the Practicum during the last year of the program. Students may retake the exam once to remediate any deficiency. There is a $125 fee associated with the exam administration and scoring.

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 Academic offices.

Forensic Psychology, MA

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 and 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, complementary version of this program can also be completed as an additional concentration within the Counseling Psychology 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.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisites (completed with a "C" or better)
    - General Psychology
    - Abnormal Psychology
    - Methods of Research
    - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment

Program Requirements (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 Investigations
- FPY 500 - Statistical Analysis I
- FPY 501 - Statistical Analysis II
- FPY 505 - Qualitative Forensic Research Methods
- FPY 506 - Quantitative Forensic Research Methods
- FPY 510 - Biological Bases of Behavior
- FPY 520 - Criminal Profiling
- FPY 530 - Advanced Social Psychology
- FPY 535 - Advanced Psychopathology and Criminality
- FPY 540 - Forensic Psychology
- FPY 560 - Forensic Practicum I
- FPY 565 - Forensic Practicum II
- FPY 595 - Special Topics
- FPY 596 - Forensic Evaluation I
- PSY 510 - Human Growth and Development

Final Requirement

Complete one (1) of the following courses:

- FPY 597 - Thesis
- FPY 598 - Forensic Evaluation II

Thesis/Comprehensive Exam 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. Students graduating from the non-thesis track 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 College of Behavioral and Social Sciences.

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 and 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 student's 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.

Industrial and Organizational Psychology, MS

The Master of Science degree in Industrial and Organizational Psychology will equip justice-orientated behavioral scientists for the workplace who are invested in meaningful, measurable, sustainable change. The program is designed to equip graduates as practitioners working in organizational development, talent management, human resources, consulting, leadership development, training and development, selection systems, and evaluation and assessment, in addition to many other areas.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites (completed with a "C" or better)
    - General Psychology
    - Methods of Research
    - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment

Program Requirements (45 units)

Core Requirements

- IOP 503 - Industrial Organizational Psychology and Behavior
- IOP 509 - Leadership Development and Change Management
- IOP 523 - Teams in Organizations
- IOP 529 - Social Psychology
- IOP 533 - Job Analyses and Performance Appraisal
- IOP 539 - Work Motivation
- IOP 553 - Research Methods and Statistical Analysis
- IOP 559 - Learning and On-the-Job Development
- IOP 563 - Special Topic
- IOP 569 - Personnel Recruitment, Selection, and Placement

- IOP 573 - Statistical Tools for Business Application
- IOP 579 - Program Evaluation and Organizational Consulting
- IOP 583 - Cross-Cultural Communication
- IOP 593 - Practicum

Elective Requirement

Choose three (3) units from the following:

- IOP 563 - Special Topic
- BUS 503 - Foundations of Management
- BUS 520 - Managerial Ethics
- BUS 539 - Financial Management
- BUS 545 - Global Business Management
- BUS 548 - Strategy and Decision Making
- LDR 525 - Biblical Perspectives on Social Change

Sport and Performance Psychology, MS

The Master of Science in Sport and Performance Psychology program will prepare students to counsel clients to increase their levels of performance in multiple arenas, including, but not limited to, sport, exercise, surgical skills, performance arts, and combat. Thus, students in the program will be equipped to serve clients in a broad range of performance fields. The degree trains consultants to apply psychological strategies with the goal of increasing physical performance and control. The program is designed to meet the requirements for certification as a mental performance consultant through the Association of Applied Sport Psychology.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisites (completed with a "C" or better)
    - General Psychology
    - Introduction to Anatomy or Physiology
    - Statistics
    - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment

Program Requirements (43 units)

Core Course Requirements

- FPY 510 - Biological Bases of Behavior
- KIN 526 - Musculoskeletal Exercise Interventions
- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 510 - Human Growth and Development
- PSY 525 - MFT Counseling Techniques
- PSY 530 - Advanced Research Methodology

- PSY 535 - Advanced Psychopathology
- PSY 560 - Professional Ethics and Law
- SPP 510 - Advanced Sport and Performance Psychology
- SPP 520 - Cognitive Bases of Behavior
- SPP 530 - Team Building and Performance Enhancement Techniques
- SPP 535 - Psychology of Injury
- SPP 596 - Capstone

Practicum Requirements

* Students cannot earn credit for both SPP 590 and 590G

- SPP 540 - Sport and Performance Psychology Practicum I
- SPP 560 - Sport and Performance Psychology Practicum II
- SPP 580 - Sport and Performance Psychology Practicum III

- SPP 590 - Sport and Performance Psychology Practicum IV * **OR**
- SPP 590G - Sport and Performance Psychology Practicum *

Doctorate

Clinical Psychology, PsyD

The Doctor of Psychology in Clinical Psychology degree is designed to train the next generation of health service psychologists to live their purpose as 21st century "Good Samaritans," helping burgeoning mental health professionals to be academically prepared through discipline-specific knowledge, globally minded and equipped to serve via profession-wide competencies, and biblically rooted by integrating psychological science and the Christian faith. The degree prepares students to pursue California licensure as a psychologist.

Additional Admissions 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 Doctor of Psychology in Clinical Psychology program are:

1. Grade Point Average
    - A minimum 3.0 GPA
2. Prerequisites (completed with a "C" or better; all prerequisites must be completed before starting the program)
    - One (1) of the following: Statistics, Research Methods, Psychometrics, or related coursework
    - Three (3) of the following: General Psychology, Abnormal Psychology, Developmental Psychology, Theories of Personality, Theories of Psychotherapy, or related coursework
    - Prerequisites are individually evaluated to determine the level of preparation for doctoral studies in clinical psychology
3. Completion of a bachelor's degree from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
4. Transfer Coursework
    - Coursework must have been completed within the last five years. Coursework taken prior to five years will be evaluated on a case-by-case basis for possible course credit.

5. Graduate Record Exam (GRE) general test scores (verbal reasoning, quantitative reasoning, and analytical writing) must be dated within the last year
6. Four Professional Recommendations, completed on forms provided, must be dated within the last year. Three from faculty and one from a prior supervisor in a work setting. Family members, friends and peers may not complete recommendations
7. Comprehensive Essay that includes the following:
    - Your decision to pursue a doctoral degree in clinical psychology, including the reasons for this pursuit, important life experiences that have led you to the field, and why you believe you will be a good fit for the CBU PsyD Program
    - The ways in which your academic background has prepared you for doctoral studies in clinical psychology, including the practicum sequence, research sequence, dissertation process, clinical competency exam, and professional licensure upon graduation
    - Some of the challenges you anticipate facing in a doctoral program in clinical psychology, including how you expect to overcome these struggles
    - Your views on cultural diversity, including how you intend to effectively, competently, and ethically work with clients from a variety of backgrounds with differing worldviews
    - Your views on faith integration, combining the Christian faith with psychological science when working with Christian clients, including your reactions to the importance the program places on this competency area in its coursework
    - An example of a worldview conflict between yourself and a potential client (e.g., working with a client who lives his or her life in a way that is inconsistent with your own faith tradition), including how you might go about resolving such a source of tension
    - Your views on possibly relocating out of state for the fifth-year internship in order to secure an APA-accredited internship placement, including how you might prepare for such a major life transition
    - Your 10-year plan, including what you see yourself doing in the field of clinical psychology after licensure
8. Current Resume documenting all related professional and extracurricular experiences
9. Successful completion of the interview process, including an interview with the Director of the Doctor of Psychology in Clinical Psychology program

Program Requirements (128 units)

The degree is designed to train the next generation of health service psychologists to live their purpose as 21st century "Good Samaritans," helping burgeoning mental health professionals to be academically prepared through discipline-specific knowledge, globally minded and equipped to serve via profession-wide competencies, and biblically rooted by integrating psychological science and the Christian faith. The degree prepares students to pursue California licensure as a psychologist.

Basic Content Course Requirements

- PSY 722 - Human Development Across the Lifespan
- PSY 725 - History of Psychological Science
- PSY 726 - Cognitive and Affective Bases of Behavior
- PSY 736 - Behavioral Neuroscience
- PSY 745 - Human Social Behavior

State of California Course Requirements

- PSY 711 - Child Abuse Reporting, Assessment, and Treatment

- PSY 735 - Addictive Behavior
- PSY 746 - Intimate Partner Abuse
- PSY 756 - Aging and Long-Term Care
- PSY 765 - Clinical Psychopharmacology
- PSY 766 - Human Sexuality, Sexual Disorders, and Treatment

Assessment Course Requirements

- PSY 741 - Assessment I: Personality Testing
- PSY 742 - Assessment II: Intelligence Testing with Lab
- PSY 743 - Assessment III: Projective Testing

Faith Integration Course Requirements

- PSY 761 - Psychology and Christianity I: Theology
- PSY 762 - Psychology and Christianity II: Worldview, Ontology, and Epistemology
- PSY 763 - Psychology and Christianity III: Biblical Anthropology and Axiology
- PSY 764 - Psychology and Christianity IV: Redemption

Intervention Course Requirements

- PSY 771 - Intervention I: Psychodynamic Approaches to Treatment
- PSY 772 - Intervention II: Cognitive Behavioral Approaches to Treatment
- PSY 773 - Intervention III: Couples Approaches to Treatment
- PSY 774 - Intervention IV: Family Approaches to Treatment
- PSY 775 - Intervention V: Child and Adolescent Approaches to Treatment
- PSY 776 - Intervention VI: Group Approaches to Treatment

Practicum Course Requirements

- PSY 700 - Theories of Psychotherapy
- PSY 702 - Psychiatric Disorders
- PSY 712 - Cultural Diversity
- PSY 713 - Law and Ethics in Clinical Psychology
- PSY 720 - Clinical Practice I: Basic Skills
- PSY 730 - Clinical Practice II: Advanced Skills and Treatment Planning
- PSY 740 - Clinical Practicum I: Professionalism
- PSY 750 - Clinical Practicum II: Interpersonal Skills
- PSY 760 - Clinical Practicum III: Reflective Practice
- PSY 770 - Clinical Practicum IV: Evidence-Based Practice
- PSY 780 - Clinical Practicum V: Interdisciplinary Systems
- PSY 790 - Clinical Practicum VI: Client Advocacy
- PSY 791 - Clinical Internship I
- PSY 792 - Clinical Internship II
- PSY 793 - Clinical Internship III

Supervision Course Requirement

- PSY 755 - Supervision and Consultation in Clinical Psychology

Research Course Requirements

- PSY 704 - Statistics in Psychology
- PSY 714 - Research Methods in Psychology
- PSY 723 - Psychometrics
- PSY 751 - Research Team I
- PSY 752 - Research Team II
- PSY 753 - Research Team III
- PSY 781 - Dissertation I
- PSY 782 - Dissertation II
- PSY 783 - Dissertation III
- PSY 784 - Dissertation IV
- PSY 785 - Dissertation V
- PSY 786 - Dissertation VI

Elective Requirements

Complete nine (9) units from one of the following elective tracks: Forensic Psychology; Organizational Psychology; Sport and Performance Psychology

Forensic Psychology Elective Track

- CJS 510 - Legal Research and Reasoning
- CJS 530 - Theories and Perspectives of Criminal Behavior
- FPY 540 - Forensic Psychology

Organizational Psychology Elective Track

- IOP 503 - Industrial Organizational Psychology and Behavior
- IOP 559 - Learning and On-the-Job Development
- IOP 579 - Program Evaluation and Organizational Consulting

Sport and Performance Psychology Elective Track

- KIN 526 - Musculoskeletal Exercise Interventions
- SPP 510 - Advanced Sport and Performance Psychology
- SPP 530 - Team Building and Performance Enhancement Techniques

Continuation

Students must register for elective dissertation units if they need an extra semester or more to complete their dissertation, beyond the required dissertation units in the third and fourth year of the program.

Students must register for elective practicum units if they need an extra year or more of external practicum experience, beyond the required practicum units in the second, third, and fourth year of the program.

- PSY 787 - Dissertation Continuation
- PSY 794 - Clinical Practicum Continuation

Certificate

Forensic Psychology Certificate

Program Requirements (18 units)

Required Courses

- CJS 530 - Theories and Perspectives of Criminal Behavior
- FPY 530 - Advanced Social Psychology
- FPY 540 - Forensic Psychology
- 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 Investigations
- FPY 510 - Biological Bases of Behavior
- FPY 520 - Criminal Profiling

Division of Social Work

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Faculty Information

The Division of Social Work offers two graduate degrees, Master of Social Work (MSW) and Doctor of Social Work (DSW). We also offer a distance learning option for the MSW program. By earning your degree in social work, you are choosing to champion those in need through the integration of important social work values and by developing the critical skills needed to serve individuals, families, and communities. By specifically choosing a social work program at CBU, you are choosing a program that integrates social work and faith to serve diverse populations.

Master

Social Work, MSW

The Master of Social Work (MSW) program will prepare students for advanced level social work practice in a variety of settings. Master level Social Workers work as clinicians, community practitioners, social service administrators, advanced case managers, child welfare workers, medical social workers, international social workers, and in many other roles. This program has been granted accreditation by the Council on Social Work Education (CSWE)

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisites (completed with a "C" or better)
    - Statistics
    - Advanced Standing Students must have a Bachelor's of Social Work (BSW) from a CSWE accredited university, preferably within the last seven years
- In place of the written statement of purpose, a comprehensive Essay of at least 5-7 pages that includes the following elements:
    - Purpose for entering the program
    - Experiences that have directed your interest toward social work
    - Long term professional goals
    - What makes you a good candidate for the profession and for graduate student
    - Issues of social justice you are most passionate about and why
    - 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
- Successful interview(s) with the Director of the Social Work program

Program Requirements (60 units)

Core Course Requirements

Foundation Coursework

- SWK 500 - Social Work Practice I
- SWK 505 - Social Work Practice II
- SWK 510 - Human Behavior and the Social Environment I
- SWK 515 - Human Behavior and the Social Environment II
- SWK 520 - Social Welfare Policy
- SWK 525 - Social Research
- SWK 530 - Marginalized Populations
- SWK 535 - Case Management

Advanced Generalist Requirements

- SWK 557 - Advanced Generalist Practice I
- SWK 567 - Advanced Generalist Practice II
- SWK 572 - Mental Health and Psychopathology
- SWK 573 - Social Work Management and Leadership
- SWK 577 - Program Evaluation

Social Work Elective Requirements

Complete at least nine (9) units from the following:

- PSY 515 - Human Sexuality
- PSY 560 - Professional Ethics and Law
- PSY 598A - Addictions Counseling
- SWK 554 - Social Work Practice with Older Adults
- SWK 556 - Elder Abuse
- SWK 558 - Grief and Loss
- SWK 564 - Child and Family Welfare
- SWK 565 - Special Topics
- SWK 566 - Families in Transition
- SWK 568 - Intimate Partner Violence
- SWK 574 - Social Work with Survivors of Human Trafficking
- SWK 576 - Social Work Practice with Displaced Populations
- SWK 578 - Global Human Rights
- SWK 584 - Advanced Clinical Social Work Practice in Integrated Healthcare
- SWK 586 - Integrated Health Policy and Services

Practicum Requirements

- SWK 521 - Field Practicum I
- SWK 541 - Field Practicum II
- SWK 561 - Field Practicum III
- SWK 581 - Field Practicum IV

Doctorate

Social Work, DSW

The mission of California Baptist University's Doctor of Social Work Program is to develop advanced social work practitioners, leaders and world changers who live their purpose through the integration and application of social work values, knowledge, and skills to engage communities and develop innovative strategies to address our world's most pressing social problems.

The Doctor of Social Work program strives to develop doctoral-level social workers who will advance innovative systemic changes to enhance human well-being while displaying executive leadership, content mastery, scholarship, integrity, and ethics that will distinguish them in the workplace and the world. This program is committed to pursuing Christ-centered justice by equipping graduates to live their purpose and glorify God through community-based social action both locally and globally.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisites (completed with a "C" or better; prerequisites can be completed concurrently
    - Research methods
    - Human behavior theory
    - Social work practice, clinical practice, counseling, or equivalent practice course
    - Diversity, cultural competence, marginalization, or equivalent social justice course
- In place of the written statement of purpose, a professional essay, 3-4 pages in length, answering the following specific items:
    - Describe your decision to pursue a doctoral degree in social work, including the reasons for this pursuit, important life experiences that have led you to the field, and why you believe you would be a good fit for the CBU DSW Program.
    - Identify some of the challenges you anticipate facing in the DSW program, including how you expect to overcome these challenges. The expectation is that students will spend about 28 hours a week engaged in doctoral content/work. How will you adjust your current work, family, and other personal/professional obligations to accommodate doctoral coursework?
    - Identify your interest in addressing a social problem that requires additional scholarship, clinical expertise, and/or leadership to meet the needs of one or more marginalized populations. You should also include the reason for your interest in this topic as a potential project and how doctoral education is necessary for you to address this problem.
    - Describe your views on faith and how you can integrate Christian ethics and values as a doctoral level social work leader.
    - Discuss how you will integrate your doctoral education into your future personal and professional goals.
- Successful interview with the Doctor of Social Work Program Director

Program Requirements (48 Units)

- SWK 701 - Direct Practice with Cultural Humility
- SWK 705 - Community Engagement and Social Innovation
- SWK 710 - Historical and Contemporary Social Action
- SWK 715 - Community-Based Participatory Research Methods
- SWK 720 - Project Development and Implementation
- SWK 725 - Effective Leadership in the 21st Century
- SWK 730 - Research Dissemination and Scholarship

- SWK 735 - Answering the Call to Teach
- SWK 740 - Social Work Entrepreneurship
- SWK 745 - Justice-Focused Engagement around the Globe
- SWK 796 - Comprehensive I
- SWK 797 - Comprehensive II

Gordon and Jill Bourns College of Engineering

Dr. Philip VanHaaster
Dean

Dr. Mark Anklam
Associate Dean

Ms. Kiana Bjur
Administrative Assistant
Phone 951.343.4972
engineering@calbaptist.edu

Faculty Information

Master

Engineering, MS

California Baptist University's Master of Science in Engineering provides a holistic approach to technical leadership with an advanced degree validation of engineering prowess, market perception, and collaborative development. The program also expands interdisciplinary skills, equipping an analytical professional to collaborate with colleagues from business, finance, and marketing.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites:
    - Computer Programming course or demonstrated knowledge programming language
    - And one of the following:
        - Completion of a Bachelor of Science in Engineering from an accredited institution of higher education or the evaluated equivalency
        - Completion of a Bachelor's degree from an accredited institution of higher education or the evaluated equivalency with at least fifteen (15) units in computing, information technology, or closely related field

Program Requirements (30 units)

Core Requirements

- CSC 516 - Advanced Python
- EGR 501 - Applied Engineering Math and Ethics
- EGR 506 - Engineering Research and Project Discovery
- EGR 541 - Geographic Information System and Visualization
- STA 513 - Applied Statistics

Elective Requirements

Complete nine (9) units from the following:

- BUS 503 - Foundations of Management
- BUS 515 - Organizational Behavior
- BUS 545 - Global Business Management
- BUS 548 - Strategy and Decision Making
- BUS 593 - Interdisciplinary Culminating Project
- CSC 518 - Machine Learning
- DSC 550 - Data Mining
- ECE 517 - Mobile Robotics
- EGR 503 - Applied Engineering Analysis
- ITM 510 - Project Management
- LDR 560 - Leading and Managing Complexity
- MCE 545 - Thermal Design of Heat Exchangers

Thesis and Project Requirements

- EGR 507 - Research and Development (3 units)
- EGR 508 - Documentation and Presentation

College of Health Science

Dr. David Pearson
Dean

Dr. Monica O'Rourke
Director of Educational Effectiveness

Dr. Dominick Sturz
Assistant Dean for Enrollment and Retention

Brittany Davies
Director of Academic Operations
Phone 951.343.4619
healthscience@calbaptist.edu

Faculty Information

Directors:

Allied Health Professions	Dr. Nicole MacDonald
Communication Sciences and Disorders	Dr. Bryan Ness
Kinesiology	Dr. Sean Sullivan
Physician Assistant Studies	Dr. Heather Ontiveros
Public Health Sciences	Dr. Janet Bonome

The College of Health Science exists to transform lives through the Health Professions and consists of the following four departments: Allied Health Professions, Kinesiology, Physician Assistant Studies, and Public Health Sciences.

The College is defined by its outstanding teaching and learning mission; specialized emphasis on the allied health professions; and efforts to serve as a premier institution for the intellectual and spiritual development of students, faculty, and staff. The College of Health Science will clearly and regularly support the concepts of being Biblically rooted, academically prepared, equipped to serve, and globally minded.

We take pride in our faculty commitment to teaching and learning as we prepare individuals for futures in a wide variety of professions. Furthermore, we prepare future leaders who will serve as health care professionals.

Mission Statement

The faculty and staff of the CBU College of Health Science commit to supporting CHS students, and one another, in the attainment of educational, spiritual, and vocational goals consistent with a Biblical worldview. Faculty and staff will steadfastly model the Christ-like behaviors of interactive teaching, servant leadership, and inspired scholarship aimed at improving the human condition. CHS faculty, staff, and students will be encouraged and equipped to make a significant and positive impact locally and around the world.

Department of Allied Health Professions

Dr. Nicole MacDonald
Chair
Director, Graduate Program in Athletic Training

Ms. Stephanie Moreno
Administrative Assistant, College of Health Science
Phone 951.552.8531
smoreno@calbaptist.edu

Faculty Information

Master

Athletic Training, MS

The Master of Science in Athletic Training program empowers students to live their purpose as allied health professionals in a nurturing, faith-based environment. Graduates will provide whole person care by developing their clinical expertise and skill, using evidence-based curriculum with high academic standards and high quality clinical experiences.

The Master of Science in Athletic Training program at California Baptist University is the first professional master's degree program in California to be accredited by 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.

All students in the Master of Science in Athletic Training will complete a common set of core courses. Graduates of this program will complete multiple clinical experiences providing exposure to different athletic training settings which may include high schools, community colleges, universities, clinics, industrial settings, physician offices, emergency departments, and professional sports environments.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for unconditional acceptance
    - Applicants with a GPA lower than 3.0 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)
- Prerequisites (completed with a "C" or better in the past eight years)*
    - Human Anatomy and Physiology with lab (2 semesters)
    - General Psychology
    - Exercise Physiology
    - Biology
    - Chemistry
    - Physics (Biomechanics that includes physics may be accepted with approval)
    - Additional recommended prerequisites:

- Introduction to Athletic Training
- Biomechanics or Applied Movement Anatomy
- Nutrition
- Statistics
- Research Methods
- Medical Terminology

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

Pre-Athletic Training Curriculum

The following athletic training prerequisites are offered at California Baptist University

Pre-Athletic Training Courses

- BIO 143 - Principles of Biology OR BIO 146 - General Biology I
- BIO 153 - Human Anatomy and Physiology I and BIO 153L - Human Anatomy and Physiology I Lab
- BIO 163 - Human Anatomy and Physiology II and BIO 163L - Human Anatomy and Physiology II Lab
- CHE 102 - Fundamentals of Chemistry OR CHE 115 - General Chemistry I and CHE 115L - General Chemistry I Lab
- KIN 274 - Applied Movement Anatomy
- KIN 300 - Nutrition Science
- KIN 304 - Introduction to Athletic Training
- KIN 312 - Emergencies in Sports Medicine *
- KIN 383 - Exercise Physiology
- PHY 115 - Physics for Architects with Lab OR PHY 214 - Physics I and PHY 214L - Physics I Lab
- PSY 213 - General Psychology

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

Program Requirements (62-65 units)

Core Requirements

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

- ATR 501 - Athletic Training Clinical Education I
- ATR 502 - Athletic Training Clinical Education II
- ATR 503 - Athletic Training Clinical Education III
- ATR 504 - Athletic Training Clinical Education IV
- ATR 511 - Functional and Neuro-Anatomy for Athletic Trainers
- ATR 512 - Acute Care in Athletic Training I *
- ATR 513 - Acute Care in Athletic Training II
- ATR 514 - Foundations of Athletic Training Professional Practice
- ATR 516 - Introduction to Athletic Training Clinical Skills
- ATR 521 - Clinical Research in Athletic Training I
- ATR 522 - Clinical Research in Athletic Training II

- ATR 523 - Clinical Research in Athletic Training III
- ATR 524 - Clinical Research in Athletic Training IV
- ATR 525 - Clinical Examination of the Lower Quarter
- ATR 527 - Foundations of Therapeutic Interventions
- ATR 530 - Clinical Examination of the Upper Quarter
- ATR 536 - Nutrition and Wellness in Athletic Training
- ATR 537 - Therapeutic Interventions for the Extremities
- ATR 540 - General Medical Conditions for Athletic Trainers
- ATR 541 - Medical Imaging and Laboratory Procedures
- ATR 545 - Leadership and Administration In Athletic Training
- ATR 547 - Therapeutic Interventions for the Spine
- ATR 555 - Advanced Therapeutic Interventions
- ATR 560 - Whole Person Care
- ATR 590 - Board of Certification Preparation
- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence

Department of Communication Sciences and Disorders

Dr. Bryan Ness
Chair
Director, Graduate Program in Speech Language Pathology

Phone 951.552.8956

Faculty Information

The Department of Communication Sciences and Disorders houses pre-professional training programs for students interested in pursuing careers in speech-language pathology, audiology, or other related fields. Our Master of Science in Speech-Language Pathology program is accredited by the American Speech-Language Hearing Association and prepares students for state licensure and preliminary Speech Services teaching credential. Graduates may choose career paths within the full spectrum of professional practice including education, healthcare, or private practice settings. The Master of Science is the entry-level degree for the field of speech-language pathology and our program has excellent graduation and employment rates.

Our faculty are committed to providing excellent classroom and clinical instruction. Students enjoy learning about the professions through the lens of a Christian worldview and by faculty who are experts in their respective fields.

Master

Speech Language Pathology, MS

The Master of Science in Speech Language Pathology program offers students a strong academic and clinical education program in which to discover and live their purpose as speech language pathologists who make a difference in the communication world of persons across the age span. Students not only complete a rigorous course of study but complete a minimum of 400 clinical clock hours across at least three settings during their graduate program over five semesters. They are prepared to begin careers as clinical fellows in private practice, school and/or medical settings as they begin their clinical fellowship year after graduation.

The Master of Science (M.S.) program in speech-language pathology at California Baptist University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Students graduating from the program meet ASHA certification standards to begin the clinical fellowship required by American Speech Language Hearing Association (ASHA), as well as the Required Professional Experience (RPE) for state licensure in California. In addition, the program is accredited by the California Teaching Commission and graduating students are eligible to apply for the Preliminary Speech Language Services credential.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program

- A bachelor's degree in communication disorders from an accredited college or university or the evaluated equivalency. Applicants with degrees in other majors must complete a post-baccalaureate certificate program in communication disorders
- An overall minimum cumulative or last 60/90 unit GPA of 3.0

- 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 proficiency by submitting a recent TOEFL or IELTS score
- Completion of basic science requirements in biological sciences, physical sciences, statistics and social/behavioral sciences as required by the American Speech-Language Hearing Association (ASHA) 2021 Standard IV-A. In addition to ASHA standards, CBU requires the following courses to be completed with a "C" or better:
    - Anatomy and Physiology of the Speech/Hearing Mechanism
    - Speech and/or Hearing Science
    - Normal Child Language Development/Typical Language Development
    - Phonetics
    - Aural Rehabilitation
- Application for admission submitted and verified through CSDCAS, including:
    - Official sealed transcripts from all colleges or universities attended sent to CSDCAS
    - Three recommendations: Two from faculty/instructors and one from a professional source sent to CSDCAS
    - Resume sent to CSDCAS
- In place of a personal statement, a comprehensive essay of at least 500 words that explains:
    - Your desire for entering the program
    - How the program will allow you to live your purpose
    - Why your characteristics and goals are congruent with CBU's mission
- Successful interview with program admission committee. Not all candidates are selected for an interview.

Program Requirements (71 units)

Core Requirements

- CDS 500 - Research Design and Methods
- CDS 505 - Speech Sound Disorders
- CDS 510 - Clinical Practice and Contemporary Issues
- CDS 515 - Pediatric Language Disorders
- CDS 520 - Diagnostic Assessment Processes
- CDS 525 - Autism Spectrum Disorders
- CDS 530 - Neuroanatomy of Communication and Swallowing
- CDS 540 - Acquired Neurogenic Language Disorders
- CDS 543 - Acquired Neurogenic Cognitive Communication Disorders
- CDS 545 - Augmentative and Alternative Communication
- CDS 550 - Disorders of Fluency
- CDS 555 - Speech Language Services in Public Schools
- CDS 560 - Multicultural and Multilingual Topics
- CDS 565 - Voice and Resonance Disorders
- CDS 570 - Motor Speech Disorders
- CDS 575 - Dysphagia
- CDS 580 - Counseling in Communication Disorders
- CDS 590 - Capstone
- CDS 595 - Praxis Review
- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion

Clinical Practicum Requirements

- CDS 542 - Clinical Practicum I
- CDS 552 - Clinical Practicum II
- CDS 562 - Clinical Practicum III
- CDS 572 - Clinical Practicum IV
- CDS 582 - Public Schools Practicum
- CDS 592 - Advanced Clinical Practicum

Comprehensive Examination Requirements

- CDS 551 - Comprehensive Examination

Department of Kinesiology

Dr. Sean Sullivan
Chair
Director, Graduate Program in Kinesiology

Ms. Stephanie Moreno
Administrative Assistant, College of Health Science
Phone 951.552.8531
smoreno@calbaptist.edu

Faculty Information

Master

Kinesiology, MS

The graduate program in Kinesiology allows students to choose one concentration from among four designed to prepare students for a wide variety of careers in physical activity, exercise, sports, and nutrition. 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

The Nutrition in Health Sciences concentration is designed to equip students with higher education knowledge, research skills, with emphasis in human molecular and medical nutrition track or general human nutrition track, to develop career paths in medical settings, laboratory sciences, the wellness industry, public services, government agencies, non-profit organizations and private companies.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites (completed with a "C" or better)
    - The Exercise Science concentration requires prerequisite courses in anatomy and physiology, exercise physiology and biomechanics, or an equivalent
    - The Nutrition in Health Science concentration requires prerequisite courses in general chemistry and organic chemistry, or the equivalent of both
    - The Physical Education concentration requires a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course
    - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment

Program Requirements (33-34 units)

All students in the Master of Science in Kinesiology will complete a common core set of courses. In addition to the core, students will complete a concentration in either Exercise Science, Nutrition in Health Sciences, Physical Education Pedagogy, or Sport Management.

Core Requirements

- KIN 505 - Ethics and Leadership in Kinesiology *OR*
- 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; Nutrition in Health Sciences; Physical Education Pedagogy; Sport Management

Exercise Science

- KIN 516 - Advanced Exercise Physiology
- KIN 526 - Musculoskeletal Exercise Interventions
- KIN 536 - Clinical Exercise Physiology
- KIN 546 - Sports Nutrition
- KIN 566 - Clinical Exercise Intervention for Chronic Disease
- KIN 586 - Electrocardiography in Clinical Exercise

Nutrition in Health Sciences

Students must complete either Human Molecular and Medical Nutrition track or, if approved based on undergraduate course work in Nutrition, the General Human Nutrition track.

- NFS 580 - Nutrigenomics
- NFS 585 - Nutrigenomics Research

Human Molecular and Medical Nutrition Track

- NFS 520 - Nutritional Biochemistry
- NFS 555 - Medical Nutrition Therapy I
- NFS 565 - Medical Nutrition Therapy II
- NFS 575 - Advanced Human Nutrition

General Human Nutrition Track

Students must be approved by the department to complete this track.

- HSC 555 - Public Health Leadership
- KIN 536 - Clinical Exercise Physiology
- KIN 546 - Sports Nutrition
- KIN 566 - Clinical Exercise Intervention for Chronic Disease

Physical Education Pedagogy

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

- KIN 500 - Leadership in Kinesiology
- 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 Areas **OR**
- EDU 521 - Theories of Learning and Teaching
- EDU 518 - Classroom Management and Ethics **OR**
- EDU 542 - Models of Teaching and Learning

Sport Management

- KIN 500 - Leadership in Kinesiology
- KIN 515 - Managing Sport Programs
- KIN 535 - Event and Facility Management
- KIN 545 - Sport Marketing and Promotion
- KIN 565 - Economics of Sport
- KIN 575 - Media and Public Relations in Sport

Thesis or Comprehensive Exam Requirement

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

Exercise Science Thesis or Exam Requirement

- KIN 594 - Comprehensive Examination **AND**
- KIN 585 - Field Experience I
  OR
- KIN 598 - Thesis

Nutrition in Health Sciences Thesis or Exam Requirement

- KIN 594 - Comprehensive Examination *AND*
- KIN 585 - Field Experience I
  OR
- KIN 598 - Thesis

Physical Education Thesis or Exam Requirement

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

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

Sport Management Thesis or Exam Requirement

- KIN 594 - Comprehensive Examination **AND**
- KIN 585 - Field Experience I
  OR
- KIN 598 - Thesis

Kinesiology, MS (Online)

The Master of Science in Kinesiology degree program offers an advanced study of Kinesiology designed to enhance preparation for discipline-related careers. This interdisciplinary degree integrates the science of human movement, the practice of relevant research methods, and the advanced studies of fitness and wellness. As obesity and sedentary lifestyles continue to escalate nationally and globally, there is an increased need for Kinesiology-related careers. Candidates in the online Master of Science in Kinesiology degree program receive diverse training in order to meet those growing societal demands as well as to expound knowledge of exercise and sport performance. Graduates are equipped professionally and spiritually with scholarly virtue that is indicative of professional and moral excellence in the field of Kinesiology.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites (Applicants should possess the following common body of knowledge from prerequisite courses or approved work related experience)
    - Exercise Physiology

Program Requirements (30 units)

Core Requirements

- KIN 505 - Ethics and Leadership in Kinesiology
- KIN 550 - Legal Aspects of Kinesiology
- KIN 570 - Research Methods
- KIN 580 - Research Project Seminar

Concentration Courses

Students completing the program via the online modality must also complete the following concentration: Exercise and Human Performance

Exercise and Human Performance

- KIN 516 - Advanced Exercise Physiology
- KIN 546 - Sports Nutrition
- KIN 552 - Advanced Study of Sport and Exercise Psychology
- KIN 557 - Fitness Testing and Exercise Prescription for Special Populations
- KIN 562 - Exercise and Fitness Education
- KIN 593 - Applied Knowledge in Kinesiology

Department of Physician Assistant Studies

Dr. Heather Ontiveros
Chair
Director, Graduate Program in Physician Assistant Studies

Ms. Daphne Paramo
Department Secretary
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papprogram@calbaptist.edu

Faculty Information

The Master of Science in Physician Assistant Studies (MSPAS) program prepares medical professionals to provide medical and patient care responsibilities, in collaboration with physicians and other health care team members within the health care system. In support of the University's mission, the program will produce students that are academically prepared, biblically rooted, globally minded and equipped to serve. Students receive training in all aspect of medical education, including classroom, laboratory and clerkship experiences. Upon completion of the program, students are prepared to take the Physician Assistant National Certification Exam (PANCE) given by the National Commission on Certification of Physician Assistants (NCCPA), and apply for state licensure to practice as a certified Physician Assistant (PA-C).

Master

Physician Assistant Studies, MSPAS

The Master of Science in Physician Assistant Studies (MSPAS) program will prepare entry level medical professionals to augment the physician (MD and DO) in providing medical and patient care responsibilities within the health care system. The program will encourage graduates to provide service to underserved populations. In support of the University's mission, the program will produce students that are academically prepared, biblically rooted, globally minded and equipped to serve.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
  - A minimum overall 3.2 GPA and science 3.0 GPA for acceptance
- Prerequisite (completed with a "B-" or better)
  - Human Anatomy & Physiology with lab (I & II); **OR** a combination of courses covering all human systems (8 units/1 year)
  - General Chemistry with lab (I & II) (8 units/1 year); **OR** a combination of three separate courses in Organic, Inorganic, Biochemistry (12 units)
  - Microbiology with lab (3-4 units)
  - Genetics (2-3 units)
  - Psychology (General, Developmental, or Abnormal); (3-4 units per course)
  - Mathematics (College Algebra, Calculus, Pre-Calculus, Statistics); (3 units per course)
  - English/Writing (6-8 units/1 year)
  - Social Sciences/Humanities (9 units/3 courses)

- Additional preferred prerequisites
    - Biochemistry
    - Molecular Biology
    - Medical Terminology
    - Statistics
- Patient Care Hours
    - A minimum of 1,000 verifiable volunteer or paid hours

Program Requirements (116 units)

The Physician Assistant Studies program is a rigorous course of study that prepares graduates who are globally-minded and academically equipped, to provide quality health care in their communities and to underserved populations, in collaboration with other members of the health-care team, in a faith-based atmosphere.

Core Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- PAS 501 - Human Anatomy and Physiology I
- PAS 502 - Human Anatomy and Physiology II
- PAS 505 - Health Care Ethics
- PAS 506 - Medical Microbiology and Infectious Disease
- PAS 510 - History and Physical Examination I
- PAS 511 - History and Physical Examination II
- PAS 512 - History and Physical Examination III
- PAS 513 - Pathophysiology of Disease I
- PAS 514 - Pathophysiology of Disease II
- PAS 515 - Research Methodology
- PAS 516 - Professional Practice and Policy
- PAS 520 - Pharmacology and Pharmacotherapeutics I
- PAS 521 - Pharmacology and Pharmacotherapeutics II
- PAS 522 - Medical Genetics
- PAS 523 - Health Promotion, Disease Prevention, and Epidemiology
- PAS 524 - Behavioral Medicine
- PAS 525 - Clinical Skills and Procedures I
- PAS 526 - Clinical Skills and Procedures II
- PAS 530 - Clinical Medicine I
- PAS 531 - Clinical Medicine II
- PAS 532 - Clinical Medicine III
- PAS 533 - Adolescent and Pediatric Medicine
- PAS 534 - Women's Health
- PAS 535 - Global Health Engagement
- PAS 540 - Acute Clinical Reasoning

Clinical Courses

Students must complete all of the following requirements:

Clerkships

- PAS 601 - Family Medicine Clerkship
- PAS 602 - Internal Medicine Clerkship
- PAS 603 - Emergency Medicine Clerkship
- PAS 604 - General Surgery Clerkship
- PAS 605 - Adolescent and Pediatric Medicine Clerkship
- PAS 606 - Behavioral Medicine Clerkship
- PAS 607 - Women's Health Clerkship
- PAS 608 - Urgent Care Clerkship
- PAS 609 - Elective Clerkship

Doctorate

Medical Science, DMSc (Online)

CBU's Doctor of Medical Science (DMSc) program's mission is to further the healing ministry of Christ by equipping physician assistants to be thoughtful leaders and lifelong learners of scientific and practical knowledge to improve the health, quality of life, and education of communities. The DMSc program will provide the highest doctoral level practitioner-based medical science education in support of the University's mission to prepare graduates who are globally minded, academically prepared, equipped to serve, and biblically rooted.

The DMSc doctoral program is designed for PA's looking to further their careers as professionals in practice, leadership, and research. This program builds upon practicing or emeritus PA's valuable experiences by enhancing clinical medicine acumen in patient care, utilizing evidence-based medicine, and discovering best practices through research as it relates to leadership and the medical field. The program provides flexibility for working professionals with an online degree format and options of completing the doctoral degree in one or two years.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Applicants must have a completed master's degree and a current PA license

Program Requirements (39 units)

Core Requirements

- HSC 552 - Health Law and Ethics
- HSC 745 - Global Health
- HSC 755 - Organizational and Strategic Management in Health Care
- PAS 710 - U.S. Healthcare Delivery

Research Requirements

- PAS 730 - Evidence Based Medicine

- PAS 735 - Research Design
- PAS 770 - Doctoral Project I
- PAS 775 - Doctoral Project II
- PAS 780 - Doctoral Project III

Leadership and Clinical Medicine Requirements

- LDR 702 - Theories and Foundations in Leadership Studies
- LDR 721 - Organizational and Institutional Theories
- PAS 750 - Advanced Clinical Medicine I
- PAS 760 - Advanced Clinical Medicine II

Department of Public Health Sciences

Dr. Janet Bonome
Chair

Ms. Stephanie Moreno
Administrative Assistant, College of Health Science
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Faculty Information

Master

Healthcare Administration, MHA (Online)

The Master of Healthcare Administration prepares candidates to address healthcare challenges through a multidisciplinary approach to administration and management. Curriculum is focused on core disciplines including strategic planning, financial management, principles of healthcare administration, law and ethics, among others. Graduates will be prepared for the fast-growing healthcare industry through a strong foundation in leadership, healthcare information systems, policy and community advocacy/development, quality control, and risk management.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisite:
    - ACC 250 Principles of Accounting I or equivalent

Program Requirements (30 units)

Core Requirements

- BUS 539 - Financial Management **OR**
- HSC 565 - Financial Management in Public Health Organizations

- HCA 550 - Information Systems for Health Services
- HCA 560 - Principles and Organization of Healthcare Administration
- HCA 570 - Quality Control and Risk Management in Healthcare

- HCA 580 - Healthcare Leadership **OR**
- HSC 555 - Public Health Leadership

- HSC 501 - The American Health Care System
- HSC 538 - Strategic Management for Health Care Services
- HSC 552 - Health Law and Ethics

- HSC 554 - US Healthcare Policy and Advocacy **OR**
- HSC 530 - United States Healthcare Policy

- ORG 567 - Managing Human Capital

Integrative Nutrition, MS (Online)

The MS in Integrative Nutrition (MSIN) program provides students with the skills and knowledge needed to become a leader in the nutrition field, promoting excellence and innovation in all areas of nutrition practice. The MSIN curriculum prepares students for leadership roles in the nutrition field and emphasizes evidence-based best practices to support the well-being and health of individuals, families, and communities. The program is focused on helping students gain a deeper understanding of how nutrition and health care intersect from the perspective of integrative factors in nutrition and health. The program offers students the choice of two different concentrations: Nutrition Science and Dietetics. The Dietetics concentration offers advanced training for students seeking to attain the Registered Dietitian Nutritionist credential.

Program Requirements (31-51 units)

Core Requirements

- NFS 505 - Advanced Community Nutrition
- NFS 510 - Advanced Nutritional Counseling and Education
- NFS 520 - Nutritional Biochemistry
- NFS 530 - Principles of Integrative and Functional Nutrition
- NFS 550 - Current Topics in Integrative Nutrition Seminar
- NFS 580 - Nutrigenomics

Capstone Requirements

- NFS 590 - Research Methods in Nutrition
- NFS 599 - Nutrition Capstone

Concentration Requirements (9-29 units)

Students must complete all requirements in one of the following concentrations: Dietetics; Nutrition Science

Dietetics (29 units)

Successful completion of the Dietetics concentration leads to eligibility to take the Commission on Dietetic Registration credentialing exam to become a registered dietitian nutritionist (RDN).

- NFS 552 - Spirituality and Health
- NFS 562 - Quantity Food Production and Safety
- NFS 565 - Medical Nutrition Therapy II
- NFS 570 - Nutrition and Food Services Management
- NFS 591 - Supervised Practicum: Community
- NFS 592 - Supervised Practicum: Clinical
- NFS 593 - Supervised Practicum: Food Services

- NFS 594 - Supervised Practicum: Integrative Elective

Nutrition Science (9 units)

The Nutrition Science concentration intended for current RDN or nutrition professionals to elevate their knowledge and research base required in the field of nutrition science.

- KIN 566 - Clinical Exercise Intervention for Chronic Disease
- NFS 540 - Nutritional Systems Biology
- NFS 552 - Spirituality and Health

Public Health, MPH

The Master of Public Health program supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values. Graduates from the Master of Public Health program will be ready to begin their professional careers with a level of competence appropriate to stay current with developments in public health and related fields. Those interested in research careers will be prepared to engage in research that addresses community-relevant public health questions.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisite (completed with a "C" or better)
    - An introductory course in statistics

Program Requirements (48 units)

The Master of Public Health program is designed to prepare individuals to serve as practitioners, researchers, and instructors in the area of public health at the local, state, national, and international setting. The Master of Public Health program offers students the choice of two different concentrations: Health Education and Promotion; Health Policy and Administration.

Core Requirements

- HSC 502 - Environmental and Occupational Health
- HSC 516 - Public Health Promotion and Disease Intervention
- HSC 522 - Social and Behavioral Sciences Applied to Health
- HSC 530 - United States Healthcare Policy
- HSC 540 - Principles and Methods of Epidemiology
- HSC 544 - Statistics in Public Health
- HSC 560 - Public Health Program Planning and Evaluation
- HSC 570 - Outbreak and Emergency Preparation and Response
- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence

Concentrations Requirements

Students must complete all requirements in one of the following concentrations: Health Education and Promotion; Health Policy and Administration

Health Education and Promotion

- HSC 505 - Principles of Community Nutrition
- HSC 525 - Emerging Issues in Public Health
- HSC 555 - Public Health Leadership
- HSC 575 - Advanced Methodology in Health Education

Health Policy and Administration

- HSC 521 - Poverty, Inequality, and Policy
- HSC 538 - Strategic Management for Health Care Services
- HSC 552 - Health Law and Ethics
- HSC 565 - Financial Management in Public Health Organizations

Capstone Requirements

- HSC 590 - Research Methods
- HSC 592 - Public Health Research Seminar

- HSC 594 - Global Engagement Practicum **OR**
- HSC 595 - Public Health Practicum

- HSC 599 - Public Health Capstone

Public Health, MPH (Online)

The Master of Public Health program prepares candidates to advance professionally as effective, innovative and ethical health care leaders. Curriculum is focused on core disciplines within the scope of public health practice including epidemiology, biostatistics, behavioral science, environmental and occupational health, and strategic management of public health services. Students will develop specific knowledge and skills pertinent to gainful employment in the public health domain such as emergency services management, disaster preparedness, program planning and evaluation, academic and applied research methods, and grant writing. Graduates will develop a population-based perspective of wellness supported by rigorous academic training that explores the relationships among environmental/occupational, physical, psychological, economic, social, and spiritual dimensions of health affecting the human condition and population health.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites
    - Epidemiology

- Statistics

Program Requirements (44 units)

Core Requirements

- HSC 502 - Environmental and Occupational Health
- HSC 516 - Public Health Promotion and Disease Intervention
- HSC 522 - Social and Behavioral Sciences Applied to Health
- HSC 540 - Principles and Methods of Epidemiology
- HSC 544 - Statistics in Public Health
- HSC 554 - US Healthcare Policy and Advocacy
- HSC 560 - Public Health Program Planning and Evaluation
- HSC 570 - Outbreak and Emergency Preparation and Response
- HSC 590 - Research Methods

Concentration

Generalist

- HSC 501 - The American Health Care System
- HSC 538 - Strategic Management for Health Care Services
- HSC 552 - Health Law and Ethics
- HSC 557 - Global Health

Capstone Requirements

- HSC 590 - Research Methods
- HSC 593 - Public Health Practice Experience (2 semesters)
- HSC 596 - Applied Knowledge in Public Health

Doctorate

Public Health, DrPH (Online)

The Doctor of Public Health (DrPH) degree at California Baptist University signifies distinguished scholarly accomplishment in the professional field. The online DrPH program provides extensive training to develop leadership skills necessary to respond to rapidly shifting, sometimes unanticipated challenges facing public health and healthcare systems. The focus of the DrPH program is to develop public health leaders who can integrate evidence-based science into public health practice, apply models and theories to address chronic and emerging issues locally and globally, and to demonstrate ethical leadership in collaboration with interdisciplinary teams. The program is designed to develop innovative leaders who seek to maximize impact in public, private, and non-profit organizations. Created with flexibility for the working professional, the 70-74-unit online DrPH can be completed in three years. Curriculum and coursework are designed to prepare health professionals to respond to emerging public health challenges through advanced training in development, implementation, and evaluation of public health programs, organizations, and policies. The DrPH program helps students attain the knowledge and skills required to advance as organizational leaders, public health policymakers, practitioners, educators, and researchers.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisites (completed with a "C" or better)
    - Principles and Methods of Epidemiology (or equivalent)
    - Biostatistics (or equivalent)
    - Research Methods (or equivalent)

Program Requirements (66 units)

Core Requirements

- HSC 705 - Orientation to the DrPH
- HSC 710 - Public Health Policy
- HSC 720 - Intermediate Statistics for Health Sciences
- HSC 725 - Epidemiology
- HSC 735 - Administration and Leadership
- HSC 740 - Quantitative Research Methods
- HSC 750 - Qualitative Research Methods
- HSC 770 - Data Analysis and Interpretation for Public Health Practice
- HSC 793 - Public Health Practice Experiences (2 units minimum)

Concentration Requirements (16 units)

Students must complete all requirements of the Health Education and Promotion concentration.

Health Education and Promotion Concentration (16 units)

- HSC 715 - Social and Behavioral Sciences
- HSC 730 - Planning and Funding Health Interventions
- HSC 745 - Global Health
- HSC 760 - Evaluation and Measurement

Dissertation Requirements

- HSC 781 - Dissertation Seminar I
- HSC 782 - Dissertation Seminar II
- HSC 795 - Dissertation Proposal and Defense
- HSC 797 - Dissertation Research and Design (12 units)
- HSC 799 - Dissertation Defense

College of Nursing

Dr. Karen Bradley
Vice President, CBU Health
Dean, College of Nursing

Dr. Lisa Bursch
Associate Dean, Division of Graduate Nursing

Dr. Dayna Herrera
Associate Dean, Division of Learning Environment and Innovation

Dr. Tina Escobedo
Associate Dean, Program Effectiveness

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Faculty Information

Graduate Program in Nursing

The mission of the California Baptist University College of Nursing is to educate competent, responsible, caring, and professional nurses prepared from a biblical worldview to serve locally, nationally and globally; revering the human dignity of all persons created in the image of God.

The purpose of the Master of Science degree in Nursing (MSN) is to prepare students for dynamic nursing leadership to improve patient outcomes in a variety of healthcare settings. The focus is on 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 program prepares graduates for seamless transition into doctoral study.

The purpose of the Doctor of Nursing Practice (DNP) program is to prepare students to assume clinical leadership positions in a variety of health care, business, government, and educational organizations. The focus is on practice that is innovative and evidence-based, reflecting the application of credible research findings and theories to improving health care outcomes.

Licensure, Advanced Practice Certification, and Accreditation

The graduate nursing programs that include pre-licensure coursework offered by California Baptist University are Board of Registered Nursing (BRN) approved programs and therefore requirements for licensure and certification are subject to change by the BRN at any time. The University and the College 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 College of Nursing about current requirements.

The MSN program is accredited by the credentialing body of the American Association of Colleges of Nursing (AACN) and meets the accreditation standards of the Commission on Collegiate Nursing Education (CCNE).

Master

Healthcare Simulation Leadership, MS (Online)

The Master of Science in Healthcare Simulation Leadership is designed to prepare candidates with the interdisciplinary leadership components required to develop, facilitate, and maintain best practice healthcare-based simulation learning activities within both clinical and education-based environments. Graduates will be prepared to apply expertise in healthcare simulation and equipped with a unique skill-set to impact patient and community outcomes within organizations through simulation program innovation and leadership.

Program Requirements (30 units)

- HSL 510 - Introduction to Healthcare Simulation Leadership
- HSL 520 - Simulation Methodology and Standard Practice Design
- HSL 530 - Innovation in Technology and Simulation Based Learning
- HSL 540 - Educational Simulation Program Design, Implementation and Evaluation
- HSL 550 - Leadership Management and Methods in a High Reliability Healthcare Organization
- HSL 570 - Emerging Trends in Healthcare Simulation Leadership
- HSL 580 - Quality and Safety Improvement Practices in Simulation Based Learning
- HSL 590 - Healthcare Simulation Leadership Practicum (4 units)
- HSL 599 - Healthcare Simulation Leadership Capstone
- NUR 559 - Research and Scholarship

Nursing ADN-MSN, MSN

Associate of Science Degree in Nursing to Master of Science in Nursing (ADN-MSN) Program

Cohorts are available in an online and in-person format (with residency requirements for online students).

This program is designed for California licensed Registered Nurses who hold an Associate degree in nursing and seek to obtain an MSN. Coursework builds on Associate or entry-level nursing practice, meets the AACN Essentials (2021), and culminates in graduate-level direct care in one of the following concentration areas.

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) concentration prepares students to provide advanced-level care to adult and geriatric patients within various acute and critical care settings. AGACNPs assess, diagnose, and treat patients by ordering and interpreting labs and diagnostic tests, perform procedures, coordinate care to manage acute, subacute, and complex illness and chronic diseases, and evaluate the outcomes of interventions. Upon completion of the program, graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and will be eligible to apply for national certification through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

The Family Nurse Practitioner (FNP) program prepares students through didactic education and clinical supervision, to provide comprehensive, quality primary health care to individuals across the lifespan. With an emphasis on preventative care, graduates make significant contributions to underserved populations.

The Nurse Educator (NE) concentration prepares students in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods.

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and

knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging health care information technology trends with an emphasis on data science and evidence-based care.

The Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse who focuses clinical practice on individuals, families, or populations across the life span at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment, differential diagnosis and disease management, intervention planning, individual, family, and group psychotherapy, health promotion, and disease prevention.

Upon completion of the program, graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and will be eligible to apply for national certification through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

Additional Admissions Requirements

- Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- An Associate degree in Nursing (ADN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- Professional resume that includes current practice with a minimum of one (1) year of work experience as RN for APRN concentrations (Nurse Practitioner).
- Complete a successful interview with the College of Nursing for the Nurse Practitioner or Nurse Educator concentration
- An active, unencumbered California Registered Nursing (RN) License
- Required clearances:
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance
- Students are expected to work as a registered nurse during the program to gain clinical experience

Program Requirements (53-76 units)

This program is designed for California licensed Registered Nurses who hold an Associate degree in nursing from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education

Accreditation who are seeking to broaden their theoretical knowledge base to obtain a MSN in one of the required concentration areas: Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner (FNP); Nursing Informatics (NI); Nurse Educator (NE); Nursing Organizational Leadership; Psychiatric Mental Health Nurse Practitioner (PMHNP). All required concentration areas have supervised experiences that are sufficient to demonstrate mastery of the AACN Master's Essentials (2011).

Students are required to continue working as an RN while enrolled in the MSN program.

Transition from ADN-MSN Level Course Requirements

- NUR 503 - Theoretical Foundations and Role Transition for the ADN
- NUR 525 - Research and Writing for the ADN
- NUR 538 - Community and Public Health Nursing
- NUR 539 - Community and Public Health Nursing Practicum
- NUR 542 - Christian Leadership for the ADN

MSN Core Course Requirements (21-28 units)

Students must complete the following additional units of post-licensure core course requirements for the MSN program:

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 559 - Research and Scholarship
- NUR 562 - Health Policy and Bioethics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics

- NUR 520 - Advanced Integrative Concepts: 3Ps *
  OR
- NUR 555 - Advanced Pathophysiology * **AND**
- NUR 558 - Advanced Pharmacology * **AND**
- NUR 560 - Advanced Assessment *

Note

*Students in Nursing Informatics and Nursing Organizational Leadership concentrations must take NUR 520. Students in Nurse Practitioner and Nurse Educator concentrations must take NUR 555, 558, and 560.

Concentration Courses (16-33 units)

Students must complete all requirements in one of the following concentrations: Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner; Nurse Educator; Nursing Informatics; Nursing Organizational Leadership; Psychiatric Mental Health Nurse Practioner

Adult Gerontology Acute Care Nurse Practitioner (33 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Pharmacology for Acute Care
- NUR 514 - Geriatric Pharmacotherapeutics for Acute Care
- NUR 528 - Advanced Cardiac Rhythm Analysis
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner (28 units)

- NUR 569 - Family Nurse Practitioner I
- NUR 569P - Family Nurse Practitioner Practicum I
- NUR 572 - Family Nurse Practitioner II
- NUR 572P - Family Nurse Practitioner Practicum II
- NUR 574 - Family Nurse Practitioner III
- NUR 574P - Family Nurse Practitioner Practicum III
- NUR 576 - Family Nurse Practitioner IV
- NUR 576P - Family Nurse Practitioner Practicum IV
- NUR 597 - Comprehensive Examination

Nurse Educator (16 units)

- NUR 582 - Nursing Curriculum and Program Development
- NUR 584 - Instructional Strategies for Nurse Educators
- NUR 586 - Evaluation and Testing for Nurse Educators
- NUR 588 - MSN Clinical Practicum
- NUR 597 - Comprehensive Examination

Nursing Informatics (17 units)

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

- NUR 589 - Organizational Culture and Diversity
- NUR 590 - Nursing Informatics I

- NUR 590P - Nursing Informatics Practicum I
- NUR 592 - Nursing Informatics II
- NUR 592P - Nursing Informatics Practicum II
- NUR 593 - Nursing Informatics III
- NUR 593P - Nursing Informatics Practicum III
- NUR 594 - Nursing Informatics Capstone

Nursing Organizational Leadership (17 units)

Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

- NUR 581 - Nursing Organizational Leadership I
- NUR 583 - Nursing Organizational Leadership Practicum I
- NUR 585 - Nursing Organizational Leadership Practicum II
- NUR 587 - Nursing Organizational Leadership II
- NUR 589 - Organizational Culture and Diversity
- NUR 595 - Nursing Organizational Leadership III
- NUR 595P - Nursing Organizational Leadership Practicum III
- NUR 597 - Comprehensive Examination

Psychiatric Mental Health Nurse Practitioner (29 units)

- NUR 504 - Psychiatric Mental Health Nurse Practitioner I
- NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I
- NUR 505 - Psychiatric Mental Health Nurse Practitioner II
- NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II
- NUR 506 - Psychiatric Mental Health Nurse Practitioner III
- NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III
- NUR 507 - Psychiatric Mental Health Nurse Practitioner IV
- NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV
- NUR 517 - Advanced Psychopharmacology
- NUR 597 - Comprehensive Examination

Nursing BSN-MSN, MSN

Cohorts are available in an online and in-person format (with residency requirements for online students).

This program is designed for California licensed Registered Nurses with a baccalaureate degree in nursing who seek to expand entry-level nursing practice through graduate MSN education. Coursework builds on Associate or entry-level nursing practice, meets the AACN Essentials (2021), and culminates in graduate-level direct care in one of the following concentration areas.

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) concentration prepares students to provide advanced-level care to adult and geriatric patients within various acute and critical care settings. AGACNPs assess, diagnose, and treat patients by ordering and interpreting labs and diagnostic tests, perform procedures, coordinate care

to manage acute, subacute, and complex illness and chronic diseases, and evaluate the outcomes of interventions. Upon completion of the program, graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and will be eligible to apply for national certification through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

The Family Nurse Practitioner (FNP) program prepares students through didactic education and clinical supervision, to provide comprehensive, quality primary health care to individuals across the lifespan. With an emphasis on preventative care, graduates make significant contributions to underserved populations.

The Nurse Educator (NE) concentration prepares students in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods.

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging health care information technology trends with an emphasis on data science and evidence-based care.

The Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration, emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary, students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse who focuses clinical practice on individuals, families, or populations across the life span at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment, differential diagnosis and disease management, intervention planning, individual, family, and group psychotherapy, health promotion, and disease prevention.

Upon completion of the program, graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and will be eligible to apply for national certification through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- A Bachelor's degree in Nursing (BSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- Professional resume that includes current practice with a minimum of one (1) year of work experience as RN for APRN concentrations (Nurse Practitioner).
- Complete a successful interview with the College of Nursing
- An active, unencumbered California Registered Nursing (RN) License
- Required clearances:
    - CPR Certification

    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance
- Students are expected to work as a registered nurse during the program to gain clinical experience

Program Requirements (38-61 units)

This program is designed for California licensed Registered Nurses who hold a baccalaureate degree in nursing from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation who are seeking to broaden their theoretical knowledge base and practice expertise building and expanding on entry-level nursing practice through graduate MSN education in one of the required concentration areas: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP); Family Nurse Practitioner (FNP); Nursing Informatics (NI); Nurse Educator (NE); Nursing Organizational Leadership; Psychiatric Mental Health Nurse Practitioner (PMHNP). All concentration areas have supervised experiences that are sufficient to demonstrate mastery of the AACN Master's Essentials (2011).

Students are required to continue working as an RN while enrolled in the MSN program.

MSN Core Course Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 559 - Research and Scholarship
- NUR 562 - Health Policy and Bioethics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics

- NUR 520 - Advanced Integrative Concepts: 3Ps *
  OR
- NUR 555 - Advanced Pathophysiology * **AND**
- NUR 558 - Advanced Pharmacology * **AND**
- NUR 560 - Advanced Assessment *

Note

*Students in Nursing Informatics and Nursing Organizational Leadership concentrations must take NUR 520. Students in Nurse Practitioner and Nurse Educator concentrations must take NUR 555, 558, and 560.

Concentration Courses (16-33 units)

Students must complete all requirements in one of the following concentrations: Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner; Nurse Educator; Nursing Informatics; Nursing Organizational Leadershp; Psychiatric Mental Health Nurse Practioner

Adult Gerontology Acute Care Nurse Practitioner (33 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Pharmacology for Acute Care
- NUR 514 - Geriatric Pharmacotherapeutics for Acute Care
- NUR 528 - Advanced Cardiac Rhythm Analysis
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner (28 units)

- NUR 569 - Family Nurse Practitioner I
- NUR 569P - Family Nurse Practitioner Practicum I
- NUR 572 - Family Nurse Practitioner II
- NUR 572P - Family Nurse Practitioner Practicum II
- NUR 574 - Family Nurse Practitioner III
- NUR 574P - Family Nurse Practitioner Practicum III
- NUR 576 - Family Nurse Practitioner IV
- NUR 576P - Family Nurse Practitioner Practicum IV
- NUR 597 - Comprehensive Examination

Nurse Educator (16 units)

- NUR 582 - Nursing Curriculum and Program Development
- NUR 584 - Instructional Strategies for Nurse Educators
- NUR 586 - Evaluation and Testing for Nurse Educators
- NUR 588 - MSN Clinical Practicum
- NUR 597 - Comprehensive Examination

Nursing Informatics (17 units)

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

- NUR 589 - Organizational Culture and Diversity
- NUR 590 - Nursing Informatics I

- NUR 590P - Nursing Informatics Practicum I
- NUR 592 - Nursing Informatics II
- NUR 592P - Nursing Informatics Practicum II
- NUR 593 - Nursing Informatics III
- NUR 593P - Nursing Informatics Practicum III
- NUR 594 - Nursing Informatics Capstone

Nursing Organizational Leadership (17 units)

Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

- NUR 581 - Nursing Organizational Leadership I
- NUR 583 - Nursing Organizational Leadership Practicum I
- NUR 585 - Nursing Organizational Leadership Practicum II
- NUR 587 - Nursing Organizational Leadership II
- NUR 589 - Organizational Culture and Diversity
- NUR 595 - Nursing Organizational Leadership III
- NUR 595P - Nursing Organizational Leadership Practicum III
- NUR 597 - Comprehensive Examination

Psychiatric Mental Health Nurse Practitioner (29 units)

- NUR 504 - Psychiatric Mental Health Nurse Practitioner I
- NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I
- NUR 505 - Psychiatric Mental Health Nurse Practitioner II
- NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II
- NUR 506 - Psychiatric Mental Health Nurse Practitioner III
- NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III
- NUR 507 - Psychiatric Mental Health Nurse Practitioner IV
- NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV
- NUR 517 - Advanced Psychopharmacology
- NUR 597 - Comprehensive Examination

Nursing Entry Level, MSN

Students may choose to complete post-licensure coursework in an online or in-person format.

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 as graduate level RNs. Students must meet the pre-nursing curriculum requirements before entering the pre-licensure coursework. After completion of pre-licensure coursework, students apply for RN licensure through the Board of Registered Nursing (BRN) requiring successful passing of the National Council Licensure Examination (NCLEX-RN). The pre-licensure section of the program requires a full-time commitment.

Post-licensure MSN coursework builds on Baccalaureate or entry-level nursing practice, meets the AACN Essentials (2021) and culminates in graduate level direct care. Students will earn an MSN degree in a chosen area of concentration: Nurse Educator, Nursing Informatics, or Nursing Organizational Leadership. Graduates are prepared to enter into doctoral studies.

The Nurse Educator (NE) concentration prepares students in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods.

The Nursing Informatics concentration prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the

University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 cumulative GPA for admission.
- Minimum science GPA of 2.8 (consisting of the four science pre-requisites)
- TEAS Exam score of 60%
- Professional Resume
- Personal Statement Essay
- Nursing CAS application
- Prerequisite self-evaluation form
- Interview (when invited)
- Prerequisites (All prerequisites must be completed with a grade of C or higher prior to pre-licensee admission)
    - Intermediate Composition
    - Interpersonal Communication
    - General Sociology or Cultural Anthropology or Holistic Health (ANT 315)
    - Abnormal Psychology
    - Introductory Statistics or Intermediate Algebra
    - Lifespan Development or Developmental Psychology
    - Human Anatomy/Physiology with lab (2 semesters)
    - Organic and Biochemistry for Health Sciences with lab
    - Human Microbiology with lab
- Required clearances:
    - CPR Certification
    - Background Check Clearance
    - Health Clearance

- Drug Testing
- Proof of Health Insurance
- Proof of Motor Vehicle Insurance

Pre-Nursing Curriculum

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

Pre-Nursing Courses

- BIO 153 - Anatomy and Physiology I
- BIO 153L - Anatomy and Physiology I Lab
- BIO 163 - Anatomy and Physiology II
- BIO 163L - Anatomy and Physiology II Lab
- BIO 205 - Human Microbiology
- BIO 205L - Human Microbiology Lab
- CHE 112 - Organic and Biochemistry for Health Sciences
- CHE 112L - Organic and Biochemistry for Health Sciences Lab

- COM 308 - Interpersonal Communications **OR**
- COM 113 - Oral Communication

- ENG 123 - Intermediate Composition
- PSY 120 - Lifespan Development for the Health Professions
- PSY 346 - Abnormal Psychology

- SOC 213 - Introduction to Sociology **OR**
- ANT 225 - Cultural Anthropology **OR**
- ANT 315 - Holistic Health and Healing

- STA 144 - Introduction to Statistics **OR**
- MAT 115 - Intermediate Algebra

Program Requirements (102-108 units)

Pre-Licensure Course Requirements

- NUR 501 - Theoretical Foundations and Ethics in Nursing
- NUR 502 - Fundamental Nursing Skills *
- NUR 502P - Fundamental Nursing Skills Lab
- NUR 512 - Physical Assessment
- NUR 512P - Physical Assessment Practicum **
- NUR 518 - PathoPharm I
- NUR 519 - PathoPharm II
- NUR 521 - Adult Health I
- NUR 522 - Adult Health I Practicum **
- NUR 523 - Older Adult and Family Nursing
- NUR 524 - Older Adult and Family Nursing 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 and Public Health Nursing
- NUR 539 - Community and Public Health Nursing Practicum **
- NUR 541 - Christian Leadership in Nursing
- NUR 543 - Christian Leadership in Nursing Practicum **
- NUR 546 - Capstone Practicum
- NUR 549 - NCLEX Review

Note

* The number of theory and clinical hours required are prescribed by the Board of Registered Nursing. For the first semester, practicum and classroom components of the courses are combined under one course number. Skills laboratory hours are assigned in addition to units above in required courses.

** Practicum units must be taken concurrent with corresponding classroom hours.

Post-Licensure ELMSN Course Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 559 - Research and Scholarship
- NUR 562 - Health Policy and Bioethics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics

- NUR 520 - Advanced Integrative Concepts: 3Ps ***
  OR
- NUR 555 - Advanced Pathophysiology *** **AND**
- NUR 558 - Advanced Pharmacology *** **AND**
- NUR 560 - Advanced Assessment ***

Note

***Students in Nursing Informatics and Organizational Nursing Leadership concentrations must take NUR 520. Students in the Nurse Educator concentration must take NUR 555, 558, and 560.

Concentration Requirements (16-17 units)

Complete one of the following concentrations: Nurse Educator; Nursing Informatics; Nursing Organizational Leadership

Nurse Educator (16 units)

The Nurse Educator concentration will prepare students in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods.

- NUR 582 - Nursing Curriculum and Program Development
- NUR 584 - Instructional Strategies for Nurse Educators
- NUR 586 - Evaluation and Testing for Nurse Educators
- NUR 588 - MSN Clinical Practicum
- NUR 597 - Comprehensive Examination

Nursing Informatics (17 units)

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

- NUR 589 - Organizational Culture and Diversity
- NUR 590 - Nursing Informatics I
- NUR 590P - Nursing Informatics Practicum I
- NUR 592 - Nursing Informatics II
- NUR 592P - Nursing Informatics Practicum II
- NUR 593 - Nursing Informatics III
- NUR 593P - Nursing Informatics Practicum III
- NUR 594 - Nursing Informatics Capstone

Nursing Organizational Leadership (17 units)

Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

- NUR 581 - Nursing Organizational Leadership I
- NUR 583 - Nursing Organizational Leadership Practicum I
- NUR 585 - Nursing Organizational Leadership Practicum II
- NUR 587 - Nursing Organizational Leadership II
- NUR 589 - Organizational Culture and Diversity
- NUR 595 - Nursing Organizational Leadership III
- NUR 595P - Nursing Organizational Leadership Practicum III
- NUR 597 - Comprehensive Examination

Doctorate

Nursing Practice, DNP

The Doctor of Nursing Practice (DNP) program is designed as an interdisciplinary, indirect care, systems leadership, Master of Science in Nursing (MSN) to DNP program which prepares graduates to function in an independent leadership role in the development of community based, interprofessional, and collaborative solutions to the problems facing under served and vulnerable populations locally, nationally, and globally, as well as meet the need for more doctorally prepared nurses.

The DNP is preparing for the expanding role functions and needs of future advanced nursing practice and the national guidelines for entry level for advanced practice to be at the doctoral level. Transforming health care delivery recognizes the critical need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic, and leadership skills will be able to significantly impact health care outcomes.

The Systems Leadership DNP is a non-direct patient care doctorate concentrating on administrative, health care policy, informatics, and population-based specialties focus with practice on aggregates: populations, systems, organizations, and state or national policies.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- A minimum cumulative GPA of 3.0
- Completion of a master's degree:
    - A master's degree in nursing from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is required
    - Applicants with a master's degree in another discipline may be evaluated for admission on an individual basis. (This is not valid for the AGACNP, FNP, or PMHNP option)
- Prerequisites (completed with a "B-" or better)
    - Research
    - Advanced Pathophysiology (for AGACNP, FNP, or PMHNP option)
    - Advanced Physical Assessment (for AGACNP, FNP, or PMHNP option)
    - Advanced Pharmacology (for AGACNP, FNP, or PMNNP option)
    - Advanced Pathophysiology, Advanced Physical Assessment, and Advanced Pharmacology must be completed within the last five years
- An active, unencumbered California Registered Nursing (RN) License
- Certification as an advanced practice nurse (preferred, if applicable)
- Verification of MSN-level supervised practicum hours
- Complete a successful interview with the College of Nursing
- Professional resume or curriculum vitae, including: work experience; educational, leadership, and professional organization activities; and scholarly activities
- Required clearances (upon admission):
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance

- In place of a statement of purpose, a professional essay less than 1,000 words, written in APA format, discussing the following required elements:
    - Your decision to pursue a doctoral degree in nursing, including the reasons for this pursuit, important life experiences that have led you to the field, and why you believe you would be a good fit for the CBU DNP program
    - Some of the challenges you anticipate facing in a doctoral program in nursing, including how you expect to overcome these struggles
    - Your identification of a problem that requires additional scholarship, clinical expertise, and/or leadership expertise to affect a system change relevant to emerging healthcare issues
    - A potential doctoral-level project that would address the identified problem. You should also include the reason for your interest in this topic as a potential project and how doctoral education is necessary for you to address this problem
    - How you will integrate your doctoral education into your future personal and professional goals
    - Your views on faith and how you can integrate Christian ethics and values as a doctorally-prepared nurse leader
    - Reason for choosing California Baptist University

Program Requirements (36-62 Units)

The Doctor of Nursing Practice (DNP) program is an interdisciplinary, indirect care, practice-focused program which prepares graduates to function in an independent leadership role in the development of community based, interprofessional, and collaborative solutions to the problems facing under served and vulnerable populations. Graduates of the DNP program will have the knowledge, skills, and abilities that are important to the care of underserved and vulnerable populations in the community and across health care settings globally.

Core Course Requirements (24 units)

- NUR 700 - Nursing Science and Translational Research
- NUR 705 - Organizational Systems Leadership
- NUR 710 - Population Health
- NUR 720 - Systems Evaluation and Scholarship
- NUR 725 - Health Care Finance
- NUR 730 - Transformational Technology
- NUR 735 - Statistics for Health Sciences
- NUR 740 - Health Policy and Advocacy
- NUR 750 - Innovation in Quality and Safety

DNP Project/Practicum Requirements (12-23 units)

- NUR 702 - Project Planning I Practicum
- NUR 712 - Project Planning II Practicum
- NUR 722 - Project Planning III Practicum
- NUR 723 - Continuation of Project Planning III Practicum (as required)
- NUR 790 - Translational Research Residency I
- NUR 791 - Translational Research Residency II
- NUR 792 - Translational Research Final Project
- NUR 793 - Continuation Translational Research Final Project

Optional Concentrations (12-33 units)

Students may, in addition to the core requirements, complete an optional concentration in one of the following: Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner; Nurse Educator; Psychiatric Mental Health Nurse Practitioner

Adult Gerontology Acute Care Nurse Practitioner (33 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Pharmacology for Acute Care
- NUR 514 - Geriatric Pharmacotherapeutics for Acute Care
- NUR 528 - Advanced Cardiac Rhythm Analysis
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner (28 units)

- NUR 569 - Family Nurse Practitioner I
- NUR 569P - Family Nurse Practitioner Practicum I
- NUR 572 - Family Nurse Practitioner II
- NUR 572P - Family Nurse Practitioner Practicum II
- NUR 574 - Family Nurse Practitioner III
- NUR 574P - Family Nurse Practitioner Practicum III
- NUR 576 - Family Nurse Practitioner IV
- NUR 576P - Family Nurse Practitioner Practicum IV
- NUR 597 - Comprehensive Examination

Nurse Educator (12 units)

- NUR 582 - Nursing Curriculum and Program Development
- NUR 584 - Instructional Strategies for Nurse Educators
- NUR 586 - Evaluation and Testing for Nurse Educators

Psychiatric Mental Health Nurse Practitioner (29 units)

- NUR 504 - Psychiatric Mental Health Nurse Practitioner I
- NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I
- NUR 505 - Psychiatric Mental Health Nurse Practitioner II
- NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II
- NUR 506 - Psychiatric Mental Health Nurse Practitioner III
- NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III
- NUR 507 - Psychiatric Mental Health Nurse Practitioner IV
- NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV

- NUR 517 - Advanced Psychopharmacology
- NUR 597 - Comprehensive Examination

Certificate

Adult Gerontology Acute Care Nurse Practitioner Post-Masters Certificate

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) certificate prepares students to provide advanced level care in complex, acute, and critical settings for adult and geriatric patients. AGACNPs assess, diagnose, and treat patients by ordering and interpreting labs and diagnostic tests, perform procedures, coordinate care to manage acute, subacute, and complex patients, as well as those with chronic illness, and evaluate the outcomes of interventions for patients.

Upon completion of the program, graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and will be eligible to apply for national certification through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Prerequisites must be completed within the last five years (completed with a "B-" or better):
    - Advanced Pathophysiology
    - Advanced Pharmacology*
    - Advanced Physical Assessment
- Master of Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- Active, unencumbered California Registered Nursing (RN) License
- Professional resume with a Minimum of one (1) year of work experience as an RN is required for APRN concentrations (Nurse Practitioner)
- Complete a successful interview with the College of Nursing
- Students are expected to work as a registered nurse during the program to gain clinical experience
- Clearances:
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance

*The Advanced Pharmacology course must be completed within the last 5 years of the date of application for the Nurse Practitioner Furnishing Number.

Program Requirements (33 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I

- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Pharmacology for Acute Care
- NUR 514 - Geriatric Pharmacotherapeutics for Acute Care
- NUR 528 - Advanced Cardiac Rhythm Analysis
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner Post-Masters Certificate

California Licensed Registered Nurses who hold a Master of Science degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Family Nurse Practitioner Certificate.

The Family Nurse Practitioner (FNP) program prepares students through didactic education and clinical supervision, to provide comprehensive, quality primary health care to individuals across the lifespan. With an emphasis on preventative care, graduates make significant contributions to underserved populations.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Master of Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
- An active, unencumbered California Registered Nursing (RN) License
- Professional resume with a Minimum of one (1) year of work experience as an RN is required for APRN concentrations (Nurse Practitioner)
- Complete a successful interview with the College of Nursing
- Students are expected to work as a registered nurse during the program to gain clinical experience
- Prerequisites (completed with a "B-" or better):
    - NUR 555 Advanced Pathophysiology
    - NUR 558 Advanced Pharmacology*
    - NUR 560 Advanced Assessment
- Required clearances (upon admission):
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance

*The Advanced Pharmacology course must be completed within the last 5 years of the date of application for the Nurse Practitioner Furnishing Number (unless the applicant has an active California Furnishing number).

Program Requirements (28 units)

California Licensed Registered Nurses who hold a Master of Science degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Family Nurse Practitioner Certificate. Upon successful completion of the course work, required clinical hours, and any other criteria deemed necessary by the appropriate certification agency, the student will be eligible to apply for a certificate from California Baptist University and will be eligible to apply for national certification.

- NUR 569 - Family Nurse Practitioner I
- NUR 569P - Family Nurse Practitioner Practicum I
- NUR 572 - Family Nurse Practitioner II
- NUR 572P - Family Nurse Practitioner Practicum II
- NUR 574 - Family Nurse Practitioner III
- NUR 574P - Family Nurse Practitioner Practicum III
- NUR 576 - Family Nurse Practitioner IV
- NUR 576P - Family Nurse Practitioner Practicum IV
- NUR 597 - Comprehensive Examination

Nurse Educator Post-Masters Curriculum

California Licensed Registered Nurses who hold a Master of Science degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Nurse Educator curriculum. The student will be eligible to apply for national certification after successful completion of coursework, required clinical hours, and any other criteria deemed necessary by the appropriate certification agency.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Master of Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
- An active, unencumbered California Registered Nursing (RN) License
- Professional resume that includes current practice as an RN
- Complete a successful interview with the College of Nursing
- Students are expected to work as a registered nurse during the program to gain clinical experience
- Prerequisites must be completed within the last five years (completed with a "B-" or better):
    - NUR 555 Advanced Pathophysiology
    - NUR 558 Advanced Pharmacology
    - NUR 560 Advanced Assessment
- Required clearances (upon admission):
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance

Program Requirements (16 units)

The Nurse Educator concentration will prepare students in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods.

- NUR 582 - Nursing Curriculum and Program Development
- NUR 584 - Instructional Strategies for Nurse Educators
- NUR 586 - Evaluation and Testing for Nurse Educators
- NUR 588 - MSN Clinical Practicum
- NUR 597 - Comprehensive Examination

Nursing Informatics Post-Masters Curriculum

The Nursing Informatics specialty prepares advanced practice nurses to serve the profession of nursing by supporting the information processing needs of patient care and management. Nursing informatics integrates nursing science, computer science, and information science in identifying, collecting, processing, and managing data, information, and knowledge to support nursing practice, administration, education, and research. Graduates of this specialty are known as informatics nurse specialists, recognizing that the person is both a nurse and an informaticist. The informatics nurse specialist is one of the specialties recognized by the American Nurses Credentialing Center with certification via computer-based testing. CBU CON informatics curriculum ensures that the content and concepts taught include current and emerging trends in health care information technology with an emphasis on data science and evidence-based care.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Master of Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- An active, unencumbered California Registered Nursing (RN) License
- Prerequisites (completed with a "B-" or better)
    - NUR 555 Advanced Pathophysiology
    - NUR 558 Advanced Pharmacology
    - NUR 560 Advanced Assessment
      OR
    - NUR 520 Advanced Integrative Concepts: 3P's
- Required clearances:
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance
- Students are expected to work as a registered nurse during the program to gain clinical experience

Program Requirements (17 units)

California Licensed Registered Nurses who hold a Master of Science degree from a regionally accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Nursing Informatics curriculum. The student will be eligible to apply for national certification after successful completion of coursework, required clinical hours, and any other criteria deemed necessary by the appropriate certification agency.

- NUR 589 - Organizational Culture and Diversity
- NUR 590 - Nursing Informatics I
- NUR 590P - Nursing Informatics Practicum I
- NUR 592 - Nursing Informatics II
- NUR 592P - Nursing Informatics Practicum II
- NUR 593 - Nursing Informatics III
- NUR 593P - Nursing Informatics Practicum III
- NUR 594 - Nursing Informatics Capstone

Nursing Organizational Leadership Post-Masters Curriculum

Nursing Organizational Leadership (NOL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration. After successful completion of coursework, required clinical hours, and any other criteria deemed necessary students can apply for certification. The program is aligned with the Nurse Manager/Leader competencies established by the Association of Nurse Leaders (AONL).

California Licensed Registered Nurses who hold a Master of Science degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Nursing Organizational Leadership curriculum.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Master of Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- An active, unencumbered California Registered Nursing (RN) License
- Prerequisites (completed with a "B-" or better)
    - NUR 555 Advanced Pathophysiology
    - NUR 558 Advanced Pharmacology
    - NUR 560 Advanced Assessment
      OR
    - NUR 520 Advanced Integrative Concepts: 3P's
- Required clearances:
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance
    - Proof of Motor Vehicle Insurance
- Students are expected to work as a registered nurse during the program to gain clinical experience

Program Requirements (17 units)

California Licensed Registered Nurses who hold a Master of Science degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation may complete the Healthcare Systems Management curriculum. The student will be eligible to apply for national certification after successful completion of coursework, required clinical hours, and any other criteria deemed necessary by the appropriate certification agency.

- NUR 581 - Nursing Organizational Leadership I
- NUR 583 - Nursing Organizational Leadership Practicum I
- NUR 585 - Nursing Organizational Leadership Practicum II
- NUR 587 - Nursing Organizational Leadership II
- NUR 589 - Organizational Culture and Diversity
- NUR 595 - Nursing Organizational Leadership III
- NUR 595P - Nursing Organizational Leadership Practicum III
- NUR 597 - Comprehensive Examination

Psychiatric Mental Health Nurse Practitioner Post-Masters Certificate

The Psychiatric Mental Health Nurse Practitioner is an advanced practice registered nurse who focuses clinical practice on individuals, families, or populations across the life span at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Additional Grade Point Average
    - A minimum 3.0 GPA for admission
- Master in Science degree in Nursing (MSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
- An active, unencumbered California Registered Nursing (RN) License
- Professional resume with a Minimum of one (1) year of work experience as an RN is required for APRN concentrations (Nurse Practitioner)
- Complete a successful interview with the College of Nursing
- Prerequisites must be completed within the last five years (completed with a "B-" or better)
    - NUR 555 Advanced Pathophysiology
    - NUR 558 Advanced Pharmacology*
    - NUR 560 Advanced Assessment
- Required clearances (upon admission):
    - CPR Certification
    - Background Check Clearance
    - Health Clearance
    - Drug Testing
    - Proof of Health Insurance

    - Proof of Motor Vehicle Insurance
- Students are expected to work as a registered nurse during the program to gain clinical experience

*The Advanced Pharmacology course must be completed within the last 5 years of the date of application for the Nurse Practitioner Furnishing Number (unless the applicant has an active California Furnishing number).

Program Requirements (29 units)

- NUR 504 - Psychiatric Mental Health Nurse Practitioner I
- NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I
- NUR 505 - Psychiatric Mental Health Nurse Practitioner II
- NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II
- NUR 506 - Psychiatric Mental Health Nurse Practitioner III
- NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III
- NUR 507 - Psychiatric Mental Health Nurse Practitioner IV
- NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV
- NUR 517 - Advanced Psychopharmacology
- NUR 597 - Comprehensive Examination

Dr. Robert K. Jabs School of Business

Dr. Tim Gramling
Vice President for Diversity
Dean, Dr. Robert K. Jabs School of Business

Dr. Marina Girju
Associate Dean, Marketing and Analytics Division

Dr. Tad Hove
Assistant Dean, Management Division

Ms. Delores Washington
Administrative Assistant
Phone 951.343.4329

Faculty Information

We believe that business can honor God and people while still making a profit. Our mission is to prepare a new generation of business leaders with the knowledge, real-world skills, and nurtured talents to successfully live out their purpose in the modern marketplace. We prepare our graduates to contribute to society's need for trustworthy organizational leaders who restore hope that business has a valuable role in our world. Because we are created in the image of God and He has good work for us to do, we affirm that business is to create and supply with integrity the products and services that meet the needs of people everywhere. In this pursuit, we teach our students that personal development, profit, and economic growth are at their best when they energize the creation of value in individual lives, families, neighborhoods, communities, and thriving enterprises.

The School of Business provides a variety of programs that prepare students to be competitive in the workforce. At the graduate level, the School of Business provides the Master of Business Administration with concentrations in Accounting, Healthcare Administration, and Management. These programs are all accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The School of Business also offers the Master of Science in Information Technology Management with concentrations in Business Analytics, and Information Systems. The Business Analytics program provides each student with SAS certification upon completion of the program. The Masters in Leadership and Management Studies degree prepares students for effective and ethical leadership that is highly sought after in the current global business market.

The competitiveness of the School's programs is enhanced by a variety of value-added experiences. Students bridge academic concepts with real-world working experience by interning at local and global businesses. Graduate students in the MBA program participate in a global business trip experience with faculty and their colleagues as a part of their tuition.

Graduates are employed as executives, accountants, financial managers, business owners, entrepreneurs, marketing professionals, government officials and non-profit leaders.

Division of Leadership - Dr. Paul and Annie Kienel Leadership Institute

Dr. Tim Gramling
Vice President for Diversity
Dean, Dr. Robert K. Jabs School of Business

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Faculty Information

Dr. Paul and Annie Kienel Leadership Institute

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Faculty Information

Master

Leadership and Management Studies, MA

Today's leaders must possess the abilities to strategically think, manage both people and change, communicate effectively, and deliver organizational outcomes through goal setting and planning. The good news is leadership abilities can be learned and enhanced. The Master of Arts in Leadership and Management Studies equips candidates with essential leadership perspectives and skills to excel in their personal and professional leadership pursuits for the good of others. The Leadership and Management Studies program also provides the opportunity for students to apply these skills through internships or advanced practices, which is key to the success of a valued leader.

Program Requirements (30 units)

Core Requirements

The Master of Arts in Leadership and Management Studies will provide emerging leaders the opportunity to develop critical perspectives and skills to assume the formal and informal leadership roles in their profession and community.

- BUS 515 - Organizational Behavior
- BUS 521 - Leadership and Change Management
- BUS 545 - Global Business Management
- LDR 502 - Theories and Foundations in Leadership Studies
- LDR 541 - Knowledge Management and Decision Making
- LDR 550 - Leadership Ethics, Virtues, and Practices

- LDR 560 - Leading and Managing Complexity
- LDR 570 - Social Capital
- LDR 589 - Internship **OR**
- LDR 590 - Advanced Studies in Leadership Practices
- ORG 512 - Conflict Resolution and Negotiations

Organizational Leadership, MA (Online)

The Master of Arts in Organizational Leadership program prepares students for management and executive level leadership positions. The program studies complex and current issues in leadership as well as the social dynamics of organizations, problem solving, strategic planning, research methodology, and policy formulation. Students are prepared to advance their proficiency as well as their profession as business leaders, managers, trainers, administrators, designers and leaders in a range of business and educational settings and capacities, including work in the fields of education, entertainment, government, religious organizations, retail businesses, healthcare, business, sports, politics, and nonprofits.

Program Requirements (30 units)

Core Requirements

- ORG 501 - Foundations of Organizational Leadership
- ORG 512 - Conflict Resolution and Negotiations
- ORG 523 - Organizational Communication
- ORG 534 - Leadership Across Cultures
- ORG 545 - Leading Organizational Change
- ORG 556 - Practical Financial Management
- ORG 567 - Managing Human Capital
- ORG 578 - Legal, Ethical, and Public Policy Issues
- ORG 589 - Strategic Management
- ORG 591 - Organizational Leadership Innovation Project

Doctorate

Business Administration, DBA

The Doctor of Business Administration (DBA) is designed to develop innovative leaders who seek to maximize impact in public, private, and non-profit organizations. Students will acquire the tools needed to synthesize their theoretical foundation, carry out timely and relevant applied research, and immediately apply creative and actionable plans to solve existing problems. Graduates will be able to improve the quality of their business decisions and foster an environment of performance excellence to advance their competitiveness in a global business environment while conducting themselves in accordance with the highest ethical standards. Curriculum and courses are designed to meet the needs of professionals tasked in responding to today's global business environment and provides advanced training in professional management, human resources, marketing, and other business-related fields. The program helps students attain the insights and skills that are needed to advance to executive or professional leadership positions.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- In place of a written statement of purpose, write a professional essay addressing the following:
    - Please describe why you chose the DBA program and be sure to cite specific experiences and examples
    - Please explain why it is important for you to study at CBU
    - Please share your career goals and why you believe the DBA program will assist you in reaching those goals

Program Requirements (56 units)

Core Requirements

- BUS 710 - Foundations of Organization and Management
- BUS 720 - Ethics in Organizations and Management
- BUS 730 - Financial Analysis for Decision Making
- BUS 740 - Applying Economic Theory to Business
- BUS 750 - International Business in Global Markets
- BUS 765 - Strategic Marketing
- BUS 775 - Topics in Human Resource Management
- BUS 780 - Comprehensive Experience
- BUS 797 - Dissertation Experience (8 units)
- BUS 799 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Business Administration, DBA (Online)

The Doctor of Business Administration (DBA) is designed to develop innovative leaders who seek to maximize impact in public, private, and non-profit organizations. Students will acquire the tools needed to synthesize their theoretical foundation, carry out timely and relevant applied research, and immediately apply creative and actionable plans to solve existing problems. Graduates will be able to improve the quality of their business decisions and foster an environment of performance excellence to advance their competitiveness in a global business environment while conducting themselves in accordance with the highest ethical standards. Curriculum and courses are designed to meet the needs of professionals tasked in responding to today's global business environment and provides advanced training in professional management, human resources, marketing, and other business-related fields. The program helps students attain the insights and skills that are needed to advance to executive or professional leadership positions.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the university catalog. In addition, each candidate must meet the following requirements for this program:

- In place of a written statement of purpose, write a professional essay addressing the following:
    - Please describe why you chose the DBA program and be sure to cite specific experiences and examples

- Please explain why it is important for you to study at CBU
- Please share your career goals and why you believe the DBA program will assist you in reaching those goals

Program Requirements (56 units)

Core Requirements

- BUS 710 - Foundations of Organization and Management
- BUS 720 - Ethics in Organizations and Management
- BUS 730 - Financial Analysis for Decision Making
- BUS 740 - Applying Economic Theory to Business
- BUS 750 - International Business in Global Markets
- BUS 765 - Strategic Marketing
- BUS 775 - Topics in Human Resource Management
- BUS 780 - Comprehensive Experience
- BUS 797 - Dissertation Experience (8 units)
- BUS 799 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Leadership Studies, PhD

The Ph.D. in Leadership Studies program at California Baptist University is designed to equip candidates with scholarly perspectives to study, research, teach, and practice exemplary leadership in complex environments so as to optimize organizational outcomes. Created for the working adult, the Ph.D. program offers multiple options for learning and engagement. Candidates can elect to take classes face-to-face at CBU campus and/or online with synchronous and asynchronous options. Multidisciplinary perspectives are presented in core classes as candidates explore similar issues under the guidance of experienced faculty. Candidates pursue elective classes to focus learning in fields most applicable to their interests. Each year, candidates will participate in a five-day summer residency to engage in shared experiential learning opportunities with each other, program faculty and other leadership professionals. The summer residence takes place mid-June on the California Baptist University campus in Riverside, California. The Ph.D. in Leadership Studies is designed so that leaders may be equipped with the vision necessary to make the right things happen the right way on the path to optimizing institutional performance and outcomes.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the UniveCatalog. In addition, each candidate must meet the following requirements for this program:

- Prerequisite
  - Statistics (This must be completed within the first two semesters of the program)
- In place of a written statement of purpose, write a professional essay addressing the following:
  - Please address why you want to study leadership at the Ph.D. level and your reason(s) for choosing a Ph.D. program over other doctoral degree types in leadership studies such as an Ed.D., D.Min. or DPLS (Doctorate Program in Leadership Studies).

- Please identify a general area of interest(s) for your dissertation research, knowing that it can change as you progress through the program.

Program Requirements (58 units)

Core Requirements

- LDR 702 - Theories and Foundations in Leadership Studies
- LDR 721 - Organizational and Institutional Theories
- LDR 730 - Culture and Sociology of Organization
- LDR 740 - Creative and Effective Decision Making
- LDR 750 - Leadership Ethics, Virtues, and Practices
- LDR 760 - Leading and Managing Complexity
- LDR 775 - Rhetoric and Communication
- LDR 780 - Human Capital Development
- LDR 785 - Social and Political Capital in the Public and Private Sectors

Research Requirements

- LDR 725 - Quantitative and Qualitative Research Methods
- LDR 735 - Inferential Statistics
- LDR 745 - Advanced Qualitative Research **OR**
- LDR 755 - Advanced Quantitative Research

Research Seminar and Dissertation Requirements

Complete the following four (4) courses with a total of at least ten (10) units:

- LDR 795 - Research Seminar I
- LDR 796 - Research Seminar II
- LDR 797 - Research Seminar III
- LDR 798 - Research Seminar IV

Organizational Change and Administration, EdD

The Doctor of Education (Ed.D.) in Organizational Change and Administration prepares students to work in a wide variety of administrative and executive roles and to transform organizations for optimal growth. The 56-unit program is designed for working professionals looking to apply theory to their practice and is ideally suited for current organizational administrators, executives of business, or leaders in any field to expand their career path and to advance their academic and professional goals. This interdisciplinary terminal degree allows emerging organizational administrators and leaders to apply content to an industry of their choice, including K-12 education, higher education, private/corporate sector, or public/non-profit sector. This program has no residency requirements and a remote comprehensive experience and dissertation defense.

Applicants who have previously completed the Education Leadership and Administration, Ed.S. at CBU can be considered for advanced standing (up to 24 units) in the Ed.D. program after a review of their transcript. Applicants have 5 years from the posting of their Ed.S. degree to transfer credit into the Ed.D.

Program Requirements (56 units)

- ORG 710 - New Era Organizations
- ORG 715 - Organizational Change, Ethics, and Human Behavior
- ORG 720 - Organizational Communication
- ORG 725 - Human Resource Management
- ORG 730 - Leveraging Culture and Diversity
- ORG 740 - Strategy, Planning, and Change
- ORG 750 - Evidence-Based Decision Making and Innovation
- ORG 785 - Comprehensive Experience
- ORG 790 - Dissertation Experience (8 units minimum)
- ORG 798 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Organizational Change and Administration, EdD (Online)

The Doctor of Education (Ed.D.) in Organizational Change and Administration prepares students to work in a wide variety of administrative and executive roles and to transform organizations for optimal growth. The 56-unit program is designed for working professionals looking to apply theory to their practice and is ideally suited for current organizational administrators, executives of business, or leaders in any field to expand their career path and to advance their academic and professional goals. This interdisciplinary terminal degree allows emerging organizational administrators and leaders to apply content to an industry of their choice, including K-12 education, higher education, private/corporate sector, or public/non-profit sector. This program has no residency requirements and a remote comprehensive experience and dissertation defense.

Applicants who have previously completed the Education Leadership and Administration, Ed.S. at CBU can be considered for advanced standing (up to 24 units) in the Ed.D. program after a review of their transcript. Applicants have 5 years from the posting of their Ed.S. degree to transfer credit into the Ed.D.

Program Requirements (56 units)

- ORG 710 - New Era Organizations
- ORG 715 - Organizational Change, Ethics, and Human Behavior
- ORG 720 - Organizational Communication
- ORG 725 - Human Resource Management
- ORG 730 - Leveraging Culture and Diversity
- ORG 740 - Strategy, Planning, and Change
- ORG 750 - Evidence-Based Decision Making and Innovation
- ORG 785 - Comprehensive Experience
- ORG 790 - Dissertation Experience (8 units minimum)
- ORG 798 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Division of Management

Dr. Tad Hove
Assistant Dean

Ms. Delores Washington
Administrative Assistant
Phone 951.343.4329
dwashington@calbaptist.edu

Faculty Information

Master

Business Administration, MBA

The Master of Business Administration (MBA) is designed for today's professional who operates in a global and rapidly changing environment. The Jabs MBA addresses strategic opportunities created by the world's dynamic economy, entrepreneurial approaches to problem solving and capitalizing on new business opportunities, 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 infusion of Judeo-Christian values. This approach not only yields a balanced, Biblical perspective on global integration and effective business practices, but also equips graduates with a solid ethical foundation for business leadership.

Global 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). By successfully completing BUS 503 - Foundations of Management, students will meet all common professional components as described within the ACBSP standards.

Program Requirements (36 units)

The Master of Business Administration degree prepares students for business leadership positions in a wide variety of businesses and industries.

Core Requirements

* Students cannot earn credit for both BUS 595 and BUS 595G.

- BUS 503 - Foundations of Management
- BUS 530 - Marketing Management
- BUS 534 - Strategic Analytics and Research *OR*
- BUS 542 - Quantitative Business Modeling
- BUS 535 - Economic Analysis for the Changing Business Environment

- BUS 539 - Financial Management
- BUS 545 - Global Business Management *OR*
- BUS 595G - Global Internship *
- BUS 547 - Strategic Management *OR*
- BUS 548 - Strategy and Decision Making
- BUS 593 - Interdisciplinary Culminating Project

Concentration Courses (12 units)

Students must also complete all of the requirements in one of the following concentrations: Accounting; Business Analytics; Healthcare Administration; Management

Accounting

- Previous completion of twenty-one (21) units of Accounting is required for the Accounting concentration.
- ACC 510 - Contemporary Issues in Auditing and Assurance *OR*
- ACC 520 - Advanced Topics in Managerial Accounting
- ACC 530 - Taxation for Business Entities
- ACC 540 - Advanced Topics in Financial Accounting
- ACC 550 - Ethics and Professional Responsibility for CPAs

Business Analytics

- BUS 511 - Business Analytics: Finance and Economic Strategy
- BUS 531 - Business Intelligence: The Market Place of People
- BUS 594 - Business Analytics: Capstone Culminating Project
- ITM 506 - Business Analysis: Operations and Logistics

Healthcare Administration

- HSC 510 - Healthcare Budgeting and Reimbursement
- HSC 530 - United States Healthcare Policy
- HSC 538 - Strategic Management for Health Care Services
- HSC 552 - Health Law and Ethics

Management

* Students cannot earn credit for both BUS 595 and BUS 595G.

- BUS 506 - Entrepreneurship *OR*
- BUS 595 - Internship *

- BUS 512 - Management of Information Systems **OR**
- ITM 500 - Introduction to Technology Management

- BUS 515 - Organizational Behavior
- BUS 520 - Managerial Ethics *OR*
- BUS 523 - The Ethical and Legal Environment of Business

Business Administration, MBA (Online)

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.

Global 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). By successfully completing BUS 503 - Foundations of Management, students will meet all common professional components as described within the ACBSP standards.

Program Requirements (36 Units)

Core Requirements

- BUS 503 - Foundations of Management
- BUS 530 - Marketing Management
- BUS 534 - Strategic Analytics and Research **OR**
- BUS 542 - Quantitative Business Modeling
- BUS 535 - Economic Analysis for the Changing Business Environment
- BUS 539 - Financial Management
- BUS 545 - Global Business Management **OR**
- BUS 595 - Internship
- BUS 547 - Strategic Management **OR**
- BUS 548 - Strategy and Decision Making
- BUS 593 - Interdisciplinary Culminating Project

Concentration Courses

Students must also complete all of the requirements in one of the following concentrations: Accounting; Management

Accounting

- ACC 510 - Contemporary Issues in Auditing and Assurance **OR**
- ACC 520 - Advanced Topics in Managerial Accounting
- ACC 530 - Taxation for Business Entities
- ACC 540 - Advanced Topics in Financial Accounting
- ACC 550 - Ethics and Professional Responsibility for CPAs

Management

- BUS 506 - Entrepreneurship

- BUS 512 - Management of Information Systems **OR**
- ITM 500 - Introduction to Technology Management

- BUS 515 - Organizational Behavior
- BUS 523 - The Ethical and Legal Environment of Business

Information Technology Management, MS

CBU, a leading Christian University in southern California, offers an innovative and market relevant Master of Science in Information Technology Management (MSITM) degree program. Classified as a STEM program, MSITM prepares professionals in the field to succeed at all management levels by addressing 21st century challenges in the areas of law and ethics, organizational leadership, conflict resolution, project management, cyber security, emerging technology and disaster preparedness.

Program Requirements (30 units)

This Information Technology Management degree program is designed to provide students with the leadership, competencies, and skillsets to create and maintain a competitive edge in today's rapidly changing, highly aggressive information technology environment. The degree program is offered in both a traditional and online format.

Core Requirements

- BUS 534 - Strategic Analytics and Research **OR**
- BUS 542 - Quantitative Business Modeling

- ITM 500 - Introduction to Technology Management
- ITM 510 - Project Management
- ITM 520 - Systems Security
- ITM 550 - Disaster Recovery Planning
- ITM 595 - Information Technology Management Capstone

Concentration Courses (12 units)

Students must complete all of the requirements in one of the following concentrations: Business Analytics; Information Systems Structure

Business Analytics

- BUS 511 - Business Analytics: Finance and Economic Strategy
- BUS 531 - Business Intelligence: The Market Place of People
- BUS 594 - Business Analytics: Capstone Culminating Project
- ITM 506 - Business Analysis: Operations and Logistics

Information Systems Structure

- ITM 502 - Managing Cyber Threats
- ITM 530 - Systems Infrastructure

- ITM 540 - Emerging Technologies
- ITM 560 - Law and Ethics in Information Technology

Information Technology Management, MS (Online)

California Baptist University, a leading Christian University in southern California, offers an innovative and market relevant Master of Science in Information Technology Management (MSITM) degree program. Classified as a STEM program, MSITM prepares professionals in the field to succeed at all management levels by addressing 21st century challenges in the areas of law and ethics, organizational leadership, conflict resolution, project management, cyber security, emerging technology and disaster preparedness.

Program Requirements (30 units)

Core Requirements

- BUS 534 - Strategic Analytics and Research **OR**
- BUS 542 - Quantitative Business Modeling

- ITM 500 - Introduction to Technology Management
- ITM 510 - Project Management
- ITM 520 - Systems Security
- ITM 550 - Disaster Recovery Planning
- ITM 595 - Information Technology Management Capstone

Concentration Courses (12 units)

Information Systems Structure

- ITM 502 - Managing Cyber Threats
- ITM 530 - Systems Infrastructure
- ITM 540 - Emerging Technologies
- ITM 560 - Law and Ethics in Information Technology

Certificate

Information Technology Management Certificate

The certificate provides for business and non-business individuals the opportunity to gain much needed skillsets, to enhance their current knowledge and professional position in their careers.

Program Requirements (12 units)

- ITM 500 - Introduction to Technology Management
- ITM 502 - Managing Cyber Threats
- ITM 510 - Project Management
- ITM 520 - Systems Security

Management Certificate

The certificate provides business and non-business individuals the opportunity to gain much needed skillsets to enhance their current knowledge and professional position in their careers.

Program Requirements (12 units)

- BUS 503 - Foundations of Management
- BUS 506 - Entrepreneurship
- BUS 530 - Marketing Management

- BUS 547 - Strategic Management **OR**
- BUS 548 - Strategy and Decision Making

Other Programs

Intensive English Program Pre-MBA Track

The Intensive English Pre-MBA track offers a pathway for students to enter the MBA program at California Baptist University by taking a combination of Intensive English courses and MBA pre-requisite courses over two semesters. See the Undergraduate catalog academic programs section for more details.

Division of Marketing and Analytics

Dr. Marina Girju
Associate Dean

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Faculty Information

Master

Accounting, MS (Online)

The Master of Science in Accounting degree program will prepare students to advance professionally as effective, innovative and ethical financial leaders. Students will be equipped with the competitive skills, knowledge and experience to effectively use technology, engage people, enact change, improve operations and reach individual professional goals. Graduates will emerge from the program with the practical knowledge and critical-thinking skills to enhance their organization and advance their career. The program provides students with the additional educational requirements beyond the undergraduate degree which are necessary to become licensed as a Certified Public Accountant (CPA) in the state of California. Students should be aware of and are responsible for knowing and adhering to their own state requirements by visiting their respective state Board of Accountancy website.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites
    - Auditing
    - Business and Organizational Management
    - Business Ethics
    - Business Finance
    - Business Law
    - Business Policy and Strategy
    - Federal Income Tax Accounting
    - Intermediate Accounting I
    - Intermediate Accounting II
    - International Business
    - Microeconomics or Macroeconomics
    - Principles of Accounting I
    - Principles of Marketing
    - Statistics
    - Proficiency in Microsoft Office applications

Program Requirements (30 Units)

Business Requirements

- BUS 515 - Organizational Behavior
- BUS 539 - Financial Management
- BUS 542 - Quantitative Business Modeling

Accounting Requirements

- ACC 510 - Contemporary Issues in Auditing and Assurance
- ACC 520 - Advanced Topics in Managerial Accounting
- ACC 530 - Taxation for Business Entities
- ACC 540 - Advanced Topics in Financial Accounting
- ACC 550 - Ethics and Professional Responsibility for CPAs
- ACC 560 - Advanced Business Law for Accountants
- ACC 565 - Advanced Accounting Information Systems

Dr. Bonnie G. Metcalf School of Education

Dr. Robin Duncan
Dean

Dr. Stacy Meyer
Associate Dean

Dr. Keith Walters
Associate Dean

Emily Frigaard
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Faculty Information

Mission Statement

Led by biblical truth, the Bonnie G. Metcalf School of Education's mission is to prepare educational leaders of high moral character who are equipped with the knowledge and skills needed to create inclusive, lifelong learners throughout the world.

The School of Education is guided by the following core values:

1. Academically Prepared
    - Inspire Curiosity
    - Cultivate Wisdom
2. Biblically Rooted
    - Honor the Image of God
    - Share Truth-filled Hope
3. Globally Minded
    - Nurture Unity in Diversity
    - Deliver Mercy and Righteousness
4. Equipped to Serve
    - Participate in Life-Giving Fellowship
    - Provide Encouragement and Support

Graduate Programs in Education, including credential pathways

The graduate programs in education are designed to equip individuals to become classroom teachers, instructional leaders, curriculum developers, school psychologists, or school counselors. The programs provide a purposeful balance between theory, practice, and research.

<u>Preliminary teaching credential options:</u>

The School of Education offers candidates the opportunity to combine state approved preliminary credential programs with a Master of Science in Education degree. These preliminary credentials include multiple subject, single subject, mild/moderate support needs, and/or extensive support needs. Our unique stacking format of the preliminary credential courses makes it possible for candidates to earn more than one credential. Students must meet with a School of Education advisor for assistance in personalizing their credential pathway. All preliminary credentials have internship options available for those meeting eligibility.

Master of Science in Education:

Candidates who hold a preliminary teaching credential may receive credit for their state approved induction work. This credit can be applied toward a Master of Science degree in Education with a concentration in Curriculum and Instruction.

The School of Education offers a Master of Science degree in Higher Education Leadership and Student Development. This program prepares students to serve in higher education institutions as administrators, department specialists, academic advisors, or other leadership roles.

The School of Education offers a Master of Science degree in Early Childhood Studies. This program provides candidates with graduate level child development theories, practice, and research, but is not a state approved credential program. However, a person holding a multiple subject credential can apply directly to CTC for a PK-3 credential utilizing the 24 units of early childhood development courses embedded in this program.

Additional concentrations (online and in-person) in the Master of Science in Education are available for individuals seeking expertise in a variety of education related fields.

PPS credential options:

Credentials are offered for Pupil Personnel Services in School Psychology and School Counseling. Candidates can earn a Master of Science in conjunction with either credential. Both credentials have internship options available for those meeting eligibility.

An alternative pathway for earning a credential in School Psychology is first earning a Master of Science in Educational Psychology followed by earning an Education Specialist degree (EdS) in School Psychology with a concentration in early childhood education.

*California Baptist University credential programs are approved by the Commission on Teacher Credentialing. Credential programs are subject to revision at any time by state or federal law.

Master

Early Childhood Studies, MS (Online)

The CBU Master of Science in Early Childhood Studies is an online graduate program that prepares students for leadership roles in the field of early childhood education. This advanced degree explores the various facets of early childhood development, focusing on the critical years from birth to eight years old. Students will gain deep insights into child development, educational theories, program development and evaluation, and evidence-based practices that shape early childhood education today.

Program Requirements (30 units)

Core Requirements

- ECH 525 - Foundations in Early Childhood
- 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
- ECH 555 - Creating Curriculum in Early Childhood
- ECH 560 - Social and Emotional Learning in Early Childhood
- EDU 501 - Leadership, Worldviews, and Contemporary Issues
- EDU 525 - Survey of Educational Research

Education, MS

The M.S. in Education prepares candidates to advance their professions as teachers, counselors, curriculum developers, and leaders in a range of educational settings. Candidates develop expertise in their chosen specialization and leadership skills to be a person of influence and agent of change in the field of education and beyond. The M.S. in Education balances theory, practice and research-allowing students to understand the application of concepts in resolving real-world instructional challenges. Coursework integrates multiple disciplines, allowing students to identify and build on individual strengths.

The graduate programs in education are enriched with a Christian perspective that honors every individual's right to learn. Graduates are valued for their ethical approach to the profession and for their commitment to the concept of quality education for all. The Metcalf School of Education enjoys an excellent reputation with school districts across the Inland Empire, and maintains strong relationships with district faculty, staff, and administrators. As a result, CBU educators are competitively positioned in the education marketplace.

Program Requirements (30-34 units)

Core Requirements

- EDU 501 - Leadership, Worldviews, and Contemporary Issues

- EDU 521 - Theories of Learning and Teaching **OR**
- EDU 542 - Models of Teaching and Learning

- EDU 522 - Curriculum Theory and Development
- EDU 525 - Survey of Educational Research
- EDU 534 - International and Comparative Education

Concentration Requirements (15-18 units)

Students must complete all requirements in one of the following concentrations: Special Education in Mild/Moderate Disabilities; Special Education in Moderate/Severe Disabilities; Teachers of English to Speakers of Other Languages (TESOL); Teaching

Special Education in Mild/Moderate Disabilities (18 units)

Students who wish to pursue a preliminary teaching credential should select specialization courses which apply to the preliminary education specialist instruction credential in mild/moderate disabilities. Admission requirements for the credential program are additional to those for the degree.

- SPE 546 - Applied Behavior Analysis
- SPE 555 - Collaboration, Consultation, and Effective Intervention
- SPE 558 - Assessment and Interventions
- SPE 590 - Diagnostic and Remedial Techniques in Reading

Elective Requirements

Complete four (4) units from the following:

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child
- EDU 595 - Special Topics
- ETC 507 - Technology and Learning

Special Education in Moderate/Severe Disabilities (19 units)

Students who wish to pursue a preliminary teaching credential should select specialization courses which apply to the preliminary education specialist instruction credential in moderate/severe disabilities. Admission requirements for the credential program are additional to those for the degree.

- SPE 546 - Applied Behavior Analysis
- SPE 548 - Technology and Moderate to Severe Disabilities
- SPE 555 - Collaboration, Consultation, and Effective Intervention
- SPE 558 - Assessment and Interventions
- SPE 568 - Teaching Students with Extensive Support Needs: Instructional Strategies
- SPE 569 - Teaching Students with Extensive Support Needs: Community Integration

Teachers of English to Speakers of Other Languages (TESOL) (15 units)

- ENG 523 - Theory and Methods of TESOL
- ENG 543 - Teaching Second Language Writing
- ENG 546 - Teaching Second Language Reading
- ENG 553 - Second Language Curriculum Development and Assessment
- ENG 563 - Language Structure and Acquisition

Teaching (18 units)

Complete eighteen (18) units from the following:*

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

- EDL 530 - Introduction to Educational Leadership
- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 509 - Educational Psychology
- EDU 510 - Elementary Methods
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 533 - Intercultural Competence
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 519 - Subject Area Specializations
- EDU 536 - Learning and Teaching a Second Language
- EDU 541 - The Exceptional Child
- EDU 595 - Special Topics
- ETC 507 - Technology and Learning
- SPE 533 - Professional Relationships

Education, MS (Online)

Program Requirements (30-33 units)

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.

Core Requirements

- 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

Concentration Courses (15-18 units)

Students must also complete all of the requirements in one of the following concentrations: Administrative Services Induction; Curriculum and Instruction; Early Childhood Studies; Educational Leadership; Special Education; Transitional Kindergarten

Administrative Services Induction (15 units)

Course Requirements

- GRS 515 - Induction and Reflective Coaching and Administrative Leadership I
- GRS 516 - Induction and Reflective Coaching and Administrative Leadership II

Elective Requirement

Complete three (3) units from the following:

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

Curriculum and Instruction (15 units)

Complete fifteen (15) units from the following:

- EDL 530 - Introduction to Educational Leadership
- EDU 505 - Elementary Curriculum and Instruction: 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 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 519 - Subject Area Specializations
- EDU 526 - Applied Educational Research
- EDU 541 - The Exceptional Child
- GRS 510 - Induction and Reflective Coaching for Teaching I
- GRS 511 - Induction and Reflective Coaching for Teaching II

Early Childhood Studies (18 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
- SPE 540 - Critical Issues in Special Education

Educational Leadership* (18 units)

* The Master of Science in Education program offered as an Online Program at California Baptist University offers a pathway for students seeking an administrative credential in California through successful completion of the California Preliminary Administrative Services Exam (CPACE). Students should seek additional information from the credentialing agency in their state to determine specific requirements for an administrative services credential.

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

Special Education (15 units)

- SPE 510 - Induction and Reflective Coaching and Teaching in Special Education I *AND*
- SPE 511 - Induction and Reflective Coaching and Teaching in Special Education II
  OR
- SPE 512 - Internship and Reflective Coaching and Teaching in Special Education I *AND*
- SPE 513 - Internship and Reflective Coaching and Teaching in Special Education II

- SPE 540 - Critical Issues in Special Education

Transitional Kindergarten (15 units)

Course Requirements

- GRS 520 - Teaching Transitional Kindergarten I
- GRS 521 - Teaching Transitional Kindergarten II

Elective Requirement

Complete three (3) units from the following:

- 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

Educational Psychology, MS

The Master of Science in Educational Psychology is a two-year degree that prepares students with comprehensive expertise in psychology and education. This allows candidates to guide children and adolescents to excel academically, socially, and emotionally. They can work closely with educators, parents, and fellow professionals to foster the development of safe, nurturing, and supportive learning environments. This degree fulfills a portion of the School Psychology PPS credential. This degree can be used as an expedited entry into the EdS in School Psychology and final PPS School Psychology credential requirements.

Program Requirements (56 units)

Core Requirements

- PPS 503 - Counseling Theory

- PPS 513 - Advanced Psychopathology
- PPS 517 - Learning Theory and Academic Interventions
- PPS 521 - Developing Culturally Competent Practice
- PPS 527 - Schoolwide Behavior Supports
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 555 - Intervention, Consultation, and Collaboration
- PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist

School Psychology Requirements

- PPS 501 - Introduction to School Psychology
- PPS 544 - Individual Intelligence Testing
- PPS 546 - Counseling in Schools
- PPS 547 - Individual Intellectual Assessment Lab
- PPS 549 - Statistics, Research Methods, and Program Evaluation
- PPS 551 - Advanced Assessment Seminar I
- PPS 552 - Advanced Assessment Lab I
- PPS 563 - Assessment of Emotional and Behavioral Disorders
- PPS 568 - Advanced Assessment Seminar II
- PPS 569 - Advanced Assessment Lab II
- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Practicum Requirement

- PPS 536 - Practicum (5 units minimum)

Higher Education Leadership and Student Development, MS

The Higher Education Leadership and Student Development Program is intended for individuals who are interested in pursuing a career in higher education administration. Graduates of the program work in a variety of higher education institutions including community colleges and public and private four-year universities. Career areas include residence life, academic advising, academic success, career services and other administrative and support roles. A focus of the program is on leadership. A distinctive of the program is the supervised practice requirement. All students complete 600 hours working in a minimum of two field placements. Alumni consistently report that the practicum experience was the most valuable part of this program, as it gave them immediate opportunities to apply what they were learning in the classroom and opened the door for employment based on experience gained through supervised practice.

Program Requirements (37 units)

Core Requirements

- EDU 525 - Survey of Educational Research
- HED 500 - Foundations of Service in Higher Education
- HED 502 - Cross-Cultural Perspectives on Leadership
- HED 505 - The College Student Experience

- HED 510 - Student Development in Higher Education
- HED 526 - Multicultural Leadership and Governance in Higher Education
- HED 530 - Introduction to College Counseling and Advising
- HED 550 - Law and Finance in Higher Education
- HED 555 - Contemporary Social Ethics in Higher Education
- HED 560 - Program Development and Assessment
- HED 580 - Supervised Practice (4 units)
- HED 581 - Higher Education Portfolio I
- HED 582 - Higher Education Portfolio II
- HED 583 - Higher Education Portfolio III

School Counseling, MS

Students completing all requirements including course requirements, 100 hours of introductory fieldwork, 800 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 Master of Science in School Counseling and may apply for recommendation for the Pupil Personnel Services Credential with a Specialization in School Counseling.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent by the second semester of enrollment
- Verification of Certificate of Clearance granted prior to admission
- Prerequisites (completed with grades of C or better)
    - General Psychology
    - Growth Development and Learning or Life Span Development or Educational Psychology
    - Abnormal Psychology or Personality Theory

Program Requirements (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 Master of Science in School Counseling and may apply for recommendation for the Pupil Personnel Services Credential with a Specialization in School Counseling.

Core Requirements

- PPS 503 - Counseling Theory
- PPS 508 - Program Design and the ASCA National Model
- PPS 512 - Counseling Techniques for Exceptional Children
- PPS 521 - Developing Culturally Competent Practice
- PPS 528 - School Counseling Leadership and Advocacy
- PPS 530 - Use of Data and Assessment in School Counseling
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 541 - Human Communication Group Process

- PPS 555 - Intervention, Consultation, and Collaboration
- PPS 566 - Legal and Ethical Practice for Diverse Groups for School Counselors

School Counseling Requirements

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

Practicum Course Requirements

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

Final Field Experience Requirement

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 or internship requirements.

- PPS 576 - Final Field Practicum I in School Counseling
- PPS 578 - Final Field Practicum II in School Counseling

School Psychology, MS

The M.S. in School Psychology prepares candidates to be highly trained in both psychology and education. They help children and youth succeed academically, socially and emotionally. They collaborate with educators, parents and other professionals to create safe, healthy and supportive learning environments for all students that strengthen connections between home and school.

The Metcalf School of Education enjoys an excellent reputation with school districts across the state and maintains strong relationships with district faculty, staff, and administrators. As a result, CBU educators are competitively positioned in the education marketplace.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent by the second semester of enrollment
- Verification of Certificate of Clearance granted prior to admission
- Prerequisites (completed with grades of C or better)
    - General Psychology
    - Introductory Statistics
    - Growth Development and Learning or Life Span Development or Educational Psychology
    - Abnormal Psychology or Personality Theory

- At least two prerequisites must be completed prior to admission. Remaining prerequisites must be completed within the first semester of the program

Program Requirements (68 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 will be eligible for the Master of Science in School Psychology and may apply for recommendation for the Pupil Personnel Services Credential with an authorization in School Psychology.

Core Requirements

- PPS 503 - Counseling Theory
- PPS 513 - Advanced Psychopathology
- PPS 517 - Learning Theory and Academic Interventions
- PPS 521 - Developing Culturally Competent Practice
- PPS 527 - Schoolwide Behavior Supports
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 555 - Intervention, Consultation, and Collaboration
- PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist

School Psychology Requirements

- PPS 501 - Introduction to School Psychology
- PPS 544 - Individual Intelligence Testing
- PPS 546 - Counseling in Schools
- PPS 547 - Individual Intellectual Assessment Lab
- PPS 549 - Statistics, Research Methods, and Program Evaluation
- PPS 551 - Advanced Assessment Seminar I
- PPS 552 - Advanced Assessment Lab I
- PPS 563 - Assessment of Emotional and Behavioral Disorders
- PPS 568 - Advanced Assessment Seminar II
- PPS 569 - Advanced Assessment Lab II
- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Practicum Course Requirement

- PPS 536 - Practicum (5 units minimum)

Final Field Experience Requirement

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 - Field Experience/Internship I in School Psychology
- PPS 579 - Field Experience/Internship II in School Psychology

Credential

Flex Credential Program: Multiple Subjects Classroom

The Flex Credential Program: Multiple Subjects Classroom program offers candidates the opportunity to earn two or more of the following preliminary credentials: Multiple Subjects, Mild/Moderate, and/or Extensive Service Needs. Candidates that earn more than one credential are (1) prepared to fill teaching positions in high-need fields of public education, and (2) offer employers flexibility in making classroom assignment. Fieldwork and clinical hours are required throughout the program to support transferring course content into pedagogical practices.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission
- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (38-65 units)

Credential Program

This program is designed for candidates seeking two or more of the following preliminary credentials: Multiple Subjects, Mild/Moderate, and/or Extensive Service Needs. Pathways include:

- Two credentials: Multiple Subjects and Mild/Moderate requires all General Education Core, all Special Education Core, the Mild/Moderate Only Course, and the following three clinical practice courses EDU 583, EDU 588, SPE 587.
- Two credentials: Multiple Subjects and Extensive Service Needs requires all General Education Core, all Special Education Core, all Extensive Support Needs Only Course, and the following three clinical practice courses EDU 583, EDU 588, SPE 589.
- Two credentials: Mild/Moderate and Extensive Service Needs requires completing all General Education Core, all Special Education Core, the Mild/Moderate Only Course, all Extensive Support Needs Only Course, and the following three clinical practice courses EDU 583, SPE 586, SPE 589.
- Three credentials: Multiple Subjects, Mild/Moderate, and Extensive Service Needs requires completing all General Education Core, all Special Education Core, the Mild/Moderate Only Course, all Extensive Support Needs Only Course, and the following four clinical practice courses EDU 583, EDU 588, SPE 586, and SPE 589.

The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

The Mild/Moderate Disabilities Credential includes specific learning disabilities; mild to moderate intellectual disabilities; other health impairment; serious emotional disturbance; and authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

The Extensive Service Needs Credential includes students with a range of learning challenges including autism, deaf-blindness, moderate-to-severe mental disability, multiple disabilities, and serious emotional disturbance. Teachers with this credential are approved to teach in grades K-12 and in adult classes.

Each preliminary credential requires Candidates to complete all State and program requirements. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Universal Preliminary Credential Core Requirements

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 513 - Equity and Diversity in a Multiple Subjects School Setting
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child

- EDU 574 - Site Based Fieldwork: Multiple Subject **OR**
- EDU 574G - Site Based Fieldwork: Multiple Subject Global Practicum

- SPE 533 - Professional Relationships

Special Education Core Requirements

- SPE 528 - Technology Solutions for Education Specialists

- SPE 539 - Site Based Fieldwork: Special Education **OR**
- SPE 539G - Site Based Fieldwork: Special Education Global Practicum

- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Mild/Moderate Requirement

- SPE 534 - Strategies and Interventions Across Content Areas

Extensive Support Needs Course Requirements

- SPE 568 - Teaching Students with Extensive Support Needs: Instructional Strategies
- SPE 569 - Teaching Students with Extensive Support Needs: Community Integration

Clinical Practice Requirements

A School of Education advisor will provide support related to which combination of clinical practice courses will be required.

- EDU 583 - Student Teaching Portfolio
- EDU 588 - Initial Clinical Practice: Preliminary Multiple Subjects Credential
- SPE 586 - Initial Clinical Practice: Preliminary Mild Moderate Credential

- SPE 587 - Final Clinical Practice: Preliminary Mild Moderate Credential
- SPE 588 - Initial Clinical Practice: Preliminary Extensive Support Needs Credential
- SPE 589 - Final Clinical Practice: Preliminary Extensive Support Needs Credential

Flex Credential Program: Single Subject Classroom

The Flex Credential Program: Single Subject Classroom program offers candidates the opportunity to earn two credentials: Single Subjects and Mild/Moderate. Candidates that earn more than one credential are (1) prepared to fill teaching positions in high-need fields of public education, and (2) offer employers flexibility in making classroom assignment. Fieldwork and clinical hours are required throughout the program to support transferring course content into pedagogical practices.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission
- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (37-54 units)

Universal Preliminary Credential Core Requirements

- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 519 - Subject Area Specializations
- EDU 528 - Classroom Management and Ethics in a Middle and High School Setting
- EDU 540 - The Exceptional Child in Middle and High School Settings
- EDU 572 - Professional Relationships in Middle and High School Settings
- EDU 573 - Site Based Fieldwork: Single Subject **OR**
- EDU 573G - Site Based Fieldwork: Single Subject Global Practicum

Special Education Core Requirements

- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- SPE 528 - Technology Solutions for Education Specialists
- SPE 534 - Strategies and Interventions Across Content Areas
- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Clinical Practice Requirements

- EDU 583 - Student Teaching Portfolio
- EDU 586 - Initial Clinical Practice: Preliminary Single Subject Credential
- SPE 587 - Final Clinical Practice: Preliminary Mild Moderate Credential

Preliminary Extensive Support Needs Credential: Multiple Subjects Classroom

This credential prepares candidates to teach students with a range of learning challenges including autism, moderate-to-severe intellectual disability, multiple disabilities, emotional disturbance, and deaf-blindness. Teachers with this credential are approved to teach in grades K-12 and in adult classes.

This program shares core courses with the Preliminary Multiple Subjects and the Mild/Moderate Support Needs programs. Please see the Pathways to Multiple Credentials program to see what is needed to earn more than one credential.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission
- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (54 units)

Universal Preliminary Credential Core Requirements

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 513 - Equity and Diversity in a Multiple Subjects School Setting
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child

- EDU 574 - Site Based Fieldwork: Multiple Subject **OR**
- EDU 574G - Site Based Fieldwork: Multiple Subject Global Practicum

- SPE 533 - Professional Relationships

Special Education Core Requirements

- SPE 528 - Technology Solutions for Education Specialists

- SPE 539 - Site Based Fieldwork: Special Education **OR**
- SPE 539G - Site Based Fieldwork: Special Education Global Practicum

- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Extensive Support Needs Course Requirements

- SPE 568 - Teaching Students with Extensive Support Needs: Instructional Strategies
- SPE 569 - Teaching Students with Extensive Support Needs: Community Integration

Clinical Practice Requirements

- EDU 583 - Student Teaching Portfolio
- SPE 588 - Initial Clinical Practice: Preliminary Extensive Support Needs Credential
- SPE 589 - Final Clinical Practice: Preliminary Extensive Support Needs Credential

Preliminary Mild/Moderate Support Needs Credential: Multiple Subjects Classroom

Candidates who complete the Preliminary Education Specialist Credential in Mild/Moderate Support Needs are certified to teach students with a range of special needs. Teachers with this credential are approved to teach in grades K-12 and in adult classes.

This program shares core courses with the Preliminary Multiple Subjects and the Extensive Support Needs programs. Please see the Pathways to Multiple Credential program to see what is needed to earn more than one credential.

Candidates must complete all credential and state requirements to be eligible for a credential. Credential requirements are subject to change. Current credential requirements can be obtained from the School of Education credential program advisors.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission
- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (52 units)

Universal Preliminary Credential Core Requirements

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 513 - Equity and Diversity in a Multiple Subjects School Setting
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics

- EDU 541 - The Exceptional Child

- EDU 574 - Site Based Fieldwork: Multiple Subject **OR**
- EDU 574G - Site Based Fieldwork: Multiple Subject Global Practicum

- SPE 533 - Professional Relationships

Special Education Core Requirements

- SPE 528 - Technology Solutions for Education Specialists

- SPE 539 - Site Based Fieldwork: Special Education **OR**
- SPE 539G - Site Based Fieldwork: Special Education Global Practicum

- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Mild/Moderate Requirement

- SPE 534 - Strategies and Interventions Across Content Areas

Clinical Practice Requirements

- EDU 583 - Student Teaching Portfolio
- SPE 586 - Initial Clinical Practice: Preliminary Mild Moderate Credential
- SPE 587 - Final Clinical Practice: Preliminary Mild Moderate Credential

Preliminary Multiple Subject Credential

Students interested in teaching elementary school should complete the requirements for the Preliminary Multiple Subjects Credential. Students must demonstrate subject matter competence to complete a credential either by completing an approved subject matter program, necessary major, or by passing the California Subject Examinations for Teachers (CSET). Check with a School of Education advisor to find out if your major has an approved subject matter program.

The courses within this program also serve as the general education core for both the Mild/Moderate and Extensive Support Needs Preliminary Credentials.

Candidates must complete all credential and state requirements to be eligible for a credential. Credential requirements are subject to change. Current credential requirements can be obtained from the School of Education credential program advisors.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission

- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (37 units)

Universal Preliminary Credential Core Requirements

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 513 - Equity and Diversity in a Multiple Subjects School Setting
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child

- EDU 574 - Site Based Fieldwork: Multiple Subject **OR**
- EDU 574G - Site Based Fieldwork: Multiple Subject Global Practicum

- SPE 533 - Professional Relationships

Clinical Practice Requirements

- EDU 588 - Initial Clinical Practice: Preliminary Multiple Subjects Credential
- EDU 589 - Final Clinical Practice: Preliminary Multiple Subjects Credential
- EDU 583 - Student Teaching Portfolio

Preliminary Single Subject Credential

Students interested in teaching middle or high school should complete the requirements for the Preliminary Single Subject Credential. Students must demonstrate subject matter competence by completing an approved subject matter program, necessary major, or by passing the California Subject Examinations for Teachers (CSET). Check with a School of Education advisor to find out if your major has an approved subject matter program.

Candidates must complete all credential and state requirements to be eligible for a credential. Credential requirements may change based on state regulations. Current credential requirements can be obtained from the School of Education credential program advisors.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission
- Met or registered for at least one subtest of the California State Exam (CSET) for the planned credential content area or equivalent
- Verification of Certificate of Clearance granted prior to admission

Program Requirements (37 units)

Universal Preliminary Credential Core Requirements

- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 519 - Subject Area Specializations
- EDU 528 - Classroom Management and Ethics in a Middle and High School Setting
- EDU 540 - The Exceptional Child in Middle and High School Settings
- EDU 572 - Professional Relationships in Middle and High School Settings

- EDU 573 - Site Based Fieldwork: Single Subject **OR**
- EDU 573G - Site Based Fieldwork: Single Subject Global Practicum

Clinical Practice Requirements

- EDU 583 - Student Teaching Portfolio
- EDU 586 - Initial Clinical Practice: Preliminary Single Subject Credential
- EDU 587 - Final Clinical Practice: Preliminary Single Subject Credential

School Psychology Credential

The School Psychology credential prepares candidates to be highly trained in both psychology and education. They help children and youth succeed academically, socially and emotionally. They collaborate with educators, parents and other professionals to create safe, healthy and supportive learning environments for all students that strengthen connections between home and school.

The Metcalf School of Education enjoys an excellent reputation with school districts across the Inland Empire, and maintains strong relationships with district faculty, staff, and administrators. As a result, CBU educators are competitively positioned in the education marketplace.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Pass the state-administered California Basic Education Skills Test (CBEST) or equivalent prior to admission.
- Verification of Certificate of Clearance granted prior to admission.
- Prerequisites (completed with grades of C or better)
    - General Psychology
    - Introductory Statistics
    - Growth Development and Learning or Life Span Development or Educational Psychology
    - Abnormal Psychology or Personality Theory
    - At least two prerequisites must be completed prior to admission. Remaining prerequisites must be completed within the first semester of the program.

Program Requirements (66 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 will be eligible for the School Psychology Certificate and may apply for recommendation for the Pupil Personnel Services Credential with an authorization in School Psychology.

Core Requirements

- PPS 503 - Counseling Theory
- PPS 513 - Advanced Psychopathology
- PPS 517 - Learning Theory and Academic Interventions
- PPS 521 - Developing Culturally Competent Practice
- PPS 527 - Schoolwide Behavior Supports
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 555 - Intervention, Consultation, and Collaboration
- PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist

School Psychology Requirements

- PPS 501 - Introduction to School Psychology
- PPS 544 - Individual Intelligence Testing
- PPS 546 - Counseling in Schools
- PPS 547 - Individual Intellectual Assessment Lab
- PPS 549 - Statistics, Research Methods, and Program Evaluation
- PPS 551 - Advanced Assessment Seminar I
- PPS 552 - Advanced Assessment Lab I
- PPS 563 - Assessment of Emotional and Behavioral Disorders
- PPS 568 - Advanced Assessment Seminar II
- PPS 569 - Advanced Assessment Lab II
- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Practicum Course Requirement

- PPS 536 - Practicum

Final Field Experience Requirements

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 - Field Experience/Internship I in School Psychology
- PPS 579 - Field Experience/Internship II in School Psychology

Specialist Degree

Educational Leadership and Administration, EdS (Online)

The Educational Specialist program in Educational Leadership and Administration is designed to equip individuals with the skills, techniques, and qualities of leadership required for professional excellence as educational leaders and

administrators in K-12 schools. The programs provide a purposeful balance between theory, practice, and research. Graduates will be prepared to lead and transform their schools for optimal growth. The program is designed for working professionals looking to apply theory to their practice and is ideally suited for current administrators to expand their career paths and advance their academic and professional goals.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

- Enrolled in a California Commission-approved administrator clear induction program.

Program Requirements (36 units)

Clear Administrative Credential (12 units)

- GRS 515 - Induction and Reflective Coaching and Administrative Leadership I
- GRS 516 - Induction and Reflective Coaching and Administrative Leadership II

Leadership (24 units)

- ORG 710 - New Era Organizations
- ORG 715 - Organizational Change, Ethics, and Human Behavior
- ORG 720 - Organizational Communication
- ORG 725 - Human Resource Management
- ORG 730 - Leveraging Culture and Diversity
- ORG 740 - Strategy, Planning, and Change

School Psychology, EdS

The Educational Specialist Degree (Ed.S.) in School Psychology is designed to provide future school psychologists with the clinical skills and specialized knowledge to be education leaders. The program prioritizes comprehensive assessment, evidence-based intervention, cultural sensitivity, collaboration, and research proficiency, empowering candidates to be effective agents of change in the field. Candidates will choose an area of concentration to develop a specific area of expertise. Candidates will also complete the MS in Educational Psychology in this degree program.

Program Requirements (83 units)

Core Requirements

- PPS 503 - Counseling Theory
- PPS 513 - Advanced Psychopathology
- PPS 517 - Learning Theory and Academic Interventions
- PPS 521 - Developing Culturally Competent Practice
- PPS 527 - Schoolwide Behavior Supports
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 555 - Intervention, Consultation, and Collaboration

- PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist

School Psychology Requirements

- PPS 501 - Introduction to School Psychology
- PPS 544 - Individual Intelligence Testing
- PPS 546 - Counseling in Schools
- PPS 547 - Individual Intellectual Assessment Lab
- PPS 549 - Statistics, Research Methods, and Program Evaluation
- PPS 551 - Advanced Assessment Seminar I
- PPS 552 - Advanced Assessment Lab I
- PPS 563 - Assessment of Emotional and Behavioral Disorders
- PPS 568 - Advanced Assessment Seminar II
- PPS 569 - Advanced Assessment Lab II
- SPE 546 - Applied Behavior Analysis
- SPE 558 - Assessment and Interventions

Practicum Requirement

- PPS 536 - Practicum (5 units minimum)

Core EdS Requirements

- ECH 530 - School, Family, and Community Partnerships
- ECH 540 - Early Childhood Literacy and Language Development
- ECH 545 - Advanced Studies in Early Childhood Development
- ECH 550 - Early Childhood Program Development and Evaluation
- ECH 560 - Social and Emotional Learning in Early Childhood

EdS Field Experience

- PPS 577 - Field Experience/Internship I in School Psychology
- PPS 579 - Field Experience/Internship II in School Psychology

Shelby and Ferne Collinsworth School of Performing Arts

Dr. Joseph E. Bolin
Dean

Dr. David Toledo
Associate Dean for Educational Effectiveness

Dr. Gene Moon
Associate Dean of Performance and Outreach

Ms. Courtney Ladd
Administrative Assistant
Phone 951.343.4251
FAX 951.343.4570
performingarts@calbaptist.edu

Faculty Information

California Baptist University offers a Master of Music degree with four concentrations: Composition, Conducting (Choral or Instrumental), Music Education, and Performance (Piano, Instrumental, or Vocal). The University offers a Master of Arts in Worship Arts degree in a flexible model that combines synchronous/asynchronous learning with intensive summer residencies.

With an educational environment distinguished by vibrant, interactive teaching, a prolific performance culture, and an emphasis on developing artistic skill, spiritual sensitivities, and personal character, the School of Performing Arts at California Baptist University stands as a unique scholastic institution, dedicated to providing rigorous training in the performing arts to equip young artists for successful careers as performers, composers, actors, music educators, studio musicians, worship leaders, and songwriters.

Furthermore, the CBU School of Performing Arts believes in preparing high-caliber, versatile performing artists. While many institutions of higher education center their curriculum and experiences around a limited segment of the performing arts, CBU intentionally provides hands-on training in a multitude of musical styles, artistic experiences, and genres without compromise. In addition to its comprehensive focus on Western Art music, the music divisions intentionally blend folk and jazz styles, non-Western music, commercial music, studio and technical production, and modern and traditional church music to effectively prepare future artists for what awaits them in the modern marketplace of professional musicians. Likewise, the theatre arts division equips actors and technicians to excel in roles on and off stage in a variety of genres and theatrical presentations, both in small and large-scale performances.

The National Association of Schools of Music (NASM) accredits CBU for offering an assortment of undergraduate and graduate degrees in music. The Collinsworth School is committed to the continued refinement and assessment of its educational opportunities as we strive to accomplish our mission of preparing the next generation of performance artists.

Master

Music, MM

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.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites
    - Completion of a Bachelor of Arts in Music or a Bachelor of Music from an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency

Program Requirements (36 units)

All students in the Master of Music program will complete twelve (12) units of core courses and an additional twenty four (24) units in one of four concentrations available.

Core Requirements

- MUS 500 - Graduate Research, Resource, and Writing
- MUS 503 - Musicology Seminar I
- MUS 504 - Musicology Seminar II
- MUS 511 - Musical Structure and Style
- MUS 515 - The Christian Artist, Aesthetics, and Creativity

Concentration Requirements (24 units)

Students must complete at least twenty four (24) additional units in one of the following concentrations: Composition; Conducting; Music Education; Performance

Composition

- MUS 510 - Analysis of Music Since 1900
- MUS 520 - Orchestration
- MUS 521 - Styles and Practices of Commercial Composition
- MUS 544 - Composition Seminar
- MUS 549 - Technological Tools for Music Composition
- MUS 555 - Scoring for Film and Multimedia
- MUS 575 - Private Lessons in Music Composition (8 units)
- MUS 595 - Capstone Project in Music Composition

Conducting

Students must complete either the Choral Conducting Track or the Instrumental Conducting Track requirements.

Choral Conducting Track

- MUS 512 - Choral Conducting I
- MUS 514 - Survey of Choral Literature I
- MUS 522 - Choral Conducting II
- MUS 524 - Survey of Choral Literature II
- MUS 525 - Diction for Singers I
- MUS 526 - Diction for Singers II
- MUS 532 - Choral Conducting III
- MUS 542 - Choral Conducting IV
- MUS 550 - Vocal Pedagogy
- MUS 597 - Conducting Recital and Project
- Three (3) additional elective units in Music

Ensemble Requirements

Complete four (4) units from the following ensembles:

- MUS 559 - Camerata
- MUS 561 - Magnolia Singers
- MUS 562 - Lancer Chorus
- MUS 564 - Rhapsody

Instrumental Conducting Track

- MUS 506 - Survey of Orchestral Literature
- MUS 513 - Instrumental Conducting I
- MUS 516 - Survey of Wind Band Literature
- MUS 520 - Orchestration
- MUS 523 - Instrumental Conducting II
- MUS 533 - Instrumental Conducting III
- MUS 543 - Instrumental Conducting IV
- MUS 565 - Chamber Ensemble (4 units) **OR**
- MUS 566 - Jazz Ensemble (4 units) **OR**
- MUS 567 - Wind Ensemble (4 units) **OR**
- MUS 569 - Symphony Orchestra (4 units)
- MUS 597 - Conducting Recital and Project
- Four (4) additional elective units in Music

Music Education

- MUS 502 - Introduction to Music Education Research
- MUS 505 - Current Issues in Music Education
- MUS 509 - Foundations of Music Education I
- MUS 519 - Foundations of Music Education II
- MUS 541 - Technology for Music Teaching
- MUS 551 - Advanced Studies in Teaching Choral Music **OR**
- MUS 552 - Advanced Studies in Teaching General Music **OR**
- MUS 553 - Advanced Studies in Teaching Instrumental Music
- MUS 592 - Music Education Thesis *OR*

- MUS 598 - Music Education Project
- Six (6) additional elective units in Music or Education

Performance

Students must complete either the Instrumental Performance Track or the Vocal Performance Track requirements.

Instrumental Performance Track

- MUS 510 - Analysis of Music Since 1900
- MUS 535 - Music Literature
- MUS 565 - Chamber Ensemble (4 units) **OR**
- MUS 566 - Jazz Ensemble (4 units) **OR**
- MUS 567 - Wind Ensemble (4 units) **OR**
- MUS 569 - Symphony Orchestra (4 units)
- MUS 572 - Seminar in Instrumental Pedagogy
- MUS 580-588 (8 units; all units must be in the same course)
- MUS 593 - Instrumental or Vocal Recital II
- MUS 596 - Instrumental or Vocal Recital I
- Two (2) additional elective units in Music

Vocal Performance Track

- MUS 510 - Analysis of Music Since 1900
- MUS 525 - Diction for Singers I
- MUS 526 - Diction for Singers II
- MUS 535 - Music Literature
- MUS 550 - Vocal Pedagogy
- MUS 580-588 (8 units; all units must be in the same course)
- MUS 593 - Instrumental or Vocal Recital II
- MUS 596 - Instrumental or Vocal Recital I
- One (1) additional elective unit in Music

Ensemble Requirements

Complete four (4) units from the following ensembles:

- MUS 559 - Camerata
- MUS 561 - Magnolia Singers
- MUS 562 - Lancer Chorus
- MUS 564 - Rhapsody

Worship Arts, MA

This degree will prepare students in the areas of theology, worship history and practice, and musically for better service and ministry in worship leadership.

Program Requirements (34 units)

This degree will prepare students in the areas of theology, worship history and practice, and musically for better service and ministry in worship leadership.

Theology Course Requirements

- MUS 507 - Doctrine of Worship and the Church
- MUS 517 - Theological Foundations of Worship I
- MUS 527 - Theological Foundations of Worship II

Worship Studies Requirements

- MUS 501 - Research Methods in Worship Studies
- MUS 508 - Contemporary Issues in Worship and Ministry
- MUS 518 - Theology and History of Worship
- MUS 528 - Liturgy and Worship Planning

Music Requirements

- MUS 537 - History of Church Music
- MUS 538 - Musical Expression and Arts in Worship
- MUS 557 - Worship Technology
- MUS 574 - Worship Ministry Practicum
- MUS 577 - Leadership for Worship Ministry I
- MUS 578 - Leadership for Worship Ministry II
- MUS 594 - Worship Project

Certificate

Performance Certificate

The Performance Certificate serves as a bridge from a bachelor's to master's degree program in music or professional auditions in music.

Additional Admissions Requirements

Admission standards for graduate studies at California Baptist University can be found in the admissions section of the University Catalog. In addition, each candidate must meet the following requirements for this program:

1. Prerequisites
    - Completion of a Bachelor of Arts in Music or a Bachelor of Music from an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency

Program Requirements (12 units)

Applied Requirements

All students in the Performance Certificate must complete four (4) units of applied instruction on the same instrument, conducting area or composition lessons. Applied instruction is required every semester in residence.

Complete four (4) units from the following courses:

- MUS 512 - Choral Conducting I
- MUS 513 - Instrumental Conducting I
- MUS 522 - Choral Conducting II
- MUS 523 - Instrumental Conducting II
- MUS 575 - Private Lessons in Music Composition
- MUS 580-588 (4 units; all units must be in the same course)

Ensemble Requirements

Complete two (2) units from the following courses:

- MUS 556 - Opera Theater Workshop
- MUS 559 - Camerata
- MUS 561 - Magnolia Singers
- MUS 562 - Lancer Chorus
- MUS 564 - Rhapsody
- MUS 565 - Chamber Ensemble
- MUS 566 - Jazz Ensemble
- MUS 567 - Wind Ensemble
- MUS 569 - Symphony Orchestra

Recital Requirement

Performance Certificate students must perform or conduct one (1) recital and may choose to do a second recital in the elective units.

Complete one (1) unit from the following courses:

- MUS 595 - Capstone Project in Music Composition *
- MUS 596 - Instrumental or Vocal Recital I *
- MUS 597 - Conducting Recital and Project *

*MUS 595, 596, and 597 are not transferable units toward the Master of Music degree.

Music Electives

Complete five (5) units from the following courses:

- MUS 503 - Musicology Seminar I
- MUS 504 - Musicology Seminar II
- MUS 506 - Survey of Orchestral Literature
- MUS 510 - Analysis of Music Since 1900
- MUS 511 - Musical Structure and Style

- MUS 514 - Survey of Choral Literature I
- MUS 516 - Survey of Wind Band Literature
- MUS 520 - Orchestration
- MUS 524 - Survey of Choral Literature II
- MUS 525 - Diction for Singers I
- MUS 526 - Diction for Singers II
- MUS 535 - Music Literature
- MUS 544 - Composition Seminar
- MUS 550 - Vocal Pedagogy
- MUS 556 - Opera Theater Workshop
- MUS 559 - Camerata
- MUS 561 - Magnolia Singers
- MUS 562 - Lancer Chorus
- MUS 564 - Rhapsody
- MUS 565 - Chamber Ensemble
- MUS 566 - Jazz Ensemble
- MUS 567 - Wind Ensemble
- MUS 569 - Symphony Orchestra
- MUS 572 - Seminar in Instrumental Pedagogy
- MUS 595 - Capstone Project in Music Composition *
- MUS 596 - Instrumental or Vocal Recital I *
- MUS 597 - Conducting Recital and Project *

*MUS 595, 596, and 597 are not transferable units toward the Master of Music degree.

Enrollment and Student Services

Mr. Kent Dacus
Senior Vice President for Enrollment and Student Services

Dr. John Montgomery
Associate Vice President for Student Services

Ms. Kelly Palmer
Administrative Assistant
Phone 951.343.4687
FAX 951.343.4576

Philosophy of Student Development

As a Christian institution, 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 students in an active pursuit of the spiritual values of life and developing leaders for the Southern Baptist churches of California and beyond.

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 citizen of our country. It is the Policy of the University to ensure these rights are consistent with the provisions of law, acceptable tastes, and 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 respect and protect the rights of their fellow citizens. Students are encouraged to develop these values which represent mature, self-disciplined people who appreciate the privilege of education and are willing to accept its responsibilities.

When people choose a college, they commit themselves to its philosophy of education, policies, and regulations. Students are to demonstrate proper respect of University personnel which includes, but is not limited to, compliance with directives of University officials in the performance of their duties.

Even though students may not agree with a few rules established by the University, it is expected that they comply with them in a manner conducive to the highest moral standards and in keeping with the discipline of the academic community.

Generally, through appropriate procedures, institutional judicial measures shall be imposed for conduct which adversely affects the institution's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or persons on institution or institution-controlled property.

Responsibility for enforcement of Student Conduct Policy lies with the Dean of Students, Director of Student Conduct, and other Student Services staff. This group defines behavioral expectations and takes appropriate action in support of University Policy.

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 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 credit hours being taken. The Standard of Student Conduct is established for the purpose of outlining expected behavior of students in the University community. The Standard of Student Conduct shall be defined as any and all policy, procedure, and/or behavioral expectation contained within the Student Handbook 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, international internships, international student teaching, academic extracurricular travel, faculty-led academic engagement and service-learning, clinicals/health fairs, student field practicums, student independent or directed studies, student research, community service, study abroad, and International 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 should enable inappropriate behavior to be corrected on a personal level.

Unfortunately, situations may arise which warrant a formalized judicial process. Judicial procedures 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 such. 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 departments of Admissions, Commencement, Community Life, Counseling Center, Intercollegiate Athletics, Provider Food Service, Recreation, Residence Life and

Housing Services, Safety Services, Spiritual Life, Student Care, Student Senate, Title IX, University Card Services, and the Wellness Center. In addition to providing general supervision of the departments that comprise the Student Services division, the Student Services Office provides services that include, but are not limited to, the following:

- Administrating student health insurance provided through 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.)
- Any issue dealing with food services
- Title IX Office

Career Center and Student Employment

The Career Center is a one-stop shop for helping students prepare for an internship or their next step following graduation. From professional development to networking, the Career Center serves as a connection between education and career and equips students with the professionalism necessary to excel in their respective careers while becoming effective servant-leaders for Christ in the local and global workplace. In addition to more than 10 career-specific fairs, the Career Center hosts a variety of workshops and seminars covering such topics as improving interviewing skills, enhancing a resume, and boosting LinkedIn profiles. Mock interviews with Career Center staff or volunteer employers help prepare students to distinguish themselves in the interview process. Walk-in hours are available, and the Career Center's new photo booth allows students to take professional headshots for free.

Intercollegiate Athletics

The Athletics Department provides education for the body, mind, and spirit of each student-athlete at California Baptist University. Under the direction of the athletic director, CBU offers a comprehensive athletic program with staff who address NCAA compliance, communications, development, athletic training, strength and conditioning, sports medicine, academic advising, facilities and event management, marketing and fan engagement, ticketing and sales, and media production. In addition to encouraging Christ-like competition by all participants, CBU coaches diligently strive to educate students and provide an environment in which students experience athletic, academic, and personal success.

Recreation Center

The Recreation Center is a state-of-the-art fitness and recreation facility. The Recreation Center offers members of the campus community a wide range of personal fitness and group exercise opportunities. This facility is equipped with a number of recreation features including a state-of-the-art cardio and weight room, racquetball courts, a gymnasium with basketball and volleyball courts, group exercise rooms, a rooftop track and soccer field, men's and women's locker rooms, and lounge spaces located throughout the facility.

Safety Services

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

Community and 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:

- A siren/verbal warning system capable of projecting audible messages across open areas of the main campus.
- CBU Alert - an "opt-in" 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.**

*Students must "opt-in" to receive these messages.
**Parents and guardians of students enrolled at CBU may also be added through the student's account.

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.

Vehicle Registration

Students who operate a vehicle on campus must register for a parking permit with the Safety Services Department. Parking permits are issued for the current school year. Drivers are expected to comply with the University traffic and safety regulations and non-compliance may result in the issuance of a citation and/or suspension of parking and/or driving privileges on campus. Copies of the California Baptist University Vehicle Code are available in the Student Handbook.

International Student and Scholar Services

International Student and Scholar Services (ISSS) assists international students and scholars in transitioning into the CBU community, exploring American culture, and understanding U.S. immigration regulations. ISSS 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 in becoming integrated into the CBU community.

Spiritual Life

California Baptist University is committed to the biblical teaching of the Christian faith. As a result, the University has sought since inception to evidence the values of Christian living in the lives of Students, Staff, and Faculty as they live out the Christian ethics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Though Students are not required to be Christians, the University encourages Students to grow in their relationships with God by exploring the gospel and expressing the Christian faith in a variety of ways.

As a University committed to the Great Commission, the University provides opportunities for spiritual growth and formation through the Spiritual Life Office. The purpose of the Spiritual Life Office is "Investing in lives to develop followers of Jesus."

The Spiritual Life office oversees and coordinates ministry for the University. Churches, church-related ministries, parachurch ministry organizations, and all others desiring to host or convene a ministry event on University property must submit a request to and receive approval from the Spiritual Life office prior to scheduling the event.

Chapel

The California Baptist University community gathers regularly in the Dale E. and Sarah Ann Fowler Events Center for worship, fellowship, Christian growth, and spiritual encouragement. Chapel planning is informed by the Core Four of the University (Academically Prepared, Biblically Rooted, Globally Minded, and Equipped to Serve) with a view toward biblical, gospel-centered transformation. As a result, most Chapel speakers are invited to speak from and explain the Bible and biblical themes/concepts, but some speakers may be invited to share how God has worked in and through them. Occasionally, Chapels will be programmed primarily for expressions of musical worship.

Chapel services are organized, coordinated, and implemented by the Dean of Spiritual Life and the Director of Chapel. Occasionally, as deemed appropriate by a University Officer, members of the campus community are recognized for notable accomplishments during Chapel. Holidays, cultural programs, and other forms of recognition and/or expression are not included as part of Chapel programming; such events may be coordinated through the Community Life Office.

While Chapel attendance is not required for graduate students, all students are welcome and encouraged to participate.

Student Support

The Student Support Office includes Student Care, Mental Health, University Card Services, and University Commencement. Additionally, this office oversees the University events calendar, assessment initiatives for the Student Services division, and a variety of other campus-based programs and initiatives. The Student Support Office is located in Lancer Plaza.

Student Care

Student Care coordinates campus-based resources and support for Students who experience difficulties (e.g. extended hospitalization, health issues, personal crises, loss of an immediate family member, etc.) that significantly impact the ability to navigate college life or continue enrollment in courses. The Student Care staff assist Students in communication with faculty and staff in situations that require an extended absence from campus. Student Care is located in the Student Support Office in Lancer Plaza.

Mental Health

The Mental Health Office is responsible for biblical, Christian, and ethical campus-wide mental-health initiatives to provide resources and care to the campus as well as effective assessment and case management for students in crisis. Initiatives include the development, implementation, and promotion of mental healthcare resources; coordination of strategies to ensure positive mental well-being among students; and training of student leaders, faculty, and staff for the identification and prevention of mental health issues among students. The Mental Health Office collaborates with the California Baptist University Counseling Center as well as other departments, schools, and colleges within the University to ensure appropriate student care. The Mental Health Office is located in the Student Support Office in Lancer Plaza.

Student Health Insurance

California Baptist University contracts with Wellfleet Student to provide student healthcare insurance. Requirements, eligibility, and cost related to student health insurance are determined by student enrollment status.

Students in the following CBU domestic populations are eligible to opt-in and enroll in the student health insurance plan.

- All traditional graduate and undergraduate students enrolled in seven or more units.
- All traditional graduate and undergraduate Nursing students enrolled in one or more units.

- All traditional graduate students in the Athletic Training, Physician Assistant, Social Work, and Speech Language Pathology programs enrolled for one or more units.

International graduate and undergraduate students are required to have the student health insurance plan and are automatically enrolled in the program.

Dependent coverage for spouses and children of students enrolled in the Wellfleet Student Plan is not available.

Information regarding the student health insurance plan provided by CBU may be accessed at www.calbaptist.edu/healthinsurance. Students who have questions regarding the student health insurance plan, after reviewing the information provided online, are encouraged to contact University Card Services for assistance. University Card Services is located in the Student Support Office in Lancer Plaza.

Student ID Cards

The CBU ID Card (CBU Card) enables access and commerce across campus for current CBU students, staff, and faculty. Cards must be carried at all times and presented to university officials upon request. New and replacement cards may be obtained in University Card Services located in the Student Support Office in Lancer Plaza.

University Commencement

The University Commencements staff coordinates all University commencement activities, which includes regalia distribution, graduate photos, event scheduling, and event ticketing. Commencement ceremonies occur at the conclusion of the fall, spring, and summer semesters. Grad Fest is an "open house style" event designed to provide Students who are eligible to participate in commencement exercises graduation-related information and items including academic regalia (caps and gowns, hoods [for master's and doctoral degrees], and tassels). Current information can be found on the University Commencement website. The University Commencement staff is located in the Student Support Office in Lancer Plaza.

Title IX

California Baptist University is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct.

Sex discrimination violates an individual's fundamental rights and personal dignity. CBU considers sex discrimination and sexual misconduct in all forms to be a serious offense. Sexual misconduct includes, but is not limited to: Sexual Harassment, Sexual Assault, Sexual Exploitation, Dating Violence, Domestic Violence, and Stalking Based on Sex.

CBU does not unlawfully discriminate on the basis of sex in its educational programs and activities. This policy extends to employment with and admission to the University, as well as access to facilities, financial aid, and courses.

Per Title IX of the Education Amendments of 1972, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." For more information regarding Title IX, please visit: https://calbaptist.edu/about/title-ix.

Wellness Center

The California Baptist University Wellness Center, located at 3626 Monroe Street, 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.

The Health Center is operated in cooperation with Riverside Medical Clinic that 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.

For days and hours of operation, please see The Health Center for current information.

Call 951.321.6520 to schedule an appointment. Appointments are required for all routine well- and/or preventative-services visits. Walk-ins are welcome.

Counseling Center

The CBU Counseling Center offers a full range of counseling assistance as members of the campus community strive to become more effective, productive, and comfortable with University life. The mission of the Counseling Center is to provide Christ-centered, biblically-based, and psychologically-sound therapy with a foundational approach of hope, healing, truth, and grace.

Counseling is provided by Marriage Family Therapist trainees and associates under the professional supervision of fully-licensed therapists. Issues that can be addressed with a counselor through individual or group therapy include but are not limited to the following.

- Addiction & Substance Abuse
- Anger
- Anxiety
- Depression
- Divorce
- Eating Disorders
- Family Conflict
- Grief
- Identity/Self Image
- Life Transitions
- Relationship Issues
- Stress
- Trauma

Counseling is confidential except where limited by law. These limitations include any plan to harm others or self along with issues of child and/or elder abuse.

The Counseling Center is available to all students. Appointments, which are offered in-person and via telehealth, are scheduled upon request and are typically available within one (1) week. Walk-in appointments are available for crisis situations. Call 951.689.1120 or visit the Counseling Center website for additional information.

Traditional Admissions

University Admissions

Mr. Taylor Neece
Assistant Vice President for Admissions

Ms. Teena Navarro
Administrative Assistant to the Assistant Vice President of Admissions
Phone 951.343.4871
cnavarro@calbaptist.edu

Traditional Admissions

Ms. Alma L. Salazar
Director of Graduate Admissions
Phone 951.343.4249
Toll Free 877.228.8877
FAX 951.552.8700
graduateadmissions@calbaptist.edu

California Baptist University graduate programs aim 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 California Baptist University is available to assist prospective and current doctoral, master, and credential students pursuing graduate studies on campus or online.

Please review program-specific requirements for deadlines or priority deadlines.

When to Apply

Application Deadlines	Fall	Spring	Summer
Priority	May-24	November-24	March-24
Standard	August-24	December-24	April-24

If space is available, certain programs will consider and process applications received after the priority deadline.

Master's Programs - Standard Admissions Requirements:

1. Official transcript from an accredited college or university reflecting completion of a baccalaureate degree.
2. 2.75 cumulative or last 60/90 unit GPA*
    - *Additional opportunities may be available for a student to overcome an unsatisfactory GPA
3. Written statement of purpose OR in-person/virtual program interview (student's choice)
    - What are your educational goals? How will this program help meet those goals? What makes you a good fit for CBU?
    - 500-word maximum

Note: Meeting standard requirements does not guarantee admission.

Doctoral Programs - Standard Admissions Requirements:

1. Official transcript from an accredited college or university reflecting completion of a baccalaureate degree.
    - Official transcripts for master's degree may be required for some doctoral programs.
2. 3.0 cumulative or last 60/90 unit GPA*
    - *Additional opportunities may be available for a student to overcome an unsatisfactory GPA
3. Written statement of purpose OR in-person/virtual program interview (student's choice)
    - What are your educational goals? How will this program help meet those goals? What makes you a good fit for CBU?
    - 500-word maximum

Note: Meeting standard requirements does not guarantee admission.

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 the 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 (6) 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; however, 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 based on the above categories. California Baptist University reserves the right to deny admission to any applicant who is antagonistic to the philosophy and purpose of the University.

Appeals

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

California Baptist University Applicants

A current undergraduate California Baptist University 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 California Baptist University but have discontinued enrollment for one or more semesters must be approved to readmit to the University. Students must submit an electronic Application to Readmit, pay the required Readmit application fee, and provide all official transcripts from all other institutions attended since last enrolled at California Baptist University. Additional documents and an interview with the program director for which the student is seeking to readmit may be required.

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. If you would like more information, you can 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.

International Admissions

Mr. Taylor Neece
Assistant Vice President for Admissions

Mr. Joseph Gemignani
Director of International Admissions
Phone 951.343.4690
internationaladmissions@calbaptist.edu

International Graduate Admissions

Authorization

California Baptist University is authorized under Federal law to enroll non-immigrant alien 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*

*Summer semester admission is not available for all programs.

Master's Programs - Standard Admissions Requirements:

1. Official transcript from an accredited college or university reflecting completion of a baccalaureate degree.
2. 2.75 cumulative or last 60/90 unit GPA*
    - *Additional opportunities may be available for a student to overcome an unsatisfactory GPA
3. Written statement of purpose OR in-person/virtual program interview (student's choice)
    - What are your educational goals? How will this program help meet those goals? What makes you a good fit for CBU?
    - 500 word maximum

Doctoral Programs - Standard Admissions Requirements:

1. Official transcript from an accredited college or university reflecting completion of a baccalaureate degree.
    - Official transcripts for master's degree may be required for some doctoral programs.
2. 3.0 cumulative or last 60/90 unit GPA*
    - *Additional opportunities may be available for a student to overcome an unsatisfactory GPA
3. Written statement of purpose OR in-person/virtual program interview (student's choice)

- What are your educational goals? How will this program help meet those goals? What makes you a good fit for CBU?
- 500 word maximum

Financial Documentation

Though an admission decision can be provided before financial documents are submitted, international students must submit proof of financial support before an I-20 will be issued. Documentation verifying the applicant's ability to meet financial obligations (tuition, fees, books, room and board, personal expenses and health insurance) for the first year is required by the US Bureau of Citizenship and Immigration Services.

Students must send the following items before an I-20 will be issued:

- The exact amount designated to the applicant for educational purposes.
- Completion of the Affidavit of Financial Support (Sponsor Form).

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), Pearson Test of English Academic (PTE Academic), or International English Language Testing System (IELTS).

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

Master's Programs

The minimum score required to display English language proficiency for standard admission to a graduate program is 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0. Please note if the applicant's bachelor's degree is from an institution where English is the primary language of instruction, additional verification of language level may be required.

If the score is lower than 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0, 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/PTE Academic/IELTS requirement before beginning graduate program coursework. Joint admission is not available for all graduate programs.

In addition to proving English proficiency through TOEFL, IELTS, or PTE Academic all graduate-level students must also have completed ENG123: Intermediate Composition or its equivalent at an accredited institution. Students who have not met this requirement are required to complete ESL094: Academic Research for Graduate Students or its equivalent during the first semester of graduate studies, regardless of their language proficiency test scores.

Doctoral Programs

The minimum score required to display English language proficiency for standard admission to a graduate program is 100 IBT TOEFL or 8.0 IELTS. Please note if the applicant's bachelor's degree is from an institution where English is the primary language of instruction, additional verification of language level may be required.

Student Status

Unconditional

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 requirement may be admitted on a conditional basis. This includes applicants who have met the standard status requirements, except for English language proficiency. These students may be granted conditional status to the Intensive English Program (IEP) and graduate program. Students admitted under conditional status are limited to enrolling in IEP coursework. Students must submit an official qualifying TOEFL/IELTS score report prior to beginning graduate program coursework. Conditional 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 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.

Intensive English Program (IEP)

Information on the Intensive English Program (IEP) course progression and ESL courses can be located in the Academic Programs section of the Undergraduate University catalog.

Financial Aid

Mr. Joshua Morey
Senior Director of Financial Aid
Phone 951.343.4236
Toll Free 877.228.8855
FinAid@calbaptist.edu

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, institutional, and NCAA policies. It is important students understand they bear the principal responsibility for meeting educational costs. A federal application 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, institutional financial aid 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 are encouraged to complete a Free Application for Federal Student Aid (FAFSA) each year. This form is available online at www.studentaid.gov. The Renewal FAFSA can also be done online at www.studentaid.gov. All applicants are required to create a FSA ID. A FSA ID gives applicants access to Federal Student Aid's online systems and can also serve as your legal signature.

Completion of the FAFSA will generate a FAFSA Submission Summary which is sent directly to the student by the federal government. This report provides information regarding the student's Student Aid Index (SAI). The Financial Aid Office will receive the FAFSA information electronically provided the student 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 as soon as possible, but no later than 14 days prior to the close of the term.

To qualify for a financial aid award, master level students must be enrolled in five (5) units of degree applicable coursework for half-time status, seven (7) units of degree applicable coursework for three-quarter time status, and nine (9) units of degree applicable coursework for full-time status. Doctorate level students must be enrolled in three (3) units of degree applicable coursework for half-time status, five (5) units of degree applicable coursework for three-quarter time status, and six (6) units of degree applicable coursework or be enrolled in an approved dissertation or internship course for full-time status.

Graduate students are awarded up to $20,500 in Federal Direct Loans annually. Additional loans are available. Visit the Financial Aid section on InsideCBU for more information on additional loans.

Requirements for Offer of Financial Aid

An offer of financial aid is generated upon acceptance to the University and completion of the registration process, provided a valid FAFSA has been filed. Copies of federal income tax forms or transcripts may be required if the student is selected for verification by the U.S. Department of Education. The Financial Aid Office is authorized to require additional 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 offer when necessary. Students may have financial aid decisions reviewed and explained by the Financial Aid Office.

Disbursement

Federal loan funds are credited directly to the student's account. Federal Direct loan 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 (Pell Grant, SEOG, Direct loans, Perkins loans) earned by the student for their attendance up to the date of withdrawal.

The withdrawal process begins with the completion of an official Petition to Withdraw form that is available in the Office of Admissions. 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.

If a student ceases to attend all classes without proper notification to the Office of Admissions or the Office of the University Registrar, the University will consider it 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.

Order of return of Title IV funds

A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

Unsubsidized Direct Loans (other than Direct PLUS Loans)
Subsidized Direct Loans
Direct PLUS Loans (parent or graduate)
Federal Pell Grants for which a return of Title IV funds is required
Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required
FSEOG for which a return of Title IV funds is required

All students who borrow federal student loans and cease at least half-time attendance at the University are required to complete exit counseling at www.studentloans.gov.

Leave of Absence

If a student is approved for a Leave of Absence during the academic year, it is the student's responsibility to meet with the Financial Aid Office to adjust aid appropriately. If the student has borrowed Federal Direct Loans, repayment begins 6 months or sooner after ceasing to be enrolled at least half-time.

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 following the spring semester of the academic year to ensure 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 at the time of Satisfactory Academic Progress (SAP) evaluation. The student is no longer eligible to receive financial aid. The student has the right to appeal the suspension. Aid is terminated until student's written appeal is submitted and approved.

Financial Aid Probation

Status assigned to a student who received a Financial Aid Suspension and submitted an appeal which has been approved, allowing the student's aid to be reinstated for a probationary term. The student must complete their probationary term successfully or their future aid will be terminated.

It is the responsibility of the student to notify the Financial Aid Office of any status changes, grade changes, summer or winter term classes. Once the Financial Aid Office has been notified and the student has provided appropriate documentation, the Financial Aid Office can review and reassess the student's financial aid eligibility and Satisfactory Academic Progress status. If a student proves to be meeting Satisfactory Academic Progress due to additional degree applicable classes or grade change, the student will no longer be subject to SAP and their financial aid will be reinstated. The Financial Aid Suspension status will become void for the term in these situations.

Measure of Progress

Qualitative Measure

Students must maintain a minimum cumulative grade-point average (GPA) of 3.0. GPA's are reviewed after the spring semester of each academic year. 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 semester, the student is placed on Financial Aid 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 to earn a minimum 3.0 semester GPA to continue making satisfactory progress toward a cumulative 3.0 GPA. A 3.0 semester GPA is the minimum standard measurement for continuing progress. The student will need to earn higher than 3.0 semester GPA(s) to correct a deficiency.

Students on Financial Aid Probation failing to earn the minimum 3.0 semester 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% of credit units in which they enroll. Credit unit completion is reviewed after the spring semester of each academic year.

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). All transfer credit received from other recognized entities will affect the 3.0 GPA qualitative measure requirement of Satisfactory Academic Progress.

Students initially failing to complete 67% 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 semester, according to a specific plan of action determined for the student to reach the minimum qualitative requirement of 67%.

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

Maximum Time Frame Measure

Programs of study must be no longer than 150 percent of the published required units of the educational program. The measurement includes all accepted transfer units as well as credit units completed at CBU. For example, if your published program length is 32 credit units, you will exceed the maximum time frame when you surpass 48 units.

Appeal Process

Before filing an appeal for reinstatement of financial aid, it is important the students seek assistance from an Academic Advisor 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 instructions on how to appeal. A copy of the appeal form can be obtained from the Financial Aid Office or InsideCBU. When filing an appeal, the student must provide a full explanation, along with documentation, verifying the circumstances that led to the inability to meet the minimum progress requirements. The appeal should include a definitive plan towards graduation. An Academic Success Plan must be completed with the assistance of an Academic 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 result in future denial of financial aid.

If the Appeal is Denied

If a student's appeal is denied, Financial Aid Office will provide teh student with information regarding other alternatives available. Options may 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 an alternative college. In this case a student will have to file an additional appeal to have aid reinstated once the student 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 Academic Advising to ensure that any classes taken elsewhere will count towards the student's program.

Repeated Courses

Financial Aid may be offered for a course in which a student has not received a passing grade. Once the course has been completed with a passing grade, additional financial aid cannot be received to retake the course. Repetition of a passed course will not count toward the student's enrollment status for financial aid purposes.

Institutional Financial Aid Programs for Graduate Students

Common Requirements for Institutional Programs

The University established the following common requirements for all students enrolled in Graduate Programs:

- 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.
- To maintain aid eligibility, students receiving any financial aid must maintain satisfactory academic progress, as stated in this catalog.
- Institutional scholarships are limited and vary by program.
- Students must complete their financial aid file by the first published Payment Due Date.
- All awards are based on full-time enrollment each semester or session. Students enrolled for less than full-time 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.

Lancer Loyalty Graduate School Grant

Description

- The Lancer Loyalty Graduate School Grant is an exclusive benefit for CBU Alumni desiring to advance their education at CBU. The Grant, ranging from $500 to $3000 is awarded based on academic merit, financial need, and the specific graduate program selected.

Eligibility

- Student must have a bachelor's degree from California Baptist University.
- Student must be enrolled in a minimum of 5 units and meet the following admission schedule:

Fall:	Application submitted by May 15	Enrolled by June 15
Spring:	Application submitted by November 1	Enrolled by December 1
Summer:	Application submitted by March 1	Enrolled by April 1

- The Grant **is not** available for the following programs:
  - Entry-Level Nursing
  - Pre-Nursing
  - Physician Assistant Studies
  - Speech Language Pathology
  - Doctoral Level Programs

Award

- Students meeting the eligibility criteria will be awarded $500 - $3000 based upon academic merit, *financial need, and the graduate program selected.
- Grants will be awarded approximately two weeks after the enrollment deadline.
- The award will be split equally between the student's first two semesters of enrollment, unless initially awarded during the summer semester, in which case the entire grant is awarded.
- Student must be enrolled in consecutive semesters.
- Student must enroll in at least 5 units for the semester.
- The Lancer Loyalty Graduate School Grant cannot be combined with any other institutional aid.
- This is a one-time grant towards the completion of the first graduate degree.

Procedure

- Potential recipients of the grant will receive automatic consideration for the award when meeting the eligibility criteria.
- A separate application is not required.
- *To determine financial need, students are required to submit the FAFSA (Free Application for Federal Student Aid).

Veteran Benefits

Using veteran educational benefits, Financial Aid Office staff will process course certification to the Department of Veterans Affairs in a timely and efficient manner. The Financial Aid Office maintains records for each identified veteran. A record of transfer work is kept on file and the Veterans Affairs (VA) is notified of the transfer work accepted for each veteran.

California Baptist University (CBU) is a participating Concurrent Admissions Program (ConAp) institution, and military credit or experience may provide some equivalency credit in accordance with the American Council on Education (ACE) guidelines.

At the beginning of their first term at CBU, new student veterans and dependents must provide a written request to the CBU School Certifying Official (SCO) to initiate reporting of verification of enrollment and academic progress to the appropriate VA regional office. Any changes in enrollment or attendance needs to be reported to the SCO. Satisfactory progress must be maintained as specified in the Scholastic Regulations Section under Academic Policies.

Students who qualify for the Post-9/11 GI Bill® may also qualify for the VA Yellow Ribbon Program Scholarship. 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 California Baptist University and the Department of Veterans Affairs to award scholarships to qualified VA students to fund tuition and fees that exceed benefits available under the Post-9/11 GI Bill®. Under the agreement, VA will match CBU's scholarship contribution. CBU will consider all students who qualify for the Post-9/11 GI Bill® at the 100% benefit level for the Yellow Ribbon Scholarship Program.

Student veterans/dependents requesting their classes be certified under Chapter 33 (Post 9/11 GI Bill®) are required to obtain a Certificate of Eligibility from the VA and submit that to the SCO. Student veterans under Chapter 31 Veterans Readiness and Employment (VR&E) case manager must ensure that a Purchase Order Authorization is sent via Tungsten network directly to the SCO. For a period of ninety (90) days from the beginning of each term, students under Chapters 31 or 33 will not incur any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or be required to secure additional financial resources to meet the student's financial obligation which results from delayed VA disbursement.

Student veterans and dependents receiving educational benefits under Chapters 30, 31, 33, 35, and 1606 are required to submit a CBU Certification Request Form every semester that they plan to use VA educational benefits at CBU. Students can fill out the form electronically located on InsideCBU under the Financial Aid tab

here: https://insidecbu.calbaptist.edu/ICS/Financial_Aid/. Once submitted, the form will go to CBU's SCO's to begin the certification process. CBU's SCO's will certify courses after receiving the form and once the student is registered in courses that are degree applicable. Courses can still be certified after the term's drop with refund date once all required documentation has been received. GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). For more information about VA educational benefits, visit https://www.va.gov/education/.

Military Tuition Assistance

California Baptist University Online Programs are available to active-duty service members of all branches of the Armed Forces through CBU's participation in the Department of Defense Military Tuition Assistance (TA) Benefit Program. For additional information, go to https://www.cbuonline.edu/students/militarytuitionassistance.

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 California Baptist University and the Department of Veterans Affairs to award 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

- Students must qualify for the Post-9/11 GI Bill® through Veterans Affairs 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.

Award

- Recipients may receive varying amounts to be determined by semester enrollment, tuition, and fee charges. Not to exceed $5,000 per year max for graduate students.

- Yellow Ribbon Scholarships are offered in lieu of CBU funded aid, including previously offered CBU funded academic or other institutional scholarships. However, Yellow Ribbon recipients will remain eligible to receive specific participation scholarships, in addition to the Yellow Ribbon Scholarship. The specific participation scholarships are as follows: athletics related, music, theater, speech/debate, Bachelor of Applied Theology program. The combination of these specific participation scholarships and Yellow Ribbon scholarships will only be funded up to direct charges and books and will not be refundable. If veteran benefits expire prior to graduation, academic or other institutional scholarships may be reinstated as long as academic renewal requirements have been met.

- 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, conduct, and attendance.

- CBU's Yellow Ribbon Scholarship award shall not exceed $5,000 for any given academic year for graduate students.

Procedure

- CBU will offer Yellow Ribbon Scholarship to students who qualify at the 100% benefit level for the Post-9/11 GI Bill® and the Yellow Ribbon Program as determined by their VA Certificate of Eligibility.

Policy

- Students who utilize VA Chapter Benefits for tuition and fees at CBU may have their institutional scholarship aid reduced to direct costs. Institutional aid is not refundable and VA Chapter Benefits will be applied to tuition and fees first.

International Student Scholarships for Graduate Students

Common Requirements for International Student Scholarships

- Institutional aid is applied to tuition, fees, room and board charges only. Institutional aid consists of grants from California Baptist University and is not to exceed the total cost of tuition, fees and on-campus room and board.
- Institutional aid is applied directly to a student's account. No cash distributions are made directly to the recipient.
- Institutional aid is not transferable to students other than the recipient.
- Institutional aid recipients must maintain full-time enrollment to remain eligible. For financial aid purposes, full time enrollment is defined as six (6) units for graduate students. By exception, institutional aid will be prorated to the enrollment status of half-time or less.
- Students receiving institutional aid must maintain satisfactory academic progress as stated in this catalog. Students receiving participation scholarships may remain eligible at the discretion of the department.
- Students concurrently enrolled in other institutions are eligible for California Baptist University institutional aid based only on the units being taken at CBU.
- Generally, institutional aid is awarded for the Fall and Spring semesters only, unless otherwise indicated.
- Students receiving "tuition discount" through their Memorandum of Understanding (MOU) cannot get other institutional aid. Students can only receive the MOU or institutional aid, whichever is greater.

Global Initiatives Grant

Description

- The Global Initiatives Grant program is based on merit and need.

Eligibility

- Student must maintain a cumulative grade point average (GPA) of 3.0 or higher.
- Student must demonstrate need as determined by the results of the international student financial aid packet.
- New and continuing international students are eligible for the grant.
- The grant is renewable dependent upon meeting the eligibility requirements and availability of funds.

Award

- Students are eligible to receive up to $4,000 per semester.

Procedure

- Potential recipients should complete and submit the International Financial Aid Packet and any other requested paperwork to the International Center.

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 U.S. citizens, permanent residents, or eligible non-citizens.
- All federal aid recipients must not be in default of a student loan and not owe a refund of any 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 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 monthly and counted toward their eligibility.

Procedure

- Student obtains 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 Direct Loan

Description

- The Federal Direct 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 Direct loans are calculated yearly. Please visit studentaid.gov for current interest rates
- Federal Unsubsidized Direct 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 have a fixed interest rate calculated yearly based upon ten-year Treasury note index, plus an add-on determined by congress. The interest rate is capped at 9.5%.

Eligibility

- Eligibility is determined by a student's graduate enrollment status and need based upon the student's cost of attendance (COA).
- First-time borrowers and transfer students must complete entrance counseling before any funds will be disbursed. Upon withdrawal from the University or graduation, all recipients must also complete exit counseling.
- When a refund is applicable, funds will be disbursed electronically directly to the student's preassigned account, or if necessary, via paper check.

Award

- Students enrolled in graduate programs are eligible to borrow up to $20,500 per academic year.
- The Aggregate loan limit for Graduate students is $138,500.
- All students who borrow federal student loans and cease attendance or drop below half time at the University are required to complete exit counseling at studentaid.gov.

Nursing Faculty Loan Program

Description

- The purpose of the Nursing Faculty Loan Program (NFLP) is to increase the number of qualified nursing faculty by facilitating the education of the nurses needed to address the nursing workforce shortage. The program offers partial loan forgiveness for borrowers who graduate and serve as full-time nursing faculty for the prescribed period of time. The NFLP is funded through the Health Resources and Services Administration (HRSA) and is administered by California Baptist University.

Eligibility

- Student must be a citizen or national of the U.S. or a lawful permanent resident.
- Student must be enrolled at least half-time in a graduate (Masters or Doctoral) level program.
- Student must maintain enrollment for a minimum of two consecutive terms/semesters during an academic year while receiving the NFLP support.
- Student must be in good academic standing.
- Student must not have a judgment lien entered against him/her based on the default on a federal debt (28 U.S.C. 3201 (e)).

- Student must have the intention of working as a nurse faculty on a full-time basis upon graduation.

Application Process

- Applicants must be accepted into appropriate program:
    - Master of Science in Nursing - Teaching Learning (TLN) Concentration
    - Doctor of Nursing Practice (DNP) Program
- Applicants must complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov to provide citizenship eligibility.
- Applicants must submit a California Baptist University NFLP application form to the College of Nursing.
- Applicants must participate in interview with College of Nursing.

Award

- NFLP guidelines specify that priority consideration be given to students who received NFLP support in the previous academic year.
- The number of NFLP loans is limited by the amount of funding provided to California Baptist University by the Department of Health and Human Services.
- The maximum yearly loan amount is $25,000.
- Support is limited to five years.
- Specific amount of support is determined by enrollment and is coordinated with other sources of aid.

State Financial Aid Programs

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 in the past 15 months.
- Form G-44 must be completed and submitted to the California Student Aid Commission for approval. Forms are available in the Financial Aid Office, or online at csac.ca.gov.
- 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.

Golden State Teacher Grant Program

Description

- The Golden State Teacher Grant program (GSTG) is a one-time grant having a maximum of $20,000, designated for students enrolled in a teacher preparation program with the goal of earning a credential in

special education, and who commit to teach for four years in California at a school designated as priority, within five years of completing a teacher preparation program. The GSTG must be repaid if the recipient fails to meet the agreed terms in the California Student Aid Commission's (CSAC) Teaching Agreement. For more information, please visit: www.csac.ca.gov/golden-state-teacher-grant-program.

Eligibility

- Students must complete a Free Application for Student Aid (FAFSA).
- Students must submit a GSTG application at gstg.csac.ca.gov
- Students must be enrolled in a teacher preparation program to earn a credential in special education.
- Students' Cost of Attendance (COA) determine amount of award offered, in equal term disbursements, not to exceed $20,000.
- Upon acceptance of the grant, students must complete a Teaching Agreement provided by CSAC.
- Funding for this state program is limited, and offered on a first come, first served basis.
- Students are encouraged to apply early in the award cycle.

Student Accounts

Ms. Heidi Pendleton
Director of Student Accounts
Phone 951.343.4371
FAX 951.343.4515
StudentAccounts@calbaptist.edu

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

Student Charges in U.S. Dollars

Tuition

Doctorate Program Tuition (per unit)

Business Program	$830
Clinical Psychology Program	1,060
Leadership	700
Medical Science	795
Nursing Practice Program	696
Organizational Change and Administration	700
Public Administration Program	830
Public Health	795
Social Work	988

Ed.S. Program Tuition (per unit)

Education Leadership and Administration	$700
School Psychology	785

Master's Program Tuition (per unit)

Accounting	$700
Applied Mathematics	655
Architecture	940
Athletic Training	755

Biomedical Sciences	930
Business Administration	725
Civil Engineering	695
Communication	580
Counseling Ministry	625
Counseling Psychology	815
Credential	700
Criminal Justice	655
Dual Counseling Ministry/Psychology	710
Early Childhood Studies	700
Education	700
Educational Psychology	785
Electrical and Computer Engineering	695
Engineering	780
English	625
Forensic Psychology	845
Healthcare Administration	665
Healthcare Simulation Leadership	550
Higher Education Leadership and Student Development	675
Industrial Organizational Psychology	768
Information Technology Management	625
Integrative Nutrition	695
Interdisciplinary Studies	625
Kinesiology	695
Mechanical Engineering	695
Music	690
Nursing Pre-Licensure	815
Nursing Post-Licensure	670
Organizational Leadership	675

Physician Assistant (block tuition per semester)	18,920
Pre-Nursing	815
Public Administration	650
Public Health	750
School Counseling	785
School Psychology	785
Social Work	798
Software Engineering	695
Speech Language Pathology	955
Sport and Performance Psychology	735
Worship Arts	585

Other Course Tuition (per unit)

Audit (per unit)	$172

Intensive English Program (IEP) Student Tuition

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

Non-refundable Fees

(Applies to all programs; unless otherwise specified)

Required Student Fees

General Fee - Master's Program (per semester)	
Graduate Students with 5 or more units	$365
Graduate Students with 4 or less units	180
General Fee - Intensive English Program (per semester)	
IEP Students with 6 or more units	$775
IEP Students with 5 or less units	255

Student Services Fee - Intensive English Program (fall/spring)	
On-campus Students (with 6 units or more)	$300
Off-campus Students (with 6 units or more)	280
International Student Fee (in addition to student services fee; fall/spring)	300
Student Health Insurance (per semester)	
International Students (Required, Traditional GRAD, DOCT)	$1,013
Traditional GRAD, DOCT Students (Optional, 7 or more units)	1,013
Traditional GRAD Students (Optional, 1 or more units for the below programs)	1,013
Athletic Training, Physician Assistant, Speech-Language Pathology, Social Work	
Traditional Nursing Students (Optional, 1 or more units)	1,013
New Student Fee (Intensive English Program Students only)	
Fall	$310
Spring	160

Traditional Single Student Housing (per semester)

Housing Reservation Fee	$100
Graduate Housing - Shared Occupancy	3,955
Graduate Housing - Private Occupancy	5,930

Semester Meal Plans

The following semester meal plans are available to graduate students:

Plan A (35 meals; 150 dining dollars)	$685
Plan B (50 meals; 250 dining dollars)	1,050
Plan C (75 meals; 250 dining dollars)	1,405
Plan D (90 meals; 350 dining dollars)	1,755
Plan E (115 meals; 350 dining dollars)	2,100
Plan F (140 meals; 350 dining dollars)	2,425
Plan G (160 meals; 400 dining dollars)	2,725

Plan H (180 meals; 450 dining dollars)	3,025
Plan I (205 meals; 450 dining dollars)	3,285
Plan J (225 meals; 500 dining dollars)	3,580
Plan K (245 meals; 550 dining dollars)	3,845
Plan L (270 meals; 550 dining dollars)	4,140
Plan O (60 meals; 650 dining dollars)	1,605
Plan P (75 meals; 750 dining dollars)	1,950
Plan Q (90 meals; 850 dining dollars)	2,285

Academic Fees

Comprehensive Exam Fee (EDU 594, ENG 594, MPA 594, NUR 597)	$355
Comprehensive Exam Fee (FPY 598)	100
Directed/Independent Study Fee (per unit, in addition to tuition)	275
Domestic Practicum Fee	3,250
Education Lab Fee (PPS 535, PPS 544, PPS 553, PPS 563, PPS 564, SPE 558)	325
Education Student Teaching Fee for Supervision (EDU 580, EDU 582, SPE 580)	30
EdTPA Exam Fee (EDU 580)	300
Fall Student Retreat Fee (IOP 509)	250
Foreign Language Delivery (per unit)	275
Global Practicum* (ARC 564G, EDU 511G, EDU 513G, EDU 534G, EDU 573G, EDU 574G, ENG 553G, HED 520G, HSC 594G, MUS 559G, NUR 539G, NUR 561G, NUR 574G, PPS517G, PPS 520G, PPS 536G, PPS 550G, PPS 565G, SPE 533G, SPE 539G, SPP 560G, SWK 515G, SWK 576G, SWK 578G, SWK 745G)	4,500
Healthcare Simulation Technology Fee (HSL 510, HSL 590, HSL 599)	50
Induction Portfolio Fee (Online GRS 510, GRS 511, GRS 515, GRS 516, GRS 520, GRS 521, SPE 510, SPE 511)	250
Music Instruction Fee (MUS 535, MUS 572)	335
Music Private Instruction (per lesson)	
1 lesson per week (1/2 hour)	$340
2 lessons per week (1 hour)	680
Nursing Equipment Fee (NUR 501)	120

Practice Seminar I Fee (PSY 501, Traditional Grad only)	50
Program Fees (per semester unless otherwise specified)	
Architecture (fall/spring)	$1,400
Athletic Training (per semester)	525
Clinical Psychology (PSY 720, PSY 740, PSY 760, PSY 780, PSY 791)	250
Counseling Ministry (CBS 500)	400
Engineering - Graduate (fall/spring)	300
Leadership Studies - Doctorate (fall/spring/summer)	425
Nursing Pre-licensure (NUR 502, NUR 522, NUR 536, NUR 546)	2,075
Nursing Post-licensure	
Family Nurse Practitioner (NUR 569P, 572P, 574P, 576P)	$1,210
Adult Gerontology Acute Care (NUR 508P, 509P, 510P, 511P)	1,210
Psychiatric Mental Health (NUR 504P, 505P, 506P, 507P)	1,210
Nursing Practice (NUR 702, 712, 722, 723, 790, 791, 792, 793)	1,033
Physician Assistant	1,325
Social Work	150
Traditional MBA (per unit)	175
Worship Arts (fall/spring/summer)	150
Residency Fee (SWK 500, SWK 505, SWK 557, SWK 567, DL residency sections only)	250
Residency Fee (SWK 705, SWK 720, SWK 745, SWK 797)	1,000
School of Education - Student Teaching/Internship	
Internship Practicum Fee (EDU 582, SPE 582)	$230
Continuance Fee (SPE 583)	230
Extended Service Area Fee	225
Software Fee (BUS 534, ITM 506, ITM 511, ITM541)	39
Speech Language Pathology Clinical Practicum Fee (CDS 542, CDS 552, CDS 562, CDS 572)	1,500
Sport and Performance Psychology Practicum I, II, and III Fee (SPP 540, SPP 560, SPP 580, SPP 590)	1,000

Subject Matter Competency Fees:	
CBU Student	$110
Non-CBU Student	220
Testing Fee (PSY 555, Online and Traditional Graduate)	125
Testing Fee (SWK 577, Traditional Graduate)	100
Thesis/Project Reading Fee (per unit, ENG 597, ENG 598, FPY 597, MUS 598, NUR 598)	540
Uniform Fees (annual)	
Camerata (MUS 559)	$325
Jazz Ensemble (MUS566)	75
Lancer Chorus (MUS 562)	325
Magnolia Singers (MUS 561)	325
Rhapsody Choral (MUS 564)	325
University Choir and Orchestra (MUS 560)	600
Wind Ensemble (MUS 567)	325
Worship Arts Digital Resource Fee (MUS 501)	350
Worship Arts Residency Fee (MUS 577, MUS 578)	599

**The University reserves the right, with or without notice, to change rates when necessary.*

Student Accounts

Credit Card Convenience Fee (assessed by 3rd party payment processor for all credit and debit card payments)	2.9%
Semester Payment Plan Enrollment Fee (assessed by 3rd party payment processor for all payment plans)	$35
Study Abroad Processing Fee (Non-CBU programs)	280
Late Payment Fee	200
Dishonored Check (per check)	30
Wire Transfer Fee	30

Student Services

Lost Key	$65

Registrar

Duplicate Diploma Fee	$50
Graduation Application Fee - Doctoral Degree	850
Graduation Application Fee - Master's Degree	250
Transcript Fee (per transcript)	10
Transcript Delivery / Mailing Fees	
Electronic Delivery (per transcript)	No Charge
Standard U.S. Mail (per transcript)	2.75
Standard International Mail (per transcript)	5.75
Express Mailing - Domestic Overnight (per transcript)	33
Express Mailing - International (per transcript)	60

Admissions

Graduate	$45
Re-admission	25

Additional Cost of Attendance Components

Cost of Attendance (COA) includes the amount of money the average student is expected to need for both **Direct costs (expenses charged by the school, such as tuition and on-campus housing)** and **Indirect costs (school related expenses a student will pay such as gas or an off-campus apartment)** during the academic school year. These costs are calculated based upon where the student plans to live and the academic program in which they are enrolled.

Additional Cost of Attendance per Semester	Off Campus
Housing	$7,367
Food - campus meal plan	n/a
Food - outside meals	$3,677
Books, course materials, supplies, and equipment	$531
Transportation	$981
Miscellaneous personal expenses	$2,484

Additional Cost of Attendance for Fall 2024 and Spring 2025 Combined	Off Campus
Housing	$14,734
Food - campus meal plan	n/a
Food - outside meals	$7,354
Books, course materials, supplies, and equipment	$1,062
Transportation	$1,962
Miscellaneous personal expenses	$4,968

Policy for Student Accounts

All student account charges are due and payable by the Payment Due Date. To maintain enrollment, students must complete payment and agree to the terms and conditions of the Tuition and Fee Agreement, in addition to meeting all academic and standard of conduct requirements. The University expects students to cover all charges for the current semester before advancing to a future semester.

California Baptist University offers three payment options to assist students in covering tuition and fee charges. Students may choose to make a payment, set-up an automatic monthly payment plan, and/or use financial aid to cover their balance. International, Special Admit, and Pre-College Credit Students are required to pay their balance in full each semester by the Payment Due Date.

Students who remain enrolled past the last day to drop with refund must cover all charges incurred in accordance with the Policy for Refund of Tuition, Fees, Housing, and Meal Charges. If a balance exists, a hold may be placed on the student account preventing release of diploma, and future registration until the balance is paid in full with verified funds.

Payment Due Dates

All students should pay their balance by close of business day on the Payment Due Date to avoid a Late Payment Fee and possible enrollment cancellation.

Semester	Payment Due Date
Fall 2024	Wednesday, August 21, 2024
Spring 2025	Thursday, January 6, 2025
Summer 2025	Monday, May 5, 2025

University Approved Payment Options

Option 1 (Student Account Payment)

California Baptist University accepts the following forms of payment:

Online Payments - Online check payments and credit/debit card payments are accepted online through InsideCBU. Visa, MasterCard, American Express, and Discover are accepted with a convenience fee. Online check payments are accepted with no additional cost. Foreign Currency Payments processed by Convera formerly known as Western Union Business Solutions are also accepted online.

Check Payments - Check payments can be made in the Student Accounts Office or mailed to California Baptist University; Attention: Student Accounts; 8432 Magnolia Avenue; Riverside, CA 92504. The student ID number should be listed on the check. All student account payments must be received in the Student Accounts Office by the Payment Due Date.

Option 2 (Monthly Payment Plan)

The monthly payment plan enables students to pay all or part of their semester charges in four monthly installments without interest. Payments are due on the 5th of the month. A $35 per semester enrollment fee is required. Re-enrollment by the Payment Due Date is required each semester. A Late Payment Fee may apply if the first monthly payment transaction is not successful for any reason. Please see the InsideCBU Student Accounts tab for more information.

Option 3 (Financial Aid)

Financial aid includes scholarships, grants, federal loans, and alternative loans. Students are encouraged to register and meet all financial aid requirements at their earliest opportunity. Financial Aid must be awarded and accepted by close of business day on the Payment Due Date. Please see the financial aid section of this catalog for more information.

Tuition and Fee Agreement

All students are required to submit a Tuition and Fee Agreement electronically through InsideCBU. The agreement outlines the student's financial responsibility for covering all student account charges. Students are encouraged to read through the agreement and contact the Student Accounts Office with any questions prior to submission.

Delinquent Accounts

All student account charges are due and payable by the payment due date. 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, to record no grades on transcript, to withhold diploma, to dismiss the student, and to hold all records as the University deems necessary. At the completion of each semester, accounts with an outstanding balance are considered delinquent. Interest is charged on all delinquent accounts at a rate of .03% computed daily or 10% per year. In the event an account is turned over to a collection service, the cost of the service and reasonable attorneys' fees will be added to the account. Returning students will not be permitted to register for classes if a balance appears on their account.

Policy for Refund of Tuition, Fees, Housing, and Meal Charges

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

California Baptist University expects to deliver instruction to its students through its traditional in-person and online formats. By attending the University, students acknowledge this expectation and understand that the University may be compelled to modify course instruction formats due to circumstances or events beyond the University's reasonable control such as acts of God, acts of government, war, disease, social unrest, and accidents. As such, students attending the University assume the risk that circumstances may arise that mandate the closure of the campus or place restrictions upon the University's delivery of instruction. By attending the University, each student understands and agrees that they will not be entitled to a refund or price adjustment for the cost of course instruction if their courses are required to be provided in a modified format which the University deems appropriate under such circumstances.

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

Tuition, housing, and meal 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 full-semester 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.

Housing and Meals

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 University Card Services Office.

Repayment of Financial Aid

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

Academic Information

- Academic Information
- Attendance and Withdrawal Policies
- Registration Change, Withdrawal, and Attendance Policies
- Office of the University Registrar

Graduation Under a Particular Catalog

Students are required to follow the graduation requirements specified in the catalog that was current when they first enrolled at the University. However, academically, a student is permitted to follow any subsequent catalog, as long as it is not expired. The chosen catalog's requirements will remain valid for the student until they complete their degree or until the catalog expires after six years, whichever occurs first. Students who re-enroll at California Baptist University after any official or unofficial withdrawal, or after an enrollment break of more than one semester, will be subject to the graduation requirements of the catalog that is current at the time of their re-admission. The University does not guarantee the availability of courses or programs that have been phased out.

At the University's discretion, policies, tuition and fees, and other information may change annually and will apply to all students. Updates regarding current policies, tuition and fees, and other information are available from the Office of Academic Advising, Office of the University Registrar, Student Accounts, Student Services, and other University offices.

Work in Residence

Students are expected to complete the majority of required coursework in residence or up to 25% of the graduate degree units. With approval from the program director and Office of the University 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 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.

Credit Hour

California Baptist University defines a credit hour as a minimum of 45-60 hours of engaged learning time over the duration of a term. This engaged learning time may be in face-to-face meetings, in a prescribed lab or internship/practicum setting, in synchronous or asynchronous online learning activities, hybrid courses, or in independent reading, research, or writing activities.

Approval for Graduation

Students should review their InsideCBU degree guide on a regular basis to evaluate progress toward graduation. Students should submit a Graduation Application by the graduation application deadline for the posting date by which they are planning to complete all degree requirements. Students who have submitted an Application for graduation will receive a degree evaluation from the Office of the University 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

Students should review their degree guide, available on InsideCBU, on a regular basis to evaluate progress toward graduation. To be considered for graduation, students must:

- Earn a cumulative grade point average of at least 3.0 overall with no grade below B- in the degree
- Complete all coursework requirements in the Master's or Doctoral 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

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 University 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 or up to 25% of the graduate degree 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(s) in question. Courses must have been completed within the last five years. Only coursework completed with grades of B- or better from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation 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 University 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 should 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.

Scholastic Regulations

A graduate student must maintain satisfactory scholastic standing 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 Warning for one semester. Failure to meet satisfactory scholastic standing the semester following warning may result in Academic Suspension.

A student earning a semester GPA below 2.7 will be suspended and will not be granted a warning semester.

A student suspended for one or more semesters must obtain approval by the Admissions and Re-entry Committee to be re-admitted to the University under Warning 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 student 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 Traditional Admissions Section).

All appeals should be directed to the Chair of the Admissions and Re-entry 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 should first contact the instructor involved so that there is opportunity for each to address the specific student concerns. If the student feels unable to approach the instructor directly or does not believe the issue has been fully resolved with the instructor, the student should contact the Department Chair or Dean of the School or College having oversight of that course. If issues remain unresolved at these levels, students should appeal to the Dean of Academic Persistence and Support.

For disputes involving conduct prohibited under the University's Title IX Policy, students, staff, and faculty are expected to promptly notify the Title IX Coordinator for proceedings consistent with the Title IX Policy.

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

Students may only request an Incomplete from the instructor of the course in cases of extreme and unforeseen emergencies. Students are responsible to request the Incomplete prior to the end of the session, term, or semester in which the student is taking the course. If the Incomplete grade is not changed to a passing grade within six weeks of the end of the session, term, or semester, the grade automatically becomes an F and credit for the course may be obtained only by repeating the course. Students who receive an Incomplete will not be eligible for semester honors (Provost's or President's Honor Roll). An Incomplete grade may adversely affect students receiving financial aid.

Satisfactory Progress Grade Policy

Students may only request a grade of Satisfactory Progress (SP) for courses that include a requirement of fieldwork, student teaching, and/or observation hours for completion of the course and that requirement cannot be completed within the semester for which the student was enrolled into the course. Students may only petition faculty members for a SP grade when the student is unable to complete the fieldwork during the semester due to conditions outside of the student's control. If a grade of SP is not raised to a passing grade within twelve (12) months of the issuance of the SP grade, the grade automatically becomes an F and credit for the course may be obtained only by repeating the course. An SP grade may not be used to extend the six-week time frame of an Incomplete Grade.

Examinations/Make-up Tests

In the case of serious illness or unforeseen emergency, the student is responsible to communicate with the instructor of the course in which the test was missed as soon as practicable and arrange for a make-up test with the instructor. Make-up tests are at the discretion of the individual instructor.

Repeating Courses for Grade Replacement

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

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

Student Academic Appeals

Course Outcome Appeals

Students who suspect an error in their grade recording must initiate a grade change request with their instructor within 30 days of the final grade issuance. Requests for grade changes are limited to errors in calculation or recording.

Once a degree has been conferred, no changes to grades will be allowed. Prior to degree conferral, students have the option to appeal their final course grades. All academic appeals must be made in writing, accompanied by the required supporting documentation, at the time they are submitted.

Appeal Timelines

- Appeals for Fall semester courses must be filed by February 1 of the Spring semester.
- Appeals for Spring or Summer semester courses must be filed by October 1 of the Fall semester.

Grounds for Appeal

Academic appeals must clearly state at least one of the following grounds:

1. An error was made in calculating or recording the final grade.
2. The final grade deviated from the criteria or standards outlined in the course syllabus.
3. The final grade was influenced by factors other than the student's achievement or performance.

Appeals Process

Level I: Instructor Appeal
Students should first address any disputes regarding course outcomes directly with the instructor. If the issue is unresolved, the appeal can then be escalated to the Department Chair or Academic Dean.

Level II: Department Chair or Dean Appeal
If the instructor's resolution is unsatisfactory, or if there is no response within 30 days of the appeal submission, the student may escalate the appeal to the appropriate Department Chair or Dean. Written appeals at this level must specify the grounds and include all supporting documents.

Level III: Dean of Academic Persistence and Support
If unresolved by the Department Chair or Dean, the appeal can be escalated within 30 days to the Dean of Academic Persistence and Support for mediation, accompanied by all pertinent documentation.

Level IV: Student Academic Appeals Committee
If mediation does not resolve the issue within 30 days, the student can request that the appeal be reviewed by the Student Academic Appeals Committee. The request must be written, explaining the rationale for contesting the earlier decision and include all supporting evidence. The committee will make a recommendation within 15 days based on the documentation provided. Students are not permitted to attend or present at the committee meeting.

Final Decision - Provost and Vice President of Academic Affairs
Following the committee meeting, the Provost/Senior Vice President of Academic Affairs will receive the committee's recommendation. Within 15 days, the Provost may accept, reject, or request further investigation of the recommendation. This decision is final and cannot be appealed further.

Appeal for Exception to Academic Policy

Acceptable Reasons for Appeal

Students may appeal university academic policies or decisions only under the following conditions, supported by documentation:

1. There was a factual error by the University.
2. The determination was based on criteria inconsistent with University policy.
3. The decision was influenced by factors other than student performance or achievement.

Process for Appeal of Academic Policy

Appeals concerning a University Academic Policy must be submitted to the Dean of Academic Persistence and Support within 30 days following the university's decision. Within 15-days, the Student Academic Appeals Committee will review all pertinent documents and, if necessary, may request additional details before submitting a recommendation to the Provost and Senior Vice President of Academic Affairs. The Provost's decision on the committee's recommendation will be final and is not subject to further appeal.

Grades and Grade Points:

Grade of A	Indicates the highest quality of work and is reserved for outstanding achievement.
Grade of B	Indicates 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. Does not fulfill requirements for a graduate degree.
Grade of D	Indicates the lowest passing grade. Does not fulfill requirements for a graduate degree.
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 may view grades by accessing their Degree Guide in InsideCBU. The University does not release any grade information to any person other than the requesting student without the written permission of the student.

Change of Personal Information

Students are expected to file a Student Information Change form with the Office of the University Registrar promptly upon a change of any personal information, including but not limited to student's address, telephone number, or name. If a student does not receive University notices because of an incorrect or outdated address, the student will still be held responsible for the information provided. Students can access the Student Information Change Form on InsideCBU.

Course Cancellations and Format Changes

California Baptist University expects to deliver instruction to its students through its traditional in-person and online formats. By attending the University, students acknowledge this expectation and understand that the University may be compelled to modify course instruction formats due to circumstances or events beyond the University's reasonable control such as acts of God, acts of government, war, social unrest, and accidents. As such, students attending the University assume the risk that circumstances may arise that mandate the closure of the campus or place restrictions upon the University's delivery of instruction. Further, all courses at California Baptist University are subject to cancellation, meeting day and time changes, or format changes for reasons such as low enrollment, curriculum updates, or staffing. Students will be notified of course cancellations and schedule changes via their California Baptist University LancerMail account.

Directed Study and Independent Study

Directed Study will be limited to those courses which are listed in the catalog as part of the University's regular curriculum. Independent Study is 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 University Registrar. In addition to regular tuition, a per credit unit Directed or Independent Study fee will be assessed. Students begin the process by coordinating their request for Directed or Independent Study with a Student Success Coach. A Student Success Coach, in collaboration with the appropriate faculty member, completes and submits the form to the Dean/Department Chair and University Registrar for approval.

Following are California Baptist University's Directed and Independent Study guidelines:

- 3.0 or better grade point average
- Limit of four (4) units of directed study or independent study in any given semester
- A maximum of nine (9) units of directed study or independent study may be applied toward 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 University 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 who wish 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 passed.

Students who wish to receive credit for the challenged course and 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.

Courses previously attempted at California Baptist University or another institution may not be challenged. Challenge exams may be attempted only once per course and should be completed prior to the add/drop dates (see University Calendars). Credit and tuition costs for coursework completed by exam will appear in the semester in which the exam is passed. Students may not exceed 30 units of degree credit by challenge 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 to audit a course during the first two weeks of the semester only, pending available space in the desired course. Regular withdrawal policies apply to audited coursework.

Privacy of Student Records

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), a student's confidential academic record is available for inspection by the student. See the Office of the University Registrar for further information regarding academic records.

FERPA permits the University to disclose certain information ("Directory Information") without the Student's consent. All other information, including grades, class schedules, tuition charges and fees, grade point average, etc. is confidential and the access is restricted to those persons or agencies defined in FERPA.

Please see Student Handbook for additional information.

Registration Change, Withdrawal, and Attendance 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. Students may seek assistance with the registration process, including adding, dropping, or withdrawing from courses, from their Student Success Coach. Students should consult the University Calendar and their Student Success Coach for add, drop, and withdraw dates.

A student may submit an appeal to add, drop, or withdraw from a course after the respective period has closed. Approval of such appeals will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Contact a Student Success Coach for information on the late add, late drop, and late withdraw appeal process.

Attendance requirements for each course are defined by the instructor and are outlined in the syllabus. Participation is of paramount importance, and excessive absence may negatively affect the final grade.

Additional information is available for Traditional students at InsideCBU Attendance and Withdraw Policies or through a Student Success Coach.

Adding a Course

During the initial Add period a student may add a course to their class schedule. Students are responsible for additional charges that may be incurred due to added courses.

Dropping a Course

During the initial Drop period a student may drop a course from their class schedule. Ceasing to attend a course does not constitute a drop from the course. Tuition charges are refunded for dropped courses and no grades will appear on the transcript. Dropping a course may result in the reduction of financial aid, including previously awarded aid, which could result in an increase to the student account balance.

Dropping All Courses in a Semester or Session

Students requesting to drop all courses in a semester or session must contact their Student Success Coach prior to the end of the Drop period (see University Calendars) to begin the withdrawal process. Tuition charges are refunded for dropped courses and no grades will appear on the transcript. Ceasing to attend courses does not constitute a drop of courses (see Ceasing to Attend section).

Withdrawal from the University

Students are considered withdrawn from the university if they drop or withdraw from all courses in the current semester after participating in a course on or after the first day of the semester. Students requesting official withdrawal from the University must contact their Student Success Coach to begin the withdrawal process.

Withdraw from a Course

During the initial Withdrawal period a student may withdraw from a scheduled course. Ceasing to attend a course does not constitute a withdraw from the course. Tuition is charged for withdrawn courses and a grade of W will appear on the transcript. W grades do not impact GPA.

Withdraw from All Courses in a Semester or Session

Students requesting to withdraw from all courses in the current semester or session must contact their Student Success Coach to begin the withdrawal process. Semester or Session withdraw, if initiated prior to the last day of the Semester or Session, will result in grades of W for all courses that have not concluded. Ceasing to attend courses does not constitute an official withdrawal from the University. However, ceasing to attend all courses may result in Return to Title IV financial aid processing, as required per federal regulations.

Ceasing to Attend

A student who stops attending a course for which they are officially registered, without following the drop or withdraw procedures outlined above, will receive a calculated grade in that course consistent with the requirements of the course syllabus.

Ceasing to attend all courses may result in Return to Title IV financial aid processing, as required per federal regulations. Refer to the Financial Aid and Student Accounts sections in this catalog for additional information regarding the effects of ceasing to attend without providing notification to the University according to the official withdrawal process.

Leave of Absence

Students who need to take a leave of absence with plans to return to the University should contact their Student Success Coach. If approved, a student may leave the University for one semester and return at the conclusion of the leave without completing the readmit process. Should a student not return at the conclusion of the leave and subsequently desires to return, they must complete the readmit process to return to the University.

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 Senior Vice President for Enrollment and Student Services, Dean of Students, 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.

Office of the University Registrar

The Office of the University Registrar maintains the student's official academic record and assists students with transcripts, letter requests, degree and enrollment verifications, and other requests related to the student's enrollment. The Office of the University 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.

Academic Services

- Academic Computing
- Annie Gabriel Library
- Student Success Coaching and Advising
- Office of Student Success
    - Disability Services
    - University Tutoring Center
    - University Writing Center
    - Veterans Resource Center

Academic Computing

The University provides a wide array of technologies to facilitate teaching and learning. Complementing a vanguard computing infrastructure are a number of computer labs located in the Annie Gabriel Library, Business Building, W.E. James Complex, and Yeager University Center. Coursework in computer technology is also available. A valid student identification card is required for access to computer labs.

Annie Gabriel Library

The staff, resources, and services of the Annie Gabriel Library enhance the quality of the academic experience available at California Baptist University by meeting the research and information needs of its students and faculty. In addition to the more than 500,000 books (including 370,000 eBooks) in its collection, the library currently provides access to more than 50,000 full-text journal titles through its online databases and subscriptions. Students and faculty can access books, journals, reference resources, streaming videos and music through the library catalog (OneSearch Catalog), which is available along with many other resources and services through the library Web page (calbaptist.edu/library). The Annie Gabriel Library houses computer workstations and provides access to the campus wireless network. It participates in local, regional, and national information networks that increase its resource offerings to the California Baptist University community through its interlibrary loan programs. It houses special collections and archives devoted to Southern Baptist history, Holocaust Studies, Hymnology, and California Baptist University history.

Student Success Coaching and Advising

Student Success Coaches (SSCs), working within the Office of Academic Advising, assist students with course registration, degree planning, graduation checks, program changes, various academic appeals, and with goal setting as students seek to live their purpose. SSCs work in cooperation with academic departments and other student support offices to ensure the best possible assistance is provided to students navigating their programs of study and the university. Coaches are available by appointment, walk-in, chat, email, or phone.

Office of Student Success

The mission of the Office of Student Success (OSS) is to empower students to succeed in the classroom, toward commencement, and for their calling by providing academic services, programs, events, resources, and outreach opportunities. The OSS includes four (4) centers: the University Tutoring Center, the University Writing Center, Disability Services Center, and the Veterans Resource Center. In addition to managing the Study Space and academic appeals, the OSS sponsors the Alpha Chi National Honor Society and the Alpha Sigma Lambda Honor Society. The

OSS is located in Lancer Arms 54, next to the Event Center. Additional information regarding the OSS is available at calbaptist.edu/office-of-student-success.

Disability Services

Disability Services (DS) is dedicated to creating an accessible learning environment such that students with specific learning, physical, and psychiatric disabilities are afforded equal access to University programs, educational opportunities, and spiritual development. In accordance with state and federal mandates and upon documented verification of the disability, academic accommodations are individualized based on the learning needs of each Student. DS is committed to providing support services to help students acquire skills essential to achieve academic success. Services may include notetaking, extended testing time, a quiet testing environment, academic support, assistance with University-owned housing assignment, and auxiliary aids (i.e., interpreters, readers/scribes for exams, and textbooks in an alternate format). Disability Services strives to develop an environment of awareness and mutual respect by providing education and support to the University community. For additional information regarding accommodations and services, visit DS at calbaptist.edu/disability-services.

University Tutoring Center

The University Tutoring Center (UTC) equips students to meet educational and career goals through empowerment to become confident, self-regulated, and independent learners. UTC services include one-on-one and group tutoring, walk-in tutoring, academic coaching and mentoring, skill-building workshops, and make-up exam proctoring. Additional information regarding the UTC is available at calbaptist.edu/tutoring-center.

University Writing Center

The University Writing Center (UWC) strives to cultivate purpose-driven writers by helping students develop the necessary processes and strategies to become clear and persuasive communicators. The UWC offers a variety of resources, including in-person, email, and online appointments, free Grammarly Premium accounts for all current CBU Students, and online video tutorials for grammar and research. To learn more about the UWC, or to schedule an appointment, visit calbaptist.edu/writing-center.

Veterans Resource Center

The Veterans Resource Center (VRC) is committed to providing a supportive environment for student veterans and dependents in the transition to post-secondary education. The VRC provides a place to study, relax, and fellowship with other veterans as well as access to programs such as the Yellow Ribbon Program Match, and Military Tuition Assistance for online students. For additional information regarding programs offered through the Veterans Resource Center and how to get connected, visit calbaptist.edu/veterans.

Course Descriptions

Accounting

ACC 501 - Foundations of Accounting and Finance

Units: 3
When Offered: Spring & Online
This course provides an overview of the theoretical and practical applications of accounting and finance for managerial decision makers. Students acquire knowledge in recording, measuring, reporting, and interpreting business transactions. Students will have the opportunity to evaluate the financial position of a firm after learning fundamental accounting and finance concepts such as the preparation of financial statements, financial decision-making, financial planning, capital budgeting, time value of money, and performance measurement.
Grade Type: Letter Grade
Prerequisite(s): ACC 250

ACC 510 - Contemporary Issues in Auditing and Assurance

Units: 3
When Offered: Fall & Online
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 attest engagements, and forensic accounting. Particular attention will be placed on current issues such as recent changes in the standards for accounting, auditing, and review engagements.
Grade Type: Letter Grade
Prerequisite(s): Accounting concentration

ACC 520 - Advanced Topics in Managerial Accounting

Units: 3
When Offered: Fall & Online
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. This course is designed to expand the accounting student's knowledge of how to use managerial accounting information to make decisions and influence strategy. The class will expose students to the use of cost data to measure and manage customer issues, process performance requirements, and life-cycle costs. In addition, behavioral and organizational issues will be analyzed and budget and financial controls will be utilized to support decision making.
Grade Type: Letter Grade
Prerequisite(s): Accounting concentration

ACC 530 - Taxation for Business Entities

Units: 3
When Offered: Fall, Spring, Summer, & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Accounting concentration

ACC 540 - Advanced Topics in Financial Accounting

Units: 3
When Offered: Spring & Online
This course will focus on contemporary issues in financial accounting such as the convergence of U.S. and international accounting standards, segment and interim reporting requirements, SEC financial reporting, hedging of foreign currency risk, variable interest entities (VIEs), and other current accounting issues as they develop. Students will develop effective writing skills through the use of problems and assignments focused specifically on the writing requirements for accounting professionals.
Grade Type: Letter Grade
Prerequisite(s): Accounting concentration

ACC 550 - Ethics and Professional Responsibility for CPAs

Units: 3
When Offered: Summer & Online
A number of ethical failures in business have resulted in the necessity for this course in recent years. As such, this course focuses on the ethical and professional responsibilities of CPAs in public and private practice. Ethical reasoning, corporate governance, decision making and ethical frameworks will be examined to provide a base of understanding. The AICPA Code of Professional Conduct and other professional standards will also be studied as they apply to the practice of accounting.
Grade Type: Letter Grade
Prerequisite(s): Accounting concentration

ACC 560 - Advanced Business Law for Accountants

Units: 3
When Offered: Spring & Online
This course seeks to equip students with an advanced understanding of business law as it relates to the legal issues that affect practicing certified public accountants. The course is designed to advance the knowledge and understanding of law in such areas as the Uniform Commercial Code, torts, contracts, securities regulation, organizational structure and formation, intellectual property, personal and real property and insurance, and other forms of government regulation of business as well as the relationship between biblical and legal principles.
Grade Type: Letter Grade

ACC 565 - Advanced Accounting Information Systems

Units: 3
When Offered: Summer & Online
In this course, students examine accounting systems design, documentation and implementation as well as the internal control features necessary to record, summarize, and report accurate and reliable accounting information within an organization. Topics may include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
Grade Type: Letter Grade

Architecture

ARC 500 - Special Topics in Architecture

Units: 1-3
When Offered: As offered
The course will focus on various studio and lecture courses, which explore and present selected topics in architecture and design.
Repeatable: May be repeated for a maximum of twelve (12) units with change in topic
Grade Type: Letter Grade
Prerequisite(s): Master of Architecture student

ARC 501 - Design Studio III

Units: 6
When Offered: Fall
The studio focuses on conceptualization and implementation of architectural ideas throughout the process of pre-design, programmatic development, site design, and building design. Emphasis will be placed on architectural design as an interpretation and accommodation of various human activities through the exploration of program, perception, scale, proportion, life- safety code and accessibility requirements. Students will continue to develop the design processes introduced in previous studios. Cannot receive credit for ARC 310 - Design Studio III and ARC 501.
Grade Type: Letter Grade

ARC 502 - Design Studio IV

Units: 6
When Offered: Spring
The studio draws upon the three previous courses in the studio sequence, emphasizing the integrative nature of architectural design. Students will develop and demonstrate their abilities to conceptualize and implement building and site designs that bring together basic design and ordering principles, structural and envelope systems, environmental systems, programmatic and building service systems, and egress. Further emphasis will be placed on design and professional communication. Cannot receive credit for ARC 312 - Design Studio IV and ARC 502.
Grade Type: Letter Grade
Prerequisite(s): ARC 501

ARC 504 - Faith and Worldview Considerations in Architecture

Units: 3
When Offered: As offered
This course challenges the student to research and consider the relationship between faith traditions, particularly those of evangelical Christianity, and the disciplines of architecture and design. A survey of readers provides a foundation for philosophical, theological, and architectural considerations that the student will navigate and frame a design thought perspective for further consideration during subsequent coursework.
Grade Type: Letter Grade

ARC 506 - Thesis Research and Planning

Units: 3
When Offered: Summer
This course challenges the student to prepare an architectural thesis question, develop a working bibliography list, and investigate the literature in the chosen architectural subject. Conceived as a largely independent research format course, the student will develop their understanding and mastery of the architectural topic, and thoroughly document the topic based on existing literature and interaction with their faculty thesis chair.
Grade Type: Letter Grade

ARC 508 - Design Studio V

Units: 6
When Offered: Fall
This course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in previous studios. This studio focuses on the conceptualization and implementation of comprehensive architectural design. Students will be expected to draw upon all previous coursework in order to thoroughly develop a project from a detailed program. Emphasis will be placed on the elaboration of architectural ideas through integration and syntheses of structural, environmental, envelope, building assemblies, life-safety systems and the principles of sustainability. Cannot receive credit for ARC 410 - Design Studio V and ARC 508.
Grade Type: Letter Grade
Prerequisite(s): ARC 502
Pre- or Co- Requisite(s): ARC 580 and 594

ARC 509 - Design Studio VI

Units: 6
When Offered: Spring
The studio is an advanced design studio that promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated architectural design process and design thinking. Additional focus will be on understanding the theoretical and applied research methodologies and practices used during the design process. Cannot receive credit for ARC 412 - Design Studio VI and ARC 509.
Grade Type: Letter Grade
Prerequisite(s): ARC 508

ARC 510 - Design Studio VII

Units: 6
When Offered: Fall
The master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program. The studio promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated with architectural design.
Grade Type: Letter Grade
Prerequisite(s): ARC 412 and Master of Architecture student

ARC 511 - Thesis Research and Preparation

Units: 3
When Offered: Fall
The thesis option is comprised of two components: a three-credit-hour seminar in the fall term and a six-credit-hour thesis studio in the spring term. The course takes the form of a seminar plus individual tutorials. Each thesis student selects a faculty thesis advisor to work with throughout the year, as well as an outside consultant - a specialist with knowledge of the particular subject matter of the thesis. The prospective thesis student must present a statement of intent along with portfolio examples to a thesis committee for review and acceptance into the thesis studio.
Grade Type: Letter Grade
Prerequisite(s): ARC 412 and Master of Architecture student

ARC 512 - Thesis Studio

Units: 6
When Offered: Spring
Capstone of the studio sequence providing a setting for the exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student that were developed in the thesis preparation course.
Grade Type: Letter Grade
Prerequisite(s): ARC 510, 511, and Master of Architecture student

ARC 513 - Thesis Studio Extension

Units: 1-3
When Offered: As offered
This course serves as an extension to the ARC 512 - Thesis Studio, providing a setting for the continued exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student.
Grade Type: Letter Grade
Prerequisite(s): ARC 512

ARC 514 - Project and Client Development

Units: 3
When Offered: Fall
Course explores and develops ability within pre-design services including assessment of client and user needs; program development and analysis; site selection, analysis, and design; review of building codes and standards; and assessment of project impact.
Grade Type: Letter Grade

ARC 515 - Design Studio VIII

Units: 6
When Offered: Spring
This master level course is an advanced design studio that assumes a high level of proficiency in design process and representation. The studio promotes the critical, creative and innovative exploration of architectural design.
Grade Type: Letter Grade

ARC 550 - Architectural Theory II

Units: 3
When Offered: As offered
This course considers selected topics in the history of modern architecture and philosophy as seen through a missional, Christian worldview. We will consider how the built ironment may have potential for building community and for enhancing engagement with divinely created reality. Discussion of these topics, and subsequent projects, will challenge us to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.
Grade Type: Letter Grade

ARC 555 - Architectural Theory I

Units: 3
When Offered: As offered
The purpose of this course is to enable students to understand the formation and context of various architectural ideas. This course on architectural theory provides students with a means to propose and navigate architectural discourse as a part of their development as architects. Cannot receive credit for ARC 350 - Architectural Theory I and ARC 555.
Grade Type: Letter Grade

ARC 560 - Directed Design Research

Units: 1-3
When Offered: As offered
Independent design exploration in architecture. Students are required to identify and explore transcendent issues and principles through the discipline of architectural design.
Repeatable: May be repeated for a maximum of six (6) units with change in topic
Grade Type: Letter Grade
Prerequisite(s): Master of Architecture student

ARC 561 - International Design Seminar

Units: 4
When Offered: Spring, Summer
The course offers students an opportunity to learn, discuss, and analyze historical and contemporary architecture theory, criticism, and design principles of an international setting. Raises and addresses architectural questions of composition, society, politics, and environment. Students may only earn credit for either ARC 460 - International Design Seminar or 561.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

ARC 562 - International History and Theory Seminar

Units: 3
When Offered: Spring, Summer
The course covers the detailed history of architecture and urban development in the host city, from its founding to the present. Offered only abroad. Cannot receive credit for ARC 462 - International History and Theory Seminar and ARC 562.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

ARC 564 - International Architecture Seminar

Units: 3
When Offered: Spring, Summer
The course offers students an opportunity to experience and discuss the development of non-American built environments. Focused on studying architecture in concert with, and through the lens of an allied field of study, the course examines contemporary phenomena in the built environment and its relationship with its inhabitants.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Prerequisite(s): Permission of the Program Director

ARC 564G - International Architecture Seminar

Units: 3
When Offered: Spring, Summer
The course offers students an opportunity to experience and discuss the development of non-American built environments. Focused on studying architecture in concert with, and through the lens of an allied field of study, the course examines contemporary phenomena in the built environment and its relationship with its inhabitants. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Offered only abroad.

Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Permission of the Program Director

ARC 569 - Professional Preparation

Units: 2
When Offered: Spring
Professional Preparation provides an introduction to the profession of architecture through an 1) exploration of the structures of practice including how an office functions and expectations of internship experience; 2) exploration of a critical position of the student in relationship to their design work resulting in the craft of portfolio production; 3) development of professional skills and documents required to obtain a job in professional practice setting; and 4) examination of leadership skills as applied within an architectural practice setting. Cannot receive credit for ARC 370 - Professional Preparation and ARC 569.
Grade Type: Letter Grade

ARC 570 - Professional Practice

Units: 3
When Offered: Spring
Advanced seminar that addresses laws and regulation, project process and economics, business practices and management and ethical concerns. Students will critically explore how daily operations of architectural practice are an expression of personal values.
Grade Type: Letter Grade
Prerequisite(s): Master of Architecture student

ARC 580 - Advanced Sustainable Systems

Units: 3
When Offered: Spring
This course will explore the history, goals, methods of design, quantification, and holistic integration of sustainable systems in architecture. Specific topics include design strategies for energy reduction, passive heating and cooling, comparative energy modeling, photovoltaic systems, envelope design, life cycle analysis, and sustainable vernacular architecture. Through readings, lectures, research, and projects, students will develop the theoretical framework and technical skills to implement fundamental sustainable strategies in architectural design and to evaluate their impact. Cannot receive credit for both ARC 480 - Advanced Sustainable Systems and ARC 580.
Grade Type: Letter Grade
Prerequisite(s): Master of Architecture student

ARC 584 - Thermal Environmental Systems

Units: 3
When Offered: Fall
This course deals with the thermal and environmental processes which effect buildings and how the designer responds to/or manipulates the thermal environment. It is necessary for the architect to understand those processes, the human response to them and the impact of them. The class will be organized around the why, what and how of these issues and processes. Cannot receive credit for ARC 380 - Thermal Environmental Systems and ARC 584.
Grade Type: Letter Grade

ARC 585 - Luminous and Sonic Environmental Systems

Units: 3
When Offered: Spring
The course deals with those building elements that pertain to the visual and aural conditioning for the purposes of human use and comfort. The basic principles of light (natural and electrical) and acoustical systems, their integration with other building systems and the impact on the aesthetics of design will be stressed. Plumbing and electrical systems also will be presented. The sustainability of various systems will be explored. Cannot receive credit for ARC 385 - Luminous and Sonic Environmental Systems and ARC 585.
Grade Type: Letter Grade

ARC 591 - Architecture Internship

Units: 1-3
When Offered: As offered
Under faculty supervision, the students will procure and participate in an off-campus work opportunity, utilizing principles of design acquired and employed throughout their university experience. This internship provides an opportunity for investigating and participating in field experience with a practitioner of the trade. Unit value is equivalent to full time employment for twelve (12) weeks.
Repeatable: May be repeated for a maximum of three (3) units
Grade Type: Letter Grade
Prerequisite(s): Permission of the Program Director

ARC 593 - Structural Systems I

Units: 4
When Offered: Fall, Spring
Introductory course in statics and strengths of materials for architects. The course provides both qualitative understanding and quantitative understanding, but places a specific focus on the conceptual relationships between structure and form. Topics include static systems, tension or compression, bending and shear stress, combined stresses, strain, cross-sectional considerations, and the physical behavior of structural materials and systems. Additionally, this course integrates the above material with design studio processes via course projects and course format. Cannot receive credit for ARC 393 - Structural Systems I and ARC 593.
Grade Type: Letter Grade

ARC 594 - Structural Systems II

Units: 4
When Offered: Fall
Introduction to and application of a systems approach of structural design and analysis of buildings for architects. Topics include considerations of steel, concrete, timber, and long-spans structures. Introduction to structural analysis including introduction to typical structural analysis computer programs. Integration of course material with design studio processes via course projects and course format. Cannot receive credit for ARC 493 - Structural Systems II and ARC 594.
Grade Type: Letter Grade
Prerequisite(s): ARC 593

Athletic Training

ATR 501 - Athletic Training Clinical Education I

Units: 4
When Offered: Fall

This course is the first in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include a 4-week immersive clinical experience not to exceed an average of 35 hours/week and two 8-week clinical experiences not to exceed an average of 10 hours/week. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.
Grade Type: Letter Grade

ATR 502 - Athletic Training Clinical Education II

Units: 4
When Offered: Spring
This course is the second in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include two, 8-week clinical experiences not to exceed an average of 15 hours/week. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.
Grade Type: Letter Grade

ATR 503 - Athletic Training Clinical Education III

Units: 3
When Offered: Fall
This course is the third in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include a 5-week immersive clinical experience not to exceed an average of 35 hours/week and a 14-week intensive clinical experience not to exceed an average of 25 hours/week. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.
Grade Type: Letter Grade

ATR 504 - Athletic Training Clinical Education IV

Units: 2
When Offered: Spring
This course is the fourth in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include a 10-week immersive clinical experience not to exceed an average of 35 hours/week. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.
Grade Type: Letter Grade

ATR 505 - Athletic Training Internship

Units: 1-3
When Offered: 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.
Grade Type: Letter Grade

ATR 511 - Functional and Neuro-Anatomy for Athletic Trainers

Units: 3
When Offered: Summer
This course deals with the study of gross anatomy of the musculoskeletal and nervous systems as they are involved in the science of human movement.
Grade Type: Letter Grade

ATR 512 - Acute Care in Athletic Training I

Units: 3
When Offered: Summer
This course provides training for students to be a First Responder, prepared to administer emergency care required for catastrophic and/or life-threatening injuries and illnesses to physically active individuals. Completion of this course provides certification in CPR for the Professional Rescuer, bloodborne pathogens, AED and first aid. A clinical experience specific to recognizing and managing emergency conditions will be included.
Grade Type: Letter Grade

ATR 513 - Acute Care in Athletic Training II

Units: 2
When Offered: Summer
This course provides the foundation for the recognition and management of emergency conditions and the application of advanced acute care skills for the Athletic Trainer. Areas of focus will include emergency medication administration, management of acute injuries, advanced wound care and closure, and management of respiratory illnesses.
Grade Type: Letter Grade

ATR 514 - Foundations of Athletic Training Professional Practice

Units: 3
When Offered: Summer
This course introduces the profession of athletic training and clinical decision making through an exploration of evidence-based practice frameworks, interdisciplinary approach to healthcare, legal and ethical considerations for practice, whole person care, healthcare informatics, communication strategies, professionalism and cultural competence.
Grade Type: Letter Grade
Prerequisite(s): Admittance into the Athletic Training Program

ATR 516 - Introduction to Athletic Training Clinical Skills

Units: 1
When Offered: Summer
This course introduces foundational skills for athletic training clinical practice. The course will introduce various techniques for preventing and recovering from injury, return to activity, medical documentation and the interprofessional sports medicine team.
Grade Type: Letter Grade
Prerequisite(s): Admittance into the Athletic Training Program

ATR 521 - Clinical Research in Athletic Training I

Units: 2
When Offered: Fall
This course continues the process of clinical practice research, specifically developing the research project topic and

completing a comprehensive review of literature in preparation of the research proposal. Weekly discussion will be focused on the importance of becoming a scholarly practitioner. Students will also determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.
Grade Type: Letter Grade

ATR 522 - Clinical Research in Athletic Training II

Units: 2
When Offered: Spring
This course continues the development of scholarly practices, specifically developing methodology and defending a research project proposal as well as submitting Institutional Review Board documentation for approval. Weekly discussion will be focused on implementing action research. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.
Grade Type: Letter Grade

ATR 523 - Clinical Research in Athletic Training III

Units: 1
When Offered: Fall
This course continues the development of scholarly practices. Weekly discussion will be focused on the collection and statistical analysis of action research data. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.
Grade Type: Letter Grade

ATR 524 - Clinical Research in Athletic Training IV

Units: 1
When Offered: Spring
This course continues the development of scholarly practices. Weekly discussion will be focused on action research dissemination, presentation preparation, and speaker training. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.
Grade Type: Letter Grade

ATR 525 - Clinical Examination of the Lower Quarter

Units: 4
When Offered: Fall
This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury/illness to the lumbopelvic region & lower extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action and referral plan.
Grade Type: Letter Grade

ATR 527 - Foundations of Therapeutic Interventions

Units: 3
When Offered: Fall
This course introduces the theories & physiological effects of essential evidence-based musculoskeletal & soft tissue injury interventions including: therapeutic exercise, manual therapies, therapeutic modalities, pharmacology, and pain

neuroscience to restore human function. Students will be introduced to design and implementation of care planning, goal setting, and return to activity and athletic participation.
Grade Type: Letter Grade

ATR 530 - Clinical Examination of the Upper Quarter

Units: 4
When Offered: Spring
This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature, clinical evaluation and assessment of injury and illness to the craniofacial structures, cervicothoracic region and upper extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action and referral plan.
Grade Type: Letter Grade
Prerequisite(s): ATR 525

ATR 536 - Nutrition and Wellness in Athletic Training

Units: 3
When Offered: Spring
This course provides a foundation in nutrition and the pursuit of life long wellness. These foundational principles will be used in promoting healthy lifestyle behaviors and constructing sound nutritional and fitness recommendations as they apply to performance enhancement, injury prevention, tissue healing, and mitigating risk of chronic disease.
Grade Type: Letter Grade

ATR 537 - Therapeutic Interventions for the Extremities

Units: 3
When Offered: Spring
This course focuses on the application and implementations of essential evidence-based musculoskeletal and soft tissue injury interventions specifically for the extremities, including: therapeutic exercise, manual therapies, and therapeutic modalities, pharmacology, and pain neuroscience to restore human function.
Grade Type: Letter Grade

ATR 540 - General Medical Conditions for Athletic Trainers

Units: 3
When Offered: Summer
This course involves a systems approach to understanding human disease. Fundamental etiology, progression, and epidemiology of injury, illness, and disease are discussed with clinical application. Pharmacological management is discussed as it relates to pertinent conditions. Appropriate management strategies and referrals to other practitioners will be discussed. A clinical experience specific to recognizing and managing general medical conditions will be included.
Grade Type: Letter Grade

ATR 541 - Medical Imaging and Laboratory Procedures

Units: 1
When Offered: Summer
This course explores various modes of medical imaging and laboratory procedures utilized in medicine. The identification of basic radiologic pathology and test results that directly impact athletic training are emphasized as it

relates to patient evaluation, education, and plan of care.
Grade Type: Letter Grade

ATR 545 - Leadership and Administration In Athletic Training

Units: 3
When Offered: Fall
This course examines the leadership and administration of athletic training in a variety of settings.
Grade Type: Letter Grade

ATR 547 - Therapeutic Interventions for the Spine

Units: 3
When Offered: Fall
This course focuses on the application and implementations of essential evidence-based musculoskeletal & soft tissue injury interventions specifically for the spine, including: therapeutic exercise, manual therapies, and therapeutic modalities, pharmacology and pain neuroscience to restore human function.
Grade Type: Letter Grade

ATR 555 - Advanced Therapeutic Interventions

Units: 3
When Offered: Spring
This course will familiarize the athletic training student with the clinical implementation of integrated evaluation skills, psychomotor manual therapy skills, and evidence-based practices necessary to treat individuals with musculoskeletal dysfunction of several origins and to become effective practitioners.
Grade Type: Letter Grade

ATR 560 - Whole Person Care

Units: 2
When Offered: Fall
This course will investigate the psychological, sociological and spiritual elements of health and the pursuit of wellness by incorporating the WHO's International Classification of Functioning, Disability and Health (ICF) model.
Grade Type: Letter Grade

ATR 590 - Board of Certification Preparation

Units: 1
When Offered: Spring
This course will review content and integrate preparation strategies to pass the qualifying exam to become a certified athletic trainer with the Board of Certification (BOC).
Grade Type: Letter Grade

Biology

BIO 501 - Biomedical Seminar

Units: 1
When Offered: Fall

The Biomedical Seminar will provide students with a knowledge of requirements for professional program applications and assist in planning for application, along with journal article discussion and presentation and research planning.
Grade Type: Letter Grade

BIO 511 - Techniques in Biomedical Sciences with Lab

Units: 2
When Offered: Summer
This course is designed to give a solid introduction to the discipline of biomedical research techniques, including experience in working with a range of laboratory skills to carry out basic research experiments. The overall goal is for students to be equipped to perform experiments with a foundation of techniques commonly used in biomedical research.
Grade Type: Letter Grade
Fee: Additional lab fee

BIO 521 - Cellular Biology and Chemistry

Units: 5
When Offered: Fall
This course covers the structure, ultrastructure, organization, and functions of cells, with emphasis on bioenergetics, biomolecules, membranes, and organelles, and the flow and control of information in the cell, including the molecular basis for DNA replication and repair, transcription and translation. In addition, mechanisms related to major biochemical pathways, enzyme kinetics, gene regulation, genetic control of cell division and differentiation, carcinogenesis, and programmed cell death will be discussed.
Grade Type: Letter Grade

BIO 523 - Human Tissue and Organ Biology

Units: 5
When Offered: Fall
This course is designed to provide a foundation of human biology including general organ system anatomy, physiology, and structure/function relationships. Course topics include basic histology along with study of skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems.
Grade Type: Letter Grade

BIO 525 - Medical Genetics

Units: 4
When Offered: Fall
This course will involve basic principles of heredity (including cytogenetics, molecular and mendelian genetics) and the processes that lead to genetic variability in humans. Additionally, how different genetic mutations and chromosomal abnormalities can give rise to genetic disorders will be examined. Through a few select genetic disorders, awareness of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients will be explored, as well as recent discoveries from human genomics and pharmacogenetics that have influenced postsymptomatic treatment strategies and presymptomatic prevention-based healthcare. The course will also include problem-based learning to solve a range of genetic problems to enhance the integration of skills and knowledge from many fields.
Grade Type: Letter Grade

BIO 531 - Pathophysiology and Histology

Units: 4
When Offered: Spring
This course provides a detailed introduction to the pathophysiology and histology of human disease. The course begins with an introduction to general pathological mechanisms at the molecular and cellular level as well as an overview of histology. This is followed by a study of histological changes and the mechanisms that underlie diseases of the human organ systems.
Grade Type: Letter Grade
Prerequisite(s): BIO 523

BIO 533 - Infection and Immunity

Units: 4
When Offered: Spring
This course provides an overview of microorganisms and macroparasites associated with infectious diseases, and preservation of the general state of health provided by innate and adaptive immunity. A basic knowledge of microbial taxonomy, growth, metabolism, reproduction and genetic variation is covered in sufficient detail for the student to understand interactions between host and pathogenic microorganisms in infectious diseases. Emphases also include the introduction of rational management, prevention, and control of infectious diseases, including antimicrobial therapy.
Grade Type: Letter Grade
Prerequisite(s): BIO 521

BIO 535 - Medical Pharmacology

Units: 4
When Offered: Spring
This course will introduce the student to basic and clinical pharmacology as related to the promotion of health and alleviation of disease. The course will consider drug absorption, distribution, metabolism, elimination, and pharmacodynamic effects on the human body. 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 design and action, as well as their understanding of disease and pharmacotherapeutic treatment.
Grade Type: Letter Grade
Prerequisite(s): BIO 523

BIO 537 - Bioethics

Units: 2
When Offered: Spring
This course will introduce students to the field of medical bioethics, allowing medical case studies and scripture to drive discussion and assignments.
Grade Type: Letter Grade

BIO 540 - Special Topics in Biomedical Sciences

Units: 1-5
When Offered: As offered
The purpose of this course is to provide students a chance to explore other topics not included in the Biomedical Sciences MS catalog. This course may be repeated with different subject matter. Student involvement in selection of topics is strongly encouraged.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade

BIO 590 - Research in Biomedical Sciences

Units: 1-4
When Offered: Fall, Spring, Summer
The main purpose of this course is for students to participate in biomedical research and disseminate results through presentations at research talks and/or conferences. The focus of this class is an independent research project that the student undertakes under the direction of a faculty member who acts as a research advisor. Content varies from year to year and is determined by both instructor's and students' interests.
Repeatable: May be repeated for a maximum of eight (8) units
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): Permission of the Department Chair

BIO 592 - Independent Reading

Units: 1-4
When Offered: Spring, Summer
This course is designed to allow students the flexibility of doing library research with a faculty member or preparing for a professional program exam, such as Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), Pharmacy College Admissions Test (PCAT), Graduate Record Exam (GRE), etc.
Repeatable: May be repeated for a maximum of eight (8) units
Grade Type: Letter Grade
Prerequisite(s): Permission of the Department Chair

BIO 598 - Capstone

Units: 2
When Offered: Spring, Summer
This course is designed to be a culminating experience for students to process and assimilate knowledge and experience they have gained by participating in a research or project opportunity prior to or concurrent with this course. Students will prepare a presentation (both oral and written) that focuses on that experience.
Grade Type: Letter Grade
Prerequisite(s): BIO 590 or 592, and permission of the Department Chair

Business Administration

BUS 500 - Survey of Business

Units: 0
When Offered: As offered & Online
This course is a customized survey of select business topics for students seeking to enter a graduate business program. Depending on the prerequisite needs of students they may study and take academic leveling exams for any combination of the following topics: accounting, business ethics, business finance, business leadership, global business, human resource management, information technology management, macroeconomics, microeconomics, marketing, operations management, organizational behavior, quantitative analysis and business statistics, strategic management and business integration, and the legal environment of business.
Grade Type: Pass/Fail

BUS 503 - Foundations of Management

Units: 3
When Offered: As offered & Online
A foundational course for all MBA students. It is designed to ensure all MBA students have the knowledge and skills required to be successful in the MBA program. Students will be required to demonstrate competency in finance, global business, economics, organizational behavior, operations management, human resources, ethics, and law. This course will also help students bridge the scholar-practitioner divide through teaching research and critical thinking skills needed to be successful in the program.
Grade Type: Letter Grade

BUS 503C - Foundations of Management

Units: 3
When Offered: As offered & Online
A foundational course for all MBA students. It is designed to ensure all MBA students have the knowledge and skills required to be successful in the MBA program. Students will be required to demonstrate competency in finance, global business, economics, organizational behavior, operations management, human resources, ethics, and law. This course will also help students bridge the scholar-practitioner divide through teaching research and critical thinking skills needed to be successful in the program.
Grade Type: Letter Grade
Prerequisite(s): Declared Management certificate

BUS 506 - Entrepreneurship

Units: 3
When Offered: Fall & Online
This course introduces new enterprise formation and management from the perspective of the entrepreneur or advanced-level manager. . Some practical issues that are covered in detail include: market planning, business plan preparation, the opportunity recognition process, effective team building, and startup capital acquisition. The course will cover social entrepreneurship as well as corporate entrepreneurship. The course also surveys the concept of intrapreneurship 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.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503 or IDS 500

BUS 506C - Entrepreneurship

Units: 3
When Offered: Fall & Online
This course introduces new enterprise formation and management from the perspective of the entrepreneur or advanced-level manager. . Some practical issues that are covered in detail include: market planning, business plan preparation, the opportunity recognition process, effective team building, and startup capital acquisition. The course will cover social entrepreneurship as well as corporate entrepreneurship. The course also surveys the concept of intrapreneurship 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.
Grade Type: Letter Grade
Prerequisite(s): Declared Management certificate

BUS 511 - Business Analytics: Finance and Economic Strategy

Units: 3
When Offered: Summer
In this course, financial and economic data is analyzed in support of financial performance of an organization and

forecast future sustainability of the organization. Economic and financial data represent both internal and external sources for businesses to deliver insights into various areas of the organization. This course will explore the many areas in which economic and financial data provides insight into corporate strategy, risk management, optimization, and economic impact. This course has been designed for students to be impactful in their organization's business decisions utilizing a background in financial and economic analytics, and strategy using financial and economic data.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 534

BUS 512 - Management of Information Systems

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

BUS 515 - Organizational Behavior

Units: 3
When Offered: Fall & Online
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 theories of organizational behavior and leadership methods with emphasis on integrating biblical principles.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503

BUS 520 - Managerial Ethics

Units: 3
When Offered: Spring & Online
This course covers ethical reasoning based on biblical principles as it applies to business situations. Specific topics include the legal environment, 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.
Grade Type: Letter Grade
Prerequisite(s): BUS 358 or 503

BUS 521 - Leadership and Change Management

Units: 3
When Offered: Fall, Spring
This course provides a discussion of change in relation to the complexities of organizational life. The course takes both a theoretical and practical approach to the issue of organizational change to meet both the academic and applied aims of a cutting-edge MBA course. As such, the course will focus on a sound balance between discussions and practical application in a multi-dimensional context.
Grade Type: Letter Grade

BUS 523 - The Ethical and Legal Environment of Business

Units: 3
When Offered: Online
This course covers ethical reasoning based on biblical principles as it applies to business situations and identifies the major areas of past and present government regulations impacting business. The emphasis is on the relevant ethical and legal mandates and restrictions affecting managers in all business sectors.
Grade Type: Letter Grade
Prerequisite(s): BUS 358 or equivalent
Pre- or Co- Requisite(s): BUS 503 or IDS 500

BUS 525 - Legal Environment of Business and Management

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): BUS 358 or equivalent

BUS 530 - Marketing Management

Units: 3
When Offered: Summer & Online
This course investigates the strategic implications and considerations of marketing management decisions. The course covers the formulation and implementation of effective planning for market development. Substantive and procedural aspects of marketing will also be addressed.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503

BUS 530C - Marketing Management

Units: 3
When Offered: Summer & Online
This course investigates the strategic implications and considerations of marketing management decisions. The course covers the formulation and implementation of effective planning for market development. Substantive and procedural aspects of marketing will also be addressed.
Grade Type: Letter Grade
Prerequisite(s): BUS 503 and declared Management certificate

BUS 531 - Business Intelligence: The Market Place of People

Units: 3
When Offered: Spring
Businesses are consistently tasked with the external forces of customer buying power, and the internal organizational forces of recruiting, hiring, and managing of the workforce who support those decisions. Therefore, customer and people analytics are essential to the important synergy in marketing your product. Learn to build, through fundamentals of people analytics, those teams necessary to support your marketing functions. The primary focus of the course learning objectives is to describe and support data collection and communicate the outcome of customer decisions in order to underpin strategic marketing decisions for an organization's growth and sustainability.

Grade Type: Letter Grade
Prerequisite(s): BUS 534

BUS 534 - Strategic Analytics and Research

Units: 3
When Offered: Spring, Summer
Students will explore the impact of supporting a strategic decision with research and analysis of data. Students will construct goals, and communicate them keeping the beginning and end in mind as it relates to future outcomes in the areas of technology, finance, manufacturing, logistics, and many other facets of the organizational environment. Students will be equipped to disseminate their vision to management and discern the impact of feedback from management.
Grade Type: Letter Grade
Fee: Additional software fee
Prerequisite(s): BUS 503

BUS 535 - Economic Analysis for the Changing Business Environment

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course surveys economic theory, techniques for recognizing and interpreting economic indicators, analyzing industries, price elasticity, and business and economic cycles that affect organizations and industries.
Grade Type: Letter Grade
Prerequisite(s): BUS 217, 218, or 503

BUS 535C - Economic Analysis for the Changing Business Environment

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course surveys economic theory, techniques for recognizing and interpreting economic indicators, analyzing industries, price elasticity, and business and economic cycles that affect organizations and industries.
Grade Type: Letter Grade
Prerequisite(s): BUS 217, 218, or 503; and declared Management certificate

BUS 539 - Financial Management

Units: 3
When Offered: Fall, Summer, & Online
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.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503 or ACC 250 (for Healthcare Administration, MA students)

BUS 539C - Financial Management

Units: 3
When Offered: Fall, Summer, & Online
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.
Grade Type: Letter Grade
Prerequisite(s): BUS 503 and declared Management certificate

BUS 542 - Quantitative Business Modeling

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Basic knowledge of Microsoft Excel

BUS 545 - Global Business Management

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course focuses on management perspectives, economics, finance, culture, politics, legal, and organizational issues associated with international business operations. Course materials address business strategies, enterprise management alternatives, political and economic relations, comparative national systems, and the global economy.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503 or IDS 500

BUS 545C - Global Business Management

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course focuses on management perspectives, economics, finance, culture, politics, legal, and organizational issues associated with international business operations. Course materials address business strategies, enterprise management alternatives, political and economic relations, comparative national systems, and the global economy.
Grade Type: Letter Grade
Prerequisite(s): BUS 503 or IDS 500; and declared Management certificate

BUS 547 - Strategic Management

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 503 or IDS 500

BUS 547C - Strategic Management

Units: 3
When Offered: As offered & Online

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.
Grade Type: Letter Grade
Prerequisite(s): BUS 503 or IDS 500; and declared Management certificate

BUS 548 - Strategy and Decision Making

Units: 3
When Offered: Fall, Summer
This course is designed to develop the skills and analytical tools to build a strategic framework to align with organizational objectives. Quantitative tools, including decision models, game theory, and statistical analysis will be employed, and coupled with qualitative techniques, to examine critical business problems and develop and implement practical solutions. Insights from behavioral economics will offer an innovative approach to the managerial decision-making process and improve business performance.
Grade Type: Letter Grade

BUS 548C - Strategy and Decision Making

Units: 3
When Offered: Fall, Summer
This course is designed to develop the skills and analytical tools to build a strategic framework to align with organizational objectives. Quantitative tools, including decision models, game theory, and statistical analysis will be employed, and coupled with qualitative techniques, to examine critical business problems and develop and implement practical solutions. Insights from behavioral economics will offer an innovative approach to the managerial decision-making process and improve business performance.
Grade Type: Letter Grade
Prerequisite(s): Declared Management certificate

BUS 593 - Interdisciplinary Culminating Project

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course, by its very nature, is an opportunity for students to integrate and apply the summative knowledge and competencies accumulated during their MBA courses. The course is designed to assess cognitive, affective, practical and presentation skills. Students will integrate their master's coursework knowledge by developing an interdisciplinary final project that incorporates functional areas such as strategic management, operations, marketing, business law and regulations, finance, and HR issues. This project will encourage students to understand the internal mechanisms and structures of how firms build and sustain superior competitive positions and achieve long-run profitability.
Grade Type: Letter Grade
Prerequisite(s): BUS 503

BUS 594 - Business Analytics: Capstone Culminating Project

Units: 3
When Offered: Summer
The Business Analytics Capstone Culminating Project provides students with the opportunity to integrate the data-driven decisions tools developed throughout the business analytics concentration. In this course students will utilize tools such as, issue analysis, data collection, and data driven decision strategies. Students will have the opportunity to implement cutting-edge business data to optimize marketing, maximize revenue, make operations efficient, and make

hiring and management decisions. Business Analytics Capstone Culminating Project develops the foundation for students to experience the interaction between key financial and non-financial indicators.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): BUS 534

BUS 595 - Internship

Units: 3
When Offered: As offered
Professional internship with approved company or organization consisting of 150 hours of work. Students cannot earn credit for both BUS 595 and BUS 595G - Global Internship.
Grade Type: Letter Grade

BUS 595G - Global Internship

Units: 3
When Offered: Fall, Spring, Summer
Professional global internship with approved company or organization consisting of 150 hours of work. Students cannot earn credit for both BUS 595 - Internship and BUS 595G.
Grade Type: Letter Grade

BUS 710 - Foundations of Organization and Management

Units: 4
When Offered: Online
This course examines classical and contemporary organizational theories as a foundation for academic thought within the program. Students will explore the historical development of organizational theory and develop frameworks of academic reasoning and strategic approaches within organizations and management. Students will apply organizational and management theory to current business practices. Topic areas may include organizational structure, culture, decision-making, power, and change.
Grade Type: Letter Grade

BUS 720 - Ethics in Organizations and Management

Units: 4
When Offered: Online
In this course, students will learn to identify, analyze, and apply biblical principles to solve ethical issues experienced by organizations and management. Topics covered may include the legal and ethical environment of business, leadership, marketing ethics, labor practices, consumer protection, and use of information technology.
Grade Type: Letter Grade
Prerequisite(s): BUS 710

BUS 725 - Management of Organizations

Units: 3
When Offered: Online
Utilizing a Christian worldview, this course examines management in the modern business environment through the utilization of past and current management theories, concepts, and practices. Topics may include planning and decision making, organizational strategy, managing individuals and a diverse workforce, motivation, leadership, managing communication and information, and problem solving from a global perspective.
Grade Type: Letter Grade

BUS 730 - Financial Analysis for Decision Making

Units: 4
When Offered: Online
This course provides both a framework for and the tools necessary to analyze, evaluate, and interpret financial information. Content explored will impart an increased knowledge and understanding of the role of an ethical financial decision maker by examining the dichotomy between the objectives and incentives of the preparers and users of financial statements. Students will analyze financial information to assess the firm's financial and business strategy and determine how those choices reflect the underlying economics of the firm.
Grade Type: Letter Grade
Prerequisite(s): BUS 775

BUS 740 - Applying Economic Theory to Business

Units: 4
When Offered: Online
This course offers theoretical and applied approaches to economic problems in business. Students will develop the decision making skills and knowledge required to make efficient managerial decisions given different environments and situations, while applying micro and macroeconomic theory.
Grade Type: Letter Grade
Prerequisite(s): BUS 730

BUS 750 - International Business in Global Markets

Units: 4
When Offered: Online
This course provides students with the skills and knowledge required to analyze theories of business and develop decision making strategies within the global environment. A special emphasis is given to the phenomena of globalization of markets and its implication for firms within a Christian worldview. The course also examines the cultural, social, legal, political, financial, and geographic dimensions of the global marketplace.
Grade Type: Letter Grade
Prerequisite(s): BUS 740

BUS 755 - Research Methodologies

Units: 1
When Offered: Online
This course introduces doctoral students to the use and interpretation of descriptive statistics as well as common statistical concepts and techniques found in research. This course will prepare students to apply these techniques in the Research Methods courses.
Grade Type: Letter Grade

BUS 760 - Quantitative Research Methods

Units: 4
When Offered: Online
The purpose of this course is to present an examination of quantitative methods and designs that are utilized in the study of organizational administration and behavior. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Experimental, quasi-experimental, and survey research designs are assessed and applied.

Grade Type: Letter Grade
Prerequisite(s): BUS 762

BUS 762 - Data Analysis and Interpretation

Units: 4
When Offered: Online
The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential calculations can be applied to effectively interpret data. Descriptive analysis covered will include measures of central tendency, variability, relationships, basic distributions. Inferential analysis covered includes chi-square, ANOVA, regression; the analysis of variance covariance, and multivariate data. Students will be required to utilize statistical software.
Grade Type: Letter Grade
Prerequisite(s): BUS 765

BUS 765 - Strategic Marketing

Units: 4
When Offered: Online
This course examines key topics influencing the development of marketing strategy within the corporate arena. Students will analyze current literature in the field relating to contemporary marketing theories and may include segmentation, influential marketing trends, and the integration of social media influencing the design and deployment of effective strategies.
Grade Type: Letter Grade
Prerequisite(s): BUS 750

BUS 770 - Qualitative Research Methods

Units: 4
When Offered: Online
This course examines the theoretical foundations of qualitative research methods and techniques applied within the study of organizational administration and behavior. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.
Grade Type: Letter Grade
Prerequisite(s): BUS 760

BUS 775 - Topics in Human Resource Management

Units: 4
When Offered: Online
This course examines topics such as pertinent laws, labor management, employee relations, conflict management, and the role of human resources in organizational performance from a Christian world-view. Strategic methodologies and responsibilities will be applied based on physical location, industry-type, organizational structure, and employee responsibilities.
Grade Type: Letter Grade
Prerequisite(s): BUS 720

BUS 778 - Research Design

Units: 4
When Offered: Online
The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, development of quality hypothesis statements, and the effective use of descriptive statistics. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.
Grade Type: Letter Grade
Prerequisite(s): BUS 770

BUS 780 - Comprehensive Experience

Units: 4
When Offered: As offered & Online
The Comprehensive Experience will test the student's knowledge of the methodological and theoretical foundations in business. Students will identify and answer research questions by integrating and synthesizing knowledge from a broad range of content areas covered in the first two years of study. The emphasis of this course is to demonstrate fundamental knowledge of the field of study ensuring that all students advancing to candidacy have internalized the central knowledge, critical thinking, and ethical skills necessary to be effective practitioners, leaders, executives, scholars, and professors.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): RCH 720

BUS 781 - Comprehensive Experience Defense

Units: 1
When Offered: Online
Students will defend their Comprehensive Experience papers to assess their preparation and scholarship leading to dissertation development. Evidence of scholarly application of theory, structure, and design is required for the defense experience. Students will demonstrate a depth and breadth of knowledge within the discipline. The successful completion of the Comprehensive Experience and the associated Comprehensive Experience Defense is a requirement of all doctoral students desiring to advance to candidacy.
Grade Type: Letter Grade

BUS 796 - Dissertation Proposal

Units: 3
When Offered: Online
This course requires students to examine, apply, and design research. Students will compare appropriate theoretical models, research designs, participants, procedures, data analysis techniques, assumptions, and limitations in preparation for a doctoral proposal. Students will review literature and design a research question to develop research methods that appropriately address the problem being examined. A potential prospectus will be the deliverable for this course.
Grade Type: Letter Grade

BUS 797 - Dissertation Experience

Units: 4
When Offered: Online
Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups. During the final iteration students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation

research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.
Repeatable: May be repeated for a maximum of twenty-four (24) units
Grade Type: Pass/Fail
Prerequisite(s): BUS 780 and permission of the Program Director

BUS 798 - Dissertation Defense

Units: 2
When Offered: Online
This is the culminating course in the program in which students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.
Grade Type: Letter Grade

BUS 799 - Dissertation Completion

Units: 1
When Offered: Online
Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within BUS 797 - Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and submitted for publication.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): BUS 797 and permission of the Program Director

Christian Behavioral Science

CBS 500 - Congregational and Professional Counseling Applications

Units: 3
When Offered: Summer
A comparison and analysis of the foundations, theories, scope of practice and applications of Professional MFT vs. pastoral and church-based counseling. Emphasis will be toward an understanding of the differences, complementary aspects, and possible models for mutual referrals and cooperation between these two approaches.
Grade Type: Letter Grade
Fee: Additional residency fee

CBS 501 - Special Topics in Christian Behavioral Science

Units: 1-3
When Offered: As offered
An in-depth seminar on a selected topic within Christian Behavioral Science.
Grade Type: Letter Grade

CBS 505 - Theology as a Behavioral Science

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

CBS 510 - Law and Ethics for Church-Based Counselors

Units: 3
When Offered: Summer
An examination and explanation of current laws and ethical issues affecting pastoral counselors and church-based counseling applications.
Grade Type: Letter Grade

CBS 520 - Human Development through the Biblical Life-Cycle

Units: 3
When Offered: Spring
A general overview of life development following the Biblical Stages from birth through death with emphasis on the relational skills, roles and rituals associated with each stage.
Grade Type: Letter Grade

CBS 530 - Congregation as a Healing Community

Units: 3
When Offered: Fall
A general understanding of the dynamics of congregational life to personal development and adjustment necessary in maintaining healthy marital, family and personal relationships in community context. Emphasis will be placed on the congregational structure and dynamics necessary for the application of life-to-life and other congregational counseling models.
Grade Type: Letter Grade

CBS 535 - Marriage and Family Ministry in the Congregation

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

CBS 540 - A Theology of Helping People

Units: 3
When Offered: Spring
A survey of Christian approaches to counseling and relational healing with application to a life-to-life model of counseling in the congregation. Theology as a counseling theory will also be addressed.
Grade Type: Letter Grade

CBS 545 - Survey of Church-Based Counseling Programs

Units: 3
When Offered: Spring
A survey of specific programs of church-based counseling and their application in a congregational setting.
Grade Type: Letter Grade

CBS 546 - Relational Counseling Techniques

Units: 3
When Offered: Spring
An examination of the relational skills and settings that establish and maintain an effective counseling relationship in a congregational setting.
Grade Type: Letter Grade

CBS 550 - Church-Based Counseling Practicum I

Units: 1
When Offered: Fall, Spring, Summer
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.
Grade Type: Pass/Fail

CBS 555 - Church-Based Counseling Practicum II

Units: 1
When Offered: Fall, Spring, Summer
Supervised counseling experience in a congregational setting. This course continues supervised counseling experience in an established congregational site.
Grade Type: Pass/Fail
Prerequisite(s): CBS 550

CBS 560 - Church-Based Counseling Practicum III

Units: 1
When Offered: Fall, Spring, Summer
Supervised counseling experience in a congregational setting. This course assists students in the culminating supervised counseling experience in an established congregational site.
Grade Type: Pass/Fail
Prerequisite(s): CBS 555

CBS 566 - Pathology, Abnormality, and Sin

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

CBS 570 - Church-Based Counseling Application I

Units: 1
When Offered: As offered & Online
Students apply counseling ministry theory and practice through a thorough examination of their own congregation as a healing community including the church's ministry philosophy, vision and mission, ministries and organization, leadership, and approach to people helping.
Grade Type: Letter Grade

CBS 571 - Church-Based Counseling Application II

Units: 1
When Offered: As offered & Online
Students apply counseling ministry theory and practice by conducting a comprehensive analysis of three congregations (excluding their own) as healing communities including the church's ministry philosophy, vision and mission, ministries and organization, leadership, and approach to people helping.
Grade Type: Letter Grade
Prerequisite(s): CBS 570

CBS 572 - Church-Based Counseling Application III

Units: 1
When Offered: As offered
Students apply counseling ministry theory and practice by creating a plan for establishing a counseling ministry in a local congregation including counseling ministry philosophy and goals, administration, personnel, internal and external resources, and training.
Grade Type: Letter Grade
Prerequisite(s): CBS 570

CBS 575 - Readings in Christian Behavioral Science

Units: 1-3
When Offered: Fall, Spring, Summer
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.
Grade Type: Letter Grade

Civil Engineering

CVE 551 - Project and Construction Management

Units: 3
When Offered: As offered
Professional construction management practice including contract negotiation, addendums, bonding, project delivery methods, project biding, specification writing, scheduling, cost control, and legal issues.
Grade Type: Letter Grade

CVE 552 - Structural Dynamics and Earthquake Engineering

Units: 3
When Offered: As offered
The course covers the analysis of the dynamic response of structural systems. Students are introduced to the basic concepts of seismology and structural dynamics including the evaluation of structural response to earthquake motions. Also discussed are the seismic design procedure in building codes used in the United States. This will enable students to have a better understanding of dynamic behavior of structural systems under earthquakes. Students will also use their knowledge of seismic design to prepare for the Professional Engineer's (PE) examination, which is a mandatory section in California.
Grade Type: Letter Grade

CVE 561 - Engineering Sustainable Communities I

Units: 3
When Offered: As offered
This course is designed for engineering students planning to work in developing communities or who are interested in global health, infrastructure, and the environment. A background and framework are provided for sustainable community engineering and development using a participatory model. A public health perspective is emphasized, covering an overview of development, infrastructure, and global health concepts and issues.
Grade Type: Letter Grade
Prerequisite(s): Master of Civil Engineering major and permission of the Program Director

CVE 562 - Engineering Sustainable Communities II

Units: 3
When Offered: As offered
This course covers principles, practices and strategies of appropriate technology as part of an integrated and systems approach to community-based development. Topics include engineering issues in development, environmental health and communicable disease, appropriate and sustainable technologies with hands-on assignments, and global cooperation. Students are expected to complete a 4 to 6 week field-based study to apply sustainable engineering concepts in a global community setting.
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): CVE 561 and permission of the Program Director

CVE 565 - Special Topics in Civil Engineering

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic within the field of civil engineering. The topic varies by semester.
Repeatable: May be repeated for credit with change in topic
Grade Type: Letter Grade

CVE 599 - Independent Study in Civil Engineering

Units: 1-3
When Offered: As offered
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a civil engineering topic of particular interest.
Grade Type: Letter Grade

Communication Sciences and Disorders

CDS 500 - Research Design and Methods

Units: 3
When Offered: Spring
This course covers research designs and methods, as well as analysis within evidence-based-practice. Students will evaluate research studies in communication sciences and disorders and apply results of research-based intervention in practice of speech-language pathology. They will also demonstrate understanding of the clinician's role as an evaluator and consumer of research, learn to critically read literature, apply findings, and identify their own priorities for research to advance both theory and practice in the communication sciences and disorders.
Grade Type: Letter Grade

CDS 505 - Speech Sound Disorders

Units: 3
When Offered: Fall
The course provides detailed and in-depth study of normal development of articulation/phonology, the nature and causes of abnormal articulation/phonology, and the assessment and treatment of these processes. Students develop skills in the phonetic transcription of errors, administration and evaluation of articulation test results, and in planning of individualized treatment procedures.
Grade Type: Letter Grade

CDS 510 - Clinical Practice and Contemporary Issues

Units: 3
When Offered: Fall
The course guides students to develop an understanding of the clinical process, clinical terminology and contemporary professional issues affecting practice. They will also become familiar with processes involved in reviewing files, reviewing general disorder areas, understanding communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, data collection and analysis. Students will use this knowledge to prepare for their first clinical experience.
Grade Type: Letter Grade

CDS 515 - Pediatric Language Disorders

Units: 3
When Offered: Fall
The course focuses on pediatric language disorders in children ages 0-21, the impact of language disorders on academic performance, and high and low incidence disorders. Students will also become knowledgeable in prevention, screening, assessment, identification, and treatment of pediatric language disorders. Principles and techniques of assessment, intervention with a focus on the periods of emergent language, language for learning, and advanced adolescent language are also presented and integrated with students' clinical practicum.
Grade Type: Letter Grade

CDS 520 - Diagnostic Assessment Processes

Units: 3
When Offered: Fall
The course details the specialized skills necessary for conducting diagnostic assessment, as well as the knowledge and skills for assessment of communication disorders across the lifespan, interpretation of assessment findings, and

communication of test results to clients and families. Students will acquire practical skills for assessing test development and measurement of validity, reliability, and standardized scores. Students will engage in active test administration, and combine case history assessment information to develop client profiles leading to diagnosis, recommendation, and treatment goals.
Grade Type: Letter Grade
Prerequisite(s): CDS 510 and 542

CDS 525 - Autism Spectrum Disorders

Units: 2
When Offered: Spring
Students will study Autism Spectrum Disorder in terms of its diagnosis, etiologies, and characteristics across the lifespan. They will analyze and compare a variety of current, controversial, and traditional treatments and theories, as well as biomedical issues, special diets, and chelation. The course also focuses on the early childhood assessment procedures essential for diagnosis and intervention.
Grade Type: Letter Grade

CDS 530 - Neuroanatomy of Communication and Swallowing

Units: 3
When Offered: Fall
This course provides detailed information regarding the peripheral and central nervous systems as they relate to normal speech and voice production, language, cognition, and swallowing. Students will practice relating site of lesion to corresponding disorders, and describe the neuropathologies that contribute to neurogenic communication disorders and dysphagia.
Grade Type: Letter Grade

CDS 540 - Acquired Neurogenic Language Disorders

Units: 3
When Offered: Spring
The purpose of this course is to familiarize students with acquired neurogenic language disorders and the left hemisphere pathologies that cause them (stroke, brain injury). Students will describe and practice procedures for assessment, treatment and management of patients with all forms of aphasia in locations ranging from the intensive care unit and outpatient services to community based rehabilitation.
Grade Type: Letter Grade
Prerequisite(s): CDS 530

CDS 542 - Clinical Practicum I

Units: 3
When Offered: Fall
Students will acquire 45 hours of clinical experience in the following areas: 1) administration of hearing screenings for children and adults and supervised clinical experience in provision of aural habilitation and rehabilitation services, and, 2) assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.
Grade Type: Letter Grade
Fee: Additional fee
Concurrent Requisite(s): CDS 510

CDS 543 - Acquired Neurogenic Cognitive Communication Disorders

Units: 2
When Offered: Summer
The purpose of this course is to equip graduate students with foundational knowledge in current best practice for diagnosis and treatment of acquired neurogenic cognitive communication disorders. The course provides essential information concerning cognitive communication disorders resulting from traumatic brain injury, right hemisphere brain injury and progressive neurological disorders (dementia). The course will also offer students a path to obtaining the Provisional Certificate in Brain Injury.
Grade Type: Letter Grade
Prerequisite(s): CDS 530 and 540

CDS 545 - Augmentative and Alternative Communication

Units: 3
When Offered: Spring
Students complete in depth study of augmentative and alternative communication (AAC), and related assistive technology used to aid individuals with complex communication needs (e.g., severe physical impairments, sensory impairments, severe communication disorders, etc). Students will gain experience in the selection and programming process, including practical skills for gaining funding for devices for clients in various settings. They will also analyze the impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, assessment, intervention, and research issues.
Grade Type: Letter Grade

CDS 550 - Disorders of Fluency

Units: 3
When Offered: Spring
Students gain familiarity with detailed information about the nature of fluency disorders, as well as the assessment of and treatment of stuttering and fluency disorders for both pediatric and adult age groups. The course includes demonstrations of assessment and treatment of dysfluency and stuttering, as well as cluttering behaviors that interfere with ease of communication in home, school and community life.
Grade Type: Letter Grade
Prerequisite(s): CDS 505, 515, and 520

CDS 551 - Comprehensive Examination

Units: 1
When Offered: Summer
The comprehensive examination will cover content from the first five semesters of the program. If a student does not pass the comprehensive examination, he or she will need to re-enroll in the course.
Repeatable: May be repeated for credit
Grade Type: Pass/Fail
Prerequisite(s): CDS 500, 505, 510, 515, 520, 525, 530,
540, 542, 543, 545, 550, 552, 555, 565, 570, 572, 575, 580, 582, 590, and 595
Concurrent Requisite(s): CDS 560 and 592

CDS 552 - Clinical Practicum II

Units: 3
When Offered: Spring

Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of articulation and phonology, language disorders of children, fluency, autism spectrum disorders and acquired neurogenic communication disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): CDS 510 and 542

CDS 555 - Speech Language Services in Public Schools

Units: 3
When Offered: Fall
This course reviews contemporary practice issues surrounding the educational system where many speech language pathologists work, including understanding/appreciation of varying processes/procedures, legislative foundations, the referral/assessment process, Student Study Team, IEP process, Response to Intervention (RTI) process, options for service delivery, collaboration, specific state curriculum standards, specialized services, and review of SLP role in public school.
Grade Type: Letter Grade
Prerequisite(s): CDS 505, 510, 515, and 520

CDS 560 - Multicultural and Multilingual Topics

Units: 3
When Offered: Summer
The course reviews current theories on language acquisition and practical application pertaining to culturally and linguistically diverse persons with communication disabilities. Students will explore and develop cultural competence for assessment, intervention, and family/community interactions in school, community and healthcare settings for persons across the lifespan. Students will gain practical experience in appropriate procedures for use of interpreters and describe community resources for language difference, disorder, and disability.
Grade Type: Letter Grade

CDS 562 - Clinical Practicum III

Units: 3
When Offered: Summer
Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, autism spectrum disorders, and acquired neurogenic communication disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): CDS 510, 542, and 552

CDS 565 - Voice and Resonance Disorders

Units: 3
When Offered: Spring
The course provides in-depth-study of etiology, interdisciplinary assessment, remediation of communicative impairments in children, and adults with craniofacial anomalies. Students will acquire detailed knowledge regarding etiological factors and methodology for prevention, diagnosis, and treatment of functional and organic disorders of voice across the lifespan and in diverse populations.
Grade Type: Letter Grade

CDS 570 - Motor Speech Disorders

Units: 3
When Offered: Fall
The course provides detailed study of motor speech disorders in children/adults resulting from developmental, acquired, and progressive conditions caused by damage to the central or peripheral nervous system. Students will utilize knowledge of the neurological bases of speech production and neuroanatomy in gaining skills for differential diagnosis of motor speech disorders, and plan assessment and treatment for persons with apraxia of speech and/or the dysarthrias.
Grade Type: Letter Grade
Prerequisite(s): CDS 530

CDS 572 - Clinical Practicum IV

Units: 3
When Offered: Fall
Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): CDS 510 and 540

CDS 575 - Dysphagia

Units: 3
When Offered: Fall
Students complete in-depth study of the anatomy and physiology of the normal swallow in children and adults, neurological and oncologic disorders which affect the swallowing process, and evaluation of the patient with dysphagia for both clinical and instrumental analysis. Treatment plans based on history and evaluation results will be designed and examined. Students will also analyze the impact of historical and current research on the assessment and management of swallowing disorders.
Grade Type: Letter Grade
Prerequisite(s): CDS 530

CDS 580 - Counseling in Communication Disorders

Units: 3
When Offered: Summer
This course will introduce students to the counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided. Students will understand the emotional needs of individuals with communication disorders and their families and how communication disorders affect the individual and family system. Counseling needs of individuals with specific disorders will be discussed, including those with voice and resonance disorders, fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.
Grade Type: Letter Grade

CDS 582 - Public Schools Practicum

Units: 3
When Offered: Spring
Students will acquire 105 hours of direct clinical experience in an externship in a public school setting. Students will compete both assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the lifespan in a variety of settings. Students may focus on a specialty area: acquired neurogenic, voice, cranio facial disorders, and cognitive disabilities.
Grade Type: Letter Grade
Prerequisite(s): CDS 562 and 572

CDS 590 - Capstone

Units: 2
When Offered: Spring
Students complete a Capstone project in which they explore a special interest in the field of speech language pathology. Projects may consist of a detailed case study, comprehensive literature review, or service oriented research project. A further requirement of the course includes student's completion of an electronic portfolio which provides evidence of both academic and preprofessional accomplishments during graduate school which will support the student for pursuing employment in the field.
Grade Type: Letter Grade
Prerequisite(s): CDS 572

CDS 592 - Advanced Clinical Practicum

Units: 3
When Offered: Summer
Students will acquire 105 hours of clinical experience in community, health-care and/or medical settings. Clinical contact will include specialty areas of acquired neurogenic communication disorders, voice and resonance disorders, and dysphagia with linguistically and culturally diverse populations.
Grade Type: Letter Grade
Prerequisite(s): CDS 510, 572, and 582

CDS 595 - Praxis Review

Units: 1
When Offered: Spring
The Praxis Review course is designed to provide students with a comprehensive review of communication and swallowing processes, and their assessment and treatment as a preparation for taking the national Praxis examination in speech language pathology. In addition, the course will emphasize understanding of the current Praxis exam format, question style, and test taking strategies. Students will prepare for next steps in pursuing the speech language pathology services credential, clinical fellowship year, and required professional experience for state licensure.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Department Chair

Communication Studies

COM 505 - Advanced Communication Theory

Units: 3
When Offered: Online
This course provides a survey of theoretical perspectives on communication including a broad history of milestones and

current theoretical models. This course is designed to expose students to communication theory through readings, discussion, research, and writing. Students will learn how communication theories are developed, analyzed, evaluated, and applied.
Grade Type: Letter Grade

COM 510 - Communication Research and Data Analytics

Units: 3
When Offered: Online
Students will learn research, design and strategy, including methods, experiments, content analysis, and focus groups. Students will also learn how to identify problems in research methods and evaluate current research about these problems. This course will provide students with basic tools to conduct their own research.
Grade Type: Letter Grade

COM 520 - Communication Management, Leadership, and Decision-Making

Units: 3
When Offered: Online
Explores the communication management process for the private, public, and non-profit sectors to develop and analyze messages used in the processes of leadership, including motivation, inspiration, and decision-making. Students will engage in the study of human communication practices and theories along with their relations to effective leadership and decision-making to produce change.
Grade Type: Letter Grade

COM 525 - Media Effects on Communication Behavior

Units: 3
When Offered: Online
This course will explore media's social, political and cultural effects. Media including those who produce it have the power to influence society. Students will be able to critically approach media effects theory and understand how media influences people. This course will focus on the complex interrelationships between consumption of media content and the motives beliefs, feelings, and behaviors of people. Students will also critically analyze theories and apply them to current media coverage and think about the future of media effects.
Grade Type: Letter Grade

COM 540 - Strategic Communication Programming and Campaigns

Units: 3
When Offered: Online
Examines the practice of strategic communication through traditional and new media for the development of effective communication programs and campaigns. Focuses on the theory and practice of strategic communication, using research and action to explore how organizations use purposeful communication to achieve their organizational goals through comprehensive communication programming and campaigns.
Grade Type: Letter Grade

COM 555 - Digital Trends in Strategic Communication

Units: 3
When Offered: Online
This course will examine the shift from print to digital media as an ever-evolving phenomenon. The impact of new communication technologies, changed political mobilization, and social networks. Students will gain an understanding

of analyses applied to digital communication and apply methodologies to contemporary questions about media, technology, sociality, and society in a variety of settings. Students will establish both theoretical and experiential foundations for making personal decisions and judgments regarding the relationship between mediated communication and community including the Christian community.
Grade Type: Letter Grade

COM 560 - Communication Ethics

Units: 3
When Offered: Online
This course is an extensive study of the philosophy and practice of ethics in communication. Students will learn to analyze and evaluate ethical problems and gain skills to approach these situations with honesty, sincerity, and confidence. Special emphasis is given to ethical behavior for communication in the digital age.
Grade Type: Letter Grade

COM 580 - Social Influence and Persuasion

Units: 3
When Offered: Online
Examines persuasion from a variety of perspectives and considers how the target, the techniques, the source, the message, and the channel of communication all interplay in persuasion and influence. Emphasizes major social scientific theoretical perspectives and concepts related to persuasion and social influence processes. Focuses on the development of persuasive communication techniques from a rhetorical perspective.
Grade Type: Letter Grade

Computer Science

CSC 510 - Algorithm Design and Analysis

Units: 2
When Offered: As offered
This course provides an introduction to the design, implementation, evaluation and theoretical description of algorithms. Classic algorithms for sorting, searching, graph traversal and other fundamental tasks will be implemented, tested and evaluated. More advanced topics such as problem reductions, hard problems and complexity will be explored. Students will develop experience at selecting and applying algorithms to specific problems.
Grade Type: Letter Grade

CSC 512 - Intelligent Systems

Units: 3
When Offered: As offered
Intelligent systems is concerned with the design and analysis of autonomous agents that perceive their environment and make rational decisions. This course equips students to implement solutions using state-of-the-art techniques in Artificial Intelligence and Machine Learning. Students will create reasoning systems in software and explore their capabilities in dealing with new knowledge. Ethical issues in Intelligent Systems will be presented and examined from a Christian perspective.
Grade Type: Letter Grade

CSC 513 - Security and Privacy in Computing

Units: 3
When Offered: As offered
This course is a comprehensive treatment of computer security technology, including algorithms, protocols, and applications. Topics include an introduction to cryptography, authentication, access control, database security, intrusion detection and prevention, malicious software, denial of service, firewalls, software security, physical security, human factors, auditing, legal and ethical aspects, and trusted systems. Privacy in computing will receive special attention.
Grade Type: Letter Grade

CSC 514 - Theory of Computation

Units: 3
When Offered: As offered
Computer scientists use hardware and software components to solve problems; this course encompasses the theoretical basics that underlie them. Automata, languages and grammar, language processing, computability and complexity theory will be examined in detail. Important topics will be explored using a combination of conceptual work and coding exercises.
Grade Type: Letter Grade

CSC 516 - Advanced Python

Units: 3
When Offered: As offered
This course will provide an overview of the salient programming topics most heavily used in production level Python development. This includes a deeper understanding of the Python language, learning how to build web applications in Pyramid, knowing how to access relational databases with SQLAlchemy, becoming proficient with NoSQL Document databases using Python, becoming an expert in building reliable code by leveraging unit tests, and last but not least, knowing how to use one of the many Python IDEs and becoming proficient in how to write pythonic code.
Grade Type: Letter Grade

CSC 518 - Machine Learning

Units: 3
When Offered: As offered
This course provides a broad introduction to machine learning and statistical pattern recognition. Topics include: supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines); unsupervised learning (clustering, dimensionality reduction, kernel methods); learning theory (bias/variance tradeoffs, practical advice); reinforcement learning and adaptive control. The course will also discuss recent applications of machine learning, such as robotic control, data mining, autonomous navigation, bioinformatics, speech recognition, text and web data processing.
Grade Type: Letter Grade
Prerequisite(s): CSC 516

CSC 520 - Image Processing

Units: 3
When Offered: As offered
This course is an introduction to all areas of modern image processing. Image formation and capture, display and compression will be covered. Algorithms from single-pixel and neighborhood operations to higher-level functionalities such as object recognition and scene understanding. Extensions to color and 3D imaging will be discussed. Several projects will offer students the opportunity to learn key topics in detail.
Grade Type: Letter Grade

CSC 522 - Software Development Methodology

Units: 3
When Offered: As offered
This course gives detailed coverage to significant software development methodologies including traditional plan driven methods, lean methodologies and a particular emphasis on agile methods. Comparison and discussion of traditional and newer lightweight methods will be made throughout the course. The course may include one or more projects to gain experience practicing software development methods.
Grade Type: Letter Grade

CSC 523 - Mobile Applications Development

Units: 3
When Offered: As offered
Investigation of mobile operating systems and associated software development environments. Consideration of unique constraints and techniques for creating software designed for mobile devices. Design and development of a mobile application.
Grade Type: Letter Grade

CSC 524 - Web Application Development

Units: 3
When Offered: As offered
The design and development of data driven web applications. The integration and exploitation of HTML, JavaScript, server-side programming languages and database technology.
Grade Type: Letter Grade

CSC 525 - Advanced Database Systems

Units: 3
When Offered: As offered
This course will engage the student in essential database topics. The course assumes a basic familiarity with relational databases and SQL. The course will advance the student's knowledge and skills in areas like database systems, database design, concurrency control and transactions, advanced SQL techniques, and data warehouse design.
Grade Type: Letter Grade

CSC 526 - Software Systems Design

Units: 3
When Offered: As offered
An in-depth look at software design. Study of design patterns, frameworks, and architectures. Survey of current middleware architectures. Component based design. Measurement theory and appropriate use of metrics in design. Designing for qualities such as performance, safety, security, reusability, reliability, etc. Measuring internal qualities and complexity of software. Evaluation and evolution of designs. Basics of software evolution, reengineering, and reverse engineering.
Grade Type: Letter Grade
Prerequisite(s): CSC 527

CSC 527 - Software Construction

Units: 3
When Offered: As offered
Coverage of software construction fundamentals including minimizing complexity, anticipating change, and constructing for verification. Discussion will include best practices like patterns, object oriented programming and agility. Management of the construction process and accounting for practical considerations will also be examined. Prerequisite: EGR 221 Data Structures (or equivalent knowledge of object-oriented languages and structures).
Grade Type: Letter Grade

CSC 528 - Software Project Management

Units: 3
When Offered: As offered
Project planning, cost estimation and scheduling. Project management tools. Analysis of options and risks. Release and configuration management. Software process standards and process implementation. Approaches to maintenance and long-term software development.
Grade Type: Letter Grade

CSC 565 - Special Topics in Software Engineering

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic within the field of Software Engineering. The topic varies by semester.
Repeatable: May be repeated for credit with change in topic
Grade Type: Letter Grade

CSC 599 - Independent Study in Software Engineering

Units: 1-3
When Offered: As offered
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a software engineering topic of particular interest.
Grade Type: Letter Grade

Criminal Justice

CJS 501 - Introduction to Law Enforcement Leadership

Units: 3
When Offered: Online
This course introduces students to the skills necessary for successful leadership in law enforcement organizations. Crucial factors that influence organizational, team, and individual performance will be explored. This includes hidden and explicit dynamics that influence motivation and decision-making. Leadership principles will be applied to new approaches to law enforcement challenges, including collaborative strategies to successfully deal with complex public problems. It introduces and analyzes multiple perspectives on policing and justice, including a Christian worldview.
Grade Type: Letter Grade

CJS 510 - Legal Research and Reasoning

Units: 3
When Offered: 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.
Grade Type: Letter Grade

CJS 520 - Advanced Criminal Law

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade

CJS 530 - Theories and Perspectives of Criminal Behavior

Units: 3
When Offered: Summer & Online
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.
Grade Type: Letter Grade

CJS 540 - Elements of Crime Analysis, Intelligence, and Mapping

Units: 3
When Offered: Online
This course will focus on the fundamentals of crime analysis and provide an introduction to crime intelligence and mapping. Students will examine concepts, theories, practices, data and analysis techniques associated with the field of crime analysis for law enforcement. Additional topics will be introduced including understanding criminal behavior, behavioral geography, linking crimes, forecasting, crime prediction and career opportunities.
Grade Type: Letter Grade

CJS 560 - Criminal Investigations

Units: 3
When Offered: Summer & Online
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.
Grade Type: Letter Grade

CJS 597 - Capstone Project

Units: 3
When Offered: Online

The Capstone Project provides the student with the opportunity to synthesize and apply major principles learned in the MSCJ program. It requires students to identify a challenge in law enforcement, review relevant literature on the subject, connect theory and practice to formulate a plan to effectively address the issue(s), and vet the plan through current leaders in the law enforcement community.
Grade Type: Letter Grade

Data Science and Knowledge

DSC 521 - Enterprise Architecture

Units: 3
When Offered: Fall
This course equips students for strategic thinking with respect to IT-enabled transformation in modern organizations, through an end-to-end Strategic Management Process. This course provides a practical experience approach by positioning the students at the high-point of the Information Technology leadership activity, where goals and priorities are set and implemented. During the course students will lead a complete IT Strategic Management Process, think and behave strategically, exploit opportunities to employ leading-edge technologies, and deliver the right business value with IT.
Grade Type: Letter Grade

DSC 523 - Enterprise Data Communications

Units: 4
When Offered: Fall
This course explores state-of-the-art computer communication infrastructure from protocols and protocol architecture to organizational management issues. Special focus areas from TCP/IP Internet communication, protocol design, wireless data networking, to networked applications are studied. The emphasis is on business managers and implementers to design, realize and operate advanced networks that provide efficient and reliable services to users. Topics include data science, data communications, application software, networking, and organization management theory.
Grade Type: Letter Grade

DSC 530 - Experiment Design for Data Science

Units: 4
When Offered: Spring
This course covers the most essential features of experimental research design and the measures associated with it. Principles and procedures involved in collecting, organizing, analyzing, presenting, and interpreting data from quantitative experimental design inquiry are primary areas of examination. Both descriptive and inferential statistical approaches are presented, e.g., describing data, its frequency, measures, and presentation to discrete and continuous probability, analysis of variance (ANOVA), linear and multiple regression, time series and forecasting, quality management and decision theory. Lectures focus on developing tangible understanding of experimental design and corresponding analytic models, and interpreting research results. Laboratory exercises will focus on using programming statistical software for data analysis and presentation.
Grade Type: Letter Grade

DSC 550 - Data Mining

Units: 3
When Offered: Summer
This course examines at the entire knowledge discovery process. The focus on cutting edge, interesting data mining

techniques that can be used in a wide variety of settings (business, science, web analytics, etc.). Topics include algorithmic details, implementation issues, advantages and disadvantages, and many examples of data mining. We will also include the newest topics, such as big data methods and deep learning. The course is a practical, hands-on course, covering knowledge discovery entails, the different groups of algorithms and their usefulness and shortcomings. The course culminates in a real-world project accomplished with open-source tools.
Grade Type: Letter Grade

Education

ECH 525 - Foundations in Early Childhood

Units: 3
When Offered: As offered & Online
This course will review the historical perspectives and current foundations of the early childhood profession. The nature and design of early childhood programs for children birth to age eight will be explored. The developmental continuum and the role of the educator in promoting children's development in all domains will be presented. Trends and issues in early childhood education will be discussed.
Grade Type: Letter Grade

ECH 530 - School, Family, and Community Partnerships

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

ECH 535 - Leadership and Supervision In Early Childhood Settings

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

ECH 540 - Early Childhood Literacy and Language Development

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

ECH 545 - Advanced Studies in Early Childhood Development

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

ECH 550 - Early Childhood Program Development and Evaluation

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

ECH 555 - Creating Curriculum in Early Childhood

Units: 3
When Offered: As offered & Online
This course will review the theory, research, and practice of curriculum development, implementation, and assessment with diverse groups of young children. Students will explore a variety of approaches to curriculum development in early childhood settings serving children birth to age eight. Using an inquiry approach, students will create and reflect on a curriculum unit designed to support young children's learning across all developmental domains.
Grade Type: Letter Grade

ECH 560 - Social and Emotional Learning in Early Childhood

Units: 3
When Offered: As offered & Online
This course will review significant research and theory regarding social and emotional development and learning in infants and young children. Current best practices in supporting children's developing sense of self within a socio-cultural system will be explored. Monitoring and assessment of social and emotional learning implementation as well as understanding the impact of inclusionary practices and trauma-informed behavior guidance will be explained. The effects of social and emotional development on children's learning potential to advance educational equity and promote the academic, social, and emotional development of all children will be discussed.
Grade Type: Letter Grade

EDL 522L - Spiritual Integration for Curriculum Theory and Development

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDL 530 - Introduction to Educational Leadership

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

EDL 531 - Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDL 534 - Program Evaluation and Development

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership specialization

EDL 556 - School Law and Finance

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership specialization

EDL 557 - Law, Finance, and Development for Faith Based Schools

Units: 3
When Offered: As offered
Legal issues and their administrative impact in Christian education regarding school policies, financial operations and development practices. Financial management, budgetary processes, and development plans.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDL 558 - Governance, Policy, and Community Relations

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership specialization

EDL 559 - Faith-Based Governance, Policy, Marketing, Community Relations, and Current Issues

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDL 560 - School Site Leadership and Organizational Development

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership specialization

EDL 561 - Management and Organizational Behavior for Faith-Based Schools

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDL 581 - Fieldwork in Faith-Based Schools

Units: 3
When Offered: As offered
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.
Grade Type: Pass/Fail
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDU 501 - Leadership, Worldviews, and Contemporary Issues

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

EDU 502 - Professional Interpersonal Communication

Units: 2-3
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 505 - Elementary Curriculum and Instruction: Math and Science

Units: 3
When Offered: As offered
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. 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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 509 - Educational Psychology

Units: 3
When Offered: As offered
This course will equip candidates to appraise the relationship between the theories and practices of human development and teaching/learning methods. Specifically, candidates will examine the manner in which world view perspectives of developmental forces impact classroom policies and procedures. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making the pedagogical decisions required in the TPA process. Four (4) hours of fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 510 - Elementary Methods

Units: 3
When Offered: Fall, Spring
This course examines various research-based instructional techniques, planning strategies, methods, and assessment

practices for the elementary schools, both public and private. Structured observation hours are required, equally divided between primary and upper elementary grade classrooms.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): EDU 509

EDU 511 - Theories and Methods of Teaching Diverse Students

Units: 3
When Offered: As offered
This course will equip candidates with the theories and practices connected to working with diverse student populations. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making adaptations required in the TPA process. Fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 511G - Theories and Methods for Teaching Diverse Students Global Practicum

Units: 3
When Offered: As offered
This course will equip candidates with the theories and practices connected to working with diverse student populations. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will teach candidates how to implement culturally responsive practices with a strengths-based approach to making adaptations required in the TPA process. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for EDU 511 - Theories and Methods of Teaching Diverse Students or EDU 511G.
Grade Type: Letter Grade
Fieldwork: 10 hours within the semester and extended fieldwork composed of 12 days in the global setting.
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

EDU 512 - Teaching Language Arts and Social Studies

Units: 3
When Offered: As offered
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. Fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance and EDU 511

EDU 513 - Equity and Diversity in a Multiple Subjects School Setting

Units: 3
When Offered: Fall, Spring
This course will equip candidates with the theories and practices connected to supporting diverse student populations. Candidates will examine the way culturally responsive and sustaining pedagogies can be used to achieve equity. Emphasis will also be placed on designing and using assessments to determine student needs and design appropriate pedagogical strategies. Finally, this course will solidify the strengths-based adaptations approach required in the TPA process.
Grade Type: Letter Grade

EDU 513G - Equity and Diversity in a Multiple Subjects School Setting Global Practicum

Units: 3
When Offered: As offered
This course will equip candidates with the theories and practices connected to working with diverse student populations in a multiple subject setting. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify my understanding of the strengths-based approach to making adaptations required in the TPA process.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

EDU 514 - Secondary Methods

Units: 3
When Offered: As offered
This course examines various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private. Structured observation is required, equally divided between the middle school and high school classroom. This course will introduce the California TPA process.
Grade Type: Letter Grade
Prerequisite(s): EDU 509 and Credential program acceptance or declared major of English, MA - English Pedagogy concentration

EDU 515 - Reading and Writing in the Content Areas

Units: 3
When Offered: Spring & Summer
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. Fieldwork required.

Grade Type: Letter Grade
Prerequisite(s): EDU 509, 514, and Credential program acceptance or declared major of English, MA - English Pedagogy concentration or Kinesiology, MS - Physical Education Pedagogy concentration

EDU 516 - Pedagogical Approaches to Literacy Acquisition

Units: 3
When Offered: As offered
This course consists of the study of current best theories and practices in the teaching and assessment of listening, speaking, reading and writing skills in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance
Pre- or Co- Requisite(s): EDU 511

EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab

Units: 1
When Offered: Fall, Spring
This course is a one (1) credit lab course that will prepare our multiple subject and education specialist credential candidates for the Reading Instruction Competence Assessment (RICA), which is a state-required exam.
Grade Type: Letter Grade
Prerequisite(s): EDU 516

EDU 518 - Classroom Management and Ethics

Units: 3
When Offered: As offered
This course explores the context and best practices of teacher ethics and classroom management. The course equips students to navigate the implicit and explicit ethical dilemmas inherent in the routine decisions teachers make every school day in a manner consistent with the profession's code of ethics. The course also equips students with a variety of classroom management and ethics strategies and techniques to optimize the learning environment for all students. Fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 519 - Subject Area Specializations

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to the content area related to the single subject credential they are earning. Students engage with relevant information from textbooks, experts, and professional journals associated with the content area. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Advisor or major in English, MA - English Pedagogy concentration

EDU 519E - Subject Area Specialization: English

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to English content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with English and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519H - Subject Area Specialization: History or Social Science

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to History or Social Science content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with History or Social Science and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519L - Subject Area Specialization: Health

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Health content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Health and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519M - Subject Area Specialization: Math

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Math content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Math and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519P - Subject Area Specialization: Physical Education

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Physical Education content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Physical Education and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519S - Subject Area Specialization: Science

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Science content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Science and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519U - Subject Area Specialization: Music

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Music content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Music and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519V - Subject Area Specialization: Visual Art

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to Visual Art content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Visual Art and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519W - Subject Area Specialization: World Languages

Units: 3
When Offered: Fall, Summer
Students learn research-based methodologies that are specific to World Languages content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with World Languages and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.
Grade Type: Letter Grade
Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 520 - Current Issues Seminar

Units: 2
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 521 - Theories of Learning and Teaching

Units: 3
When Offered: As offered & Online

Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.
Grade Type: Letter Grade

EDU 522 - Curriculum Theory and Development

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

EDU 525 - Survey of Educational Research

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

EDU 526 - Applied Educational Research

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning specialization

EDU 528 - Classroom Management and Ethics in a Middle and High School Setting

Units: 3
When Offered: Fall, Spring, Summer
This course explores the context and best practices of teacher ethics and classroom management in middle and high school settings. The course equips students to navigate the implicit and explicit ethical dilemmas inherent in the routine decisions teachers make every school day in a manner consistent with the profession's code of ethics. The course also equips students with a variety of classroom management and ethics strategies and techniques to optimize the learning environment for all students.
Grade Type: Letter Grade

EDU 533 - Intercultural Competence

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 534 - International and Comparative Education

Units: 3
When Offered: As offered & Online
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.
Grade Type: Letter Grade

EDU 534G - International and Comparative Education Global Practicum

Units: 3
When Offered: As offered & Online
This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and cultures, 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.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education. Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

EDU 536 - Learning and Teaching a Second Language

Units: 3
When Offered: As offered
This course evaluates theories and methods for teaching and learning a second language, with an emphasis in cross cultural arenas. This course also prepares candidates to teach non-native speakers a second language and navigate the challenges of promoting learning in national or international language settings.
Grade Type: Letter Grade

EDU 540 - The Exceptional Child in Middle and High School Settings

Units: 3
When Offered: Fall, Spring, Summer
The nature, determinants, adjustments, and problems of persons with intellectual gifts, intellectual disabilities, physical disabilities, learning disabilities, health problems, and emotional problems will be studied in conjunction with appropriate educational interventions in the general education Middle and High School classroom setting.
Grade Type: Letter Grade

EDU 541 - The Exceptional Child

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 542 - Models of Teaching and Learning

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): EDU 300, 302, and teaching experience or permission of the Professor

EDU 543 - Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom

Units: 2
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): EDU 300 and 302

EDU 544 - Personnel Leadership and Development

Units: 3
When Offered: As offered & Online
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 either Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
Grade Type: Letter Grade

EDU 546 - Analysis of Teaching Behavior

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDU 546L - Spiritual Integration for Analysis of Teaching Behavior

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions specialization

EDU 548 - Multiethnic Education

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 550 - Bilingual Issues and Methods

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

EDU 554 - Culture and Diversity in Latina/o Communities

Units: 3
When Offered: As offered
This course will equip candidates to create linguistically inclusive, culturally sensitive learning environments for diverse students. Through a transnational lens, candidates will learn to engage and motivate students in

developmentally, culturally, and linguistically appropriate learning activities. Candidates will learn to use an assets-based approach to inform pedagogical practices and student relationships. Additionally, the course will cover the foundations of bilingual education advocacy and intercultural communication. This course has been developed to meet the Bilingual Teacher Performance Expectations (BTPE) outlined by the California Commission on Teacher Credentialing (CTC) for the Bilingual Authorization (BILA).
Grade Type: Letter Grade
Prerequisite(s): Admission to credential program passing scores on CSET Spanish Subtest III, and program interview clearance

EDU 560 - Methods of Teaching in Bilingual Education

Units: 3
When Offered: As offered
This course will prepare candidates to apply their knowledge of students, students' backgrounds, assets, learning needs, and goals in a bilingual educational context. Candidates will learn a variety of pedagogical approaches, instructional strategies, and assessment methods to engage and motivate students while respecting their linguistic and cultural diversity. The course will focus on the philosophical, theoretical, legal, and legislative foundations of bilingual education and provide tools to support all students in their bilingual, bi-literate, and bicultural development.
Grade Type: Letter Grade
Prerequisite(s): Admission to credential program, passing scores on CSET Spanish Subtest III, and program interview clearance

EDU 569 - Spanish Language and Literacy

Units: 3
When Offered: As offered
This course provides a comprehensive examination of the principles and practices necessary for fostering bilingualism and biliteracy among students. Specifically, candidates will learn to design bilingual and biliteracy learning experiences supported by developmental linguistic processes (e.g., cross-linguistic transfer, contrastive analysis, and translanguaging). This course also emphasizes the cultivation of advanced Spanish language proficiency for the purpose of nurturing the development of literacy and content knowledge in both languages.
Grade Type: Letter Grade
Prerequisite(s): Admission to credential program, passing scores on CSET Spanish Subtest III, and program interview clearance

EDU 572 - Professional Relationships in Middle and High School Settings

Units: 3
When Offered: Fall, Spring, Summer
This course will focus on the basic aspects of effective collaboration between special education professionals and others involved in the education and care of middle and high school individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team building, knowledge of community resources, and advocacy. In addition, candidates will introduce the Individualized Family Service Plan, the Individualized Education Program, and the Individualized Transition Plan.
Grade Type: Letter Grade

EDU 573 - Site Based Fieldwork: Single Subject

Units: 1
When Offered: Fall, Spring
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand

and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments throughout the ASPIRE credential pathway program.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 573G - Site Based Fieldwork: Single Subject Global Practicum

Units: 1
When Offered: As offered
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments throughout the ASPIRE credential pathway program.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

EDU 574 - Site Based Fieldwork: Multiple Subject

Units: 1
When Offered: Fall, Spring
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments throughout the IMPACT credential pathway program.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

EDU 574G - Site Based Fieldwork: Multiple Subject Global Practicum

Units: 1
When Offered: As offered
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments throughout the IMPACT credential pathway program.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

EDU 580 - Student Teaching and Seminar

Units: 14
When Offered: Fall, Spring
Teaching experience in the public school under guidance of University supervisor with cooperation of a credentialed master teacher in the public school. Open to Multiple Subject and Single Subject credential candidates who have been cleared for student teaching through meeting all legal, state, and University requirements. Weekly seminar accompanies student teaching. Non-Degree Applicable.
Grade Type: Pass/Fail
Fee: Additional course fee
Prerequisite(s): Credential program acceptance and permission of the Program Advisor
Concurrent Requisite(s): EDU 583

EDU 580A - Student Teaching and Seminar

Units: 7
When Offered: As offered
Teaching experience in elementary or secondary education under guidance of University supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple 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. Approval is required for split-semester placements. Non-Degree Applicable.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 580B - Student Teaching and Seminar

Units: 8
When Offered: As offered
Teaching experience in elementary or secondary education under guidance of University supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple 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. Approval is required for split-semester placements. Non-Degree Applicable.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581 - Internship and Seminar

Units: 15
When Offered: As offered
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 an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Non-Degree Applicable.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581A - Internship and Seminar

Units: 7
When Offered: As offered
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 an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Non-Degree Applicable.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581B - Internship and Seminar

Units: 7
When Offered: As offered
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 an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Non-Degree Applicable.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 582 - Internship Practicum

Units: 1-6
When Offered: As offered
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary 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.
Repeatable: May be repeated for a maximum of fifteen (15) units
Grade Type: Pass/Fail
Fee: Additional practicum fee
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 583 - Student Teaching Portfolio

Units: 1
When Offered: Fall, Spring
Teaching candidates complete the TPA portfolio as a comprehensive assessment of the Teacher Performance Expectations.
Grade Type: Pass/Fail
Fee: Additional testing fee
Prerequisite(s): Credential program acceptance and permission of the Program Advisor
Pre- or Co- Requisite(s): EDU 580 or SPE 580

EDU 585 - International Education Practicum

Units: 1-3
When Offered: As offered

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.
Grade Type: Pass/Fail
Prerequisite(s): EDU 533 and 534

EDU 586 - Initial Clinical Practice: Preliminary Single Subject Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete an initial clinical experience in a school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

EDU 587 - Final Clinical Practice: Preliminary Single Subject Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete an initial clinical experience in a school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

EDU 588 - Initial Clinical Practice: Preliminary Multiple Subjects Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete an initial clinical experience in a school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

EDU 589 - Final Clinical Practice: Preliminary Multiple Subjects Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete final clinical experience in a school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

EDU 590 - Directed Readings

Units: 3
When Offered: As offered
This course focuses on special subjects of interest to current teachers and identified needs of specific educational groups.
Grade Type: Letter Grade

EDU 595 - Special Topics

Units: 1-3
When Offered: As offered
Focuses on special subjects of interest to current teachers.
Repeatable: May be repeated for credit
Grade Type: Letter Grade

EDU 596 - Research Seminar

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): EDU 525 and permission of the Program Advisor

EDU 597 - Project

Units: 1
When Offered: As offered
Continuing enrollment for those not completing a project while enrolled in EDU 596 - Research Seminar.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): Permission of the Program Advisor

EDU 598 - Thesis

Units: 1
When Offered: As offered
Continuing enrollment for those not completing a thesis while enrolled in EDU 596 - Research Seminar.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): Permission of the Program Advisor

ETC 507 - Technology and Learning

Units: 3
When Offered: As offered
Candidates will examine and apply various instructional theories and technologies to enhance student engagement and achievement. Candidates will demonstrate proficiency in various computer, web, and mobile device applications for the K-12 classroom and evaluate their relative effectiveness in relation to student achievement.

Grade Type: Letter Grade
Prerequisite(s): Program acceptance

ETC 530 - Technology Management Issues

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ETC 599 - Independent Study in Educational Technology

Units: 1-3
When Offered: As offered
Individual and supervised study of research problems and special projects in specific areas of educational technology.
Grade Type: Letter Grade

SPE 510 - Induction and Reflective Coaching and Teaching in Special Education I

Units: 6
When Offered: Online
Candidates complete supervised field study of first year of approved Teaching Induction Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements in special education is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee
Prerequisite(s): Enrollment in Commission-approved teacher induction program in special education

SPE 511 - Induction and Reflective Coaching and Teaching in Special Education II

Units: 6
When Offered: Online
Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program in special education, and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee
Prerequisite(s): Enrollment in second year of Commission-approved teacher induction program in special education

SPE 512 - Internship and Reflective Coaching and Teaching in Special Education I

Units: 6
When Offered: Online
Candidates complete supervised field study of first year of approved Teaching Intern Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of first year

intern program requirements in special education is required to pass this course.
Grade Type: Pass/Fail
Prerequisite(s): Enrollment in Commission-approved teacher intern program in special education

SPE 513 - Internship and Reflective Coaching and Teaching in Special Education II

Units: 6
When Offered: Online
Candidates complete supervised field study of second year of approved Teaching Intern Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of second year intern program requirements in special education is required to pass this course.
Grade Type: Pass/Fail
Prerequisite(s): Enrollment in second year of Commission-approved teacher intern program in special education

SPE 528 - Technology Solutions for Education Specialists

Units: 3
When Offered: As offered
This course discusses the use of various technologies to promote access to the general curriculum and accommodate, modify, and/or differentiate instruction for students with mild to extensive service needs. Candidates will further analyze a wide variety of technologies in order to appropriately identify which technology(ies) best match with individual student needs. Fieldwork required.
Grade Type: Letter Grade
Prerequisite(s): EDU 341 OR 541
Pre- or Co- Requisite(s): EDU 411 OR 511

SPE 530 - Professional Induction Seminar

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 531F - Professional Induction Fieldwork

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 533 - Professional Relationships

Units: 3
When Offered: As offered
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. Candidates will address content related to case management and self-advocacy for persons in special education. Fieldwork is required.
Grade Type: Letter Grade
Prerequisite(s): EDU 411 or 511, and 516

SPE 533G - Professional Relationships Global Practicum

Units: 3
When Offered: As offered
This course will focus on the basic aspects of effective collaboration 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. In addition, candidates a will introduce the Individualized Family Service Plan, the Individualized Education Program, and the Individualized Transition Plan. 3 hours of fieldwork is required for this course.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

SPE 534 - Strategies and Interventions Across Content Areas

Units: 4
When Offered: As offered
This course will focus on the interaction among the characteristics of individuals with Mild/Moderate Disabilities, social, emotional, and academic growth, and instruction and intervention. Specific Learning Disabilities, especially Dyslexia, will be addressed. Instruction and interventions related to Mild/Moderate disabilities in other academic areas such as writing, mathematics, and science will also be addressed. Fieldwork and clinical practice are included.
Grade Type: Letter Grade
Prerequisite(s): EDU 511 and 541

SPE 539 - Site Based Fieldwork: Special Education

Units: 1
When Offered: Fall, Spring
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a special education classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments embedded into the special education coursework.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 539G - Site Based Fieldwork: Special Education Global Practicum

Units: 1
When Offered: As offered
This course provides a 50-hour site-based fieldwork experience that orients candidates to the demands of being a special education classroom teacher. Through work as an aide in a partner teacher's classroom, candidates will be guided to understand and apply the principles of observational and informal assessment. Information gathered during this fieldwork experience may be integrated into pedagogy planning assignments embedded into the special education coursework.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

SPE 540 - Critical Issues in Special Education

Units: 3
When Offered: Online
This course engages education leaders in an in-depth analysis of controversial issues in special and general education. It encourages active debate in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.
Grade Type: Letter Grade

SPE 546 - Applied Behavior Analysis

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

SPE 548 - Technology and Moderate to Severe Disabilities

Units: 3
When Offered: As offered
This course discusses the use of technology for education and support of students with moderate to severe disabilities. Particular focus will be placed on students with autism spectrum disorder. Completion of a college-level technology course is recommended.
Grade Type: Letter Grade

SPE 550 - Research in Special Education

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 555 - Collaboration, Consultation, and Effective Intervention

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 558 - Assessment and Interventions

Units: 4
When Offered: As offered
This course will equip candidates with the theories and skills related to assessment and intervention of students with Mild/ Moderate support needs. Candidates will examine the relationship among assessment, disability, and intervention. Candidates will examine the basic concepts and theoretical foundation of assessment as well as the range of assessments from informal to formal. Issues related to culture, language, faith and disability as they impact student learning are also emphasized. This course will provide candidates with opportunities to connect assessment to interventions that address the unique needs of students with Mild/Moderate support needs. Clinical fieldwork at a designated school site is required.
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): Credential program acceptance, EDU 512, 516, and 518

SPE 568 - Teaching Students with Extensive Support Needs: Instructional Strategies

Units: 3
When Offered: As offered
Instructional strategies for students with extensive support needs. Includes assessment, curriculum adaptations, curriculum delivery, and program evaluation built off the principles of data-based instruction. Topics include functional academics, communication skills, behavioral issues, functional skills, and accessing the core curriculum.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 569 - Teaching Students with Extensive Support Needs: Community Integration

Units: 3
When Offered: As offered
Teacher Candidates will learn how to help students with moderate/severe disabilities integrate into a wide range of communities. Strategies will cover social networks, social skills, social model intervention, community-based instruction, movement, mobility, and specialized health care.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 571F - Fieldwork: Advanced Behavior and Environmental Support or Approved Non-University Activities

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

SPE 580 - Student Teaching in Special Education

Units: 14
When Offered: As offered
Teaching experience in an approved school under guidance of a University supervisor in cooperation with a credentialed Master Teacher. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.
Grade Type: Pass/Fail
Fee: Additional course fee
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.
Pre- or Co- Requisite(s): EDU 583

SPE 580A - Student Teaching in Special Education

Units: 7
When Offered: As offered
Teaching experience in a special education classroom under guidance of University supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 580B - Student Teaching in Special Education

Units: 8
When Offered: As offered
Teaching experience in a special education classroom under guidance of University supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581 - Internship and Seminar

Units: 15
When Offered: As offered
Intern teaching experience in elementary or secondary education under the guidance of a University supervisor while employed by an approved school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581A - Internship and Seminar

Units: 7
When Offered: As offered
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary education. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581B - Internship and Seminar

Units: 8
When Offered: As offered
Intern teaching experience in elementary or secondary education under the guidance of a University supervisor while employed by an approved school. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.
Grade Type: Pass/Fail
Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 582 - Internship Practicum

Units: 1-2
When Offered: As offered
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. 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 filed for the preliminary credential.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Fee: Additional practicum fee
Prerequisite(s): Credential program acceptance and permission of the Program Advisor

SPE 583 - Special Education Student Teaching Continuance

Units: 0
When Offered: As offered
Students requiring additional weeks of Special Education student teaching will need to enroll in this course until requirements for SPE 580 - Student Teaching in Special Education are fulfilled.

Grade Type: Pass/Fail
Fee: Additional fee
Prerequisite(s): SPE 580

SPE 586 - Initial Clinical Practice: Preliminary Mild Moderate Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete an initial clinical experience in a mild moderate support needs school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

SPE 587 - Final Clinical Practice: Preliminary Mild Moderate Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete final clinical experience in a mild moderate support needs school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

SPE 588 - Initial Clinical Practice: Preliminary Extensive Support Needs Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete an initial clinical experience in an extensive support needs school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

SPE 589 - Final Clinical Practice: Preliminary Extensive Support Needs Credential

Units: 7
When Offered: Fall, Spring
Teacher Candidates will complete final clinical experience in an extensive support needs school classroom under the direction of a qualified Mentor Teacher and University Supervisor. This clinical experience requires the teacher candidate to adhere to the hour expectations articulated within the site's teacher contract for the entire placement. The evaluation will be based on California's Teaching Performance Expectations.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

SPE 590 - Diagnostic and Remedial Techniques in Reading

Units: 4
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): EDU 516 and Credential program acceptance

SPE 595F - Fieldwork: Professional Leadership and Communication Seminar

Units: 1
When Offered: As offered
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 Pan (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.
Grade Type: Letter Grade
Prerequisite(s): Credential program acceptance

Electrical and Computer Engineering

ECE 511 - Power Engineering

Units: 3
When Offered: As offered
This course introduces principles and techniques from the fields of mathematics, physics, and numerical methods as well as engineering approaches to develop effective power electronics circuits and systems. Topics include DC-DC converters, rectifiers, inverters, converter control, power flow and DC motors and drives. Simulations and experiments will be used to enhance the learning.
Grade Type: Letter Grade

ECE 512 - Real-Time Digital Signal Processing

Units: 3
When Offered: As offered
This course introduces the fundamental principles of Digital Signal Processing (DSP) in a real-time (or lab-based) approach. Topics include introduction to ARM (brand) microcontrollers (for implementing lab experiments), analog-to-digital and digital-to-analog converters, finite impulse response (FIR) and infinite impulse response (IIR) filtering, the Fourier Transform, and adaptive filtering. The course aims to produce students who are capable of designing DSP systems and creating commercially-viable audio applications using high-performance and energy-efficient ARM processors.
Grade Type: Letter Grade

ECE 513 - Radio-Frequency Engineering

Units: 3
When Offered: As offered
Topics include a detailed discussion on transmission lines, waveguides, impedance matching, microwave resonators, RF filters, RF amplifiers, and passive RF and microwave devices (mixers, diplexers, etc.). An introduction to antenna design as well as RF/microwave communications link design will be given.
Grade Type: Letter Grade

ECE 514 - Modeling and Control of Robotic Manipulators

Units: 3
When Offered: As offered
This course builds the foundation for designing robotic manipulators. Topics include forward and inverse kinematics, velocity kinematics, dynamics, sensors and actuators for robots, path planning, independent joint control, force control, and an introduction to vision-based control. Includes lab problems.
Grade Type: Letter Grade

ECE 515 - Radio-Frequency Integrated Circuit Design

Units: 3
When Offered: As offered
This course covers the analysis and design of radio-frequency integrated circuits (RFICs) for wireless communications. Topics include overview of RF and wireless technology, basic concepts of RF design: linearity, distortion, sensitivity, noise figure, impedance transformation; transceiver architectures; phase-locked loops; low-noise amplifier design; oscillator and synthesizer design; basic architectures of power amplifiers.
Grade Type: Letter Grade
Prerequisite(s): ECE 513

ECE 516 - Power Generation, Operation, and Control

Units: 3
When Offered: As offered
The course covers operations economics and control of the power system and builds on the characteristics of large generating facilities to include how they are operated to minimize cost while meeting the requirement to supply load and keep equipment operating within safe margins. It will focus on the transmission system and cover transmission system operation and analysis. Students will be introduced to new optimization methods and new analysis methods used in the power industry.
Grade Type: Letter Grade
Prerequisite(s): ECE 511

ECE 517 - Mobile Robotics

Units: 3
When Offered: As offered
This course introduces principles and techniques from the fields of mathematics, physics, and numerical methods as well as engineering approaches to develop effective mobile robots. Topics include kinematics of mobile robots, perception, localization and mapping, and motion planning. Mobile robot programming will be taught through simulations and experiments based on the Robot Operating System (ROS).
Grade Type: Letter Grade
Prerequisite(s): ECE 514

ECE 535 - Advanced Digital System Design Using Field-Programmable Gate Arrays

Units: 3
When Offered: As offered
Introduction to Field-Programmable Gate Arrays (FPGAs)-integrated circuit structure, concepts, programming, and user designs by way of lecture and laboratory. Thorough treatment of the Verilog Hardware Description Language (HDL) and Xilinx design software plus development boards, in a lab-based approach, via simulation and actual implementation plus testing. System level design begins with lower level blocks, such as multiplexors, decoders, counters, state-machines, UARTS and then proceeds to an embedded microcontroller.
Grade Type: Letter Grade

ECE 537 - Digital Signals and Systems

Units: 3
When Offered: As offered
This course focuses on the representation and analysis of discrete-time signals and systems, and also provides an introduction on digital signal processing. Topics covered include convolution sum, difference equations, discrete-time Fourier Series and Fourier Transform, z-Transform, sampling and reconstruction, DFT, FFT, digital FIR and IIR filters.
Grade Type: Letter Grade

ECE 565 - Special Topics in Electrical and Computer Engineering

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic within the field of Electrical and Computer Engineering. The topic varies by semester.
Repeatable: May be repeated for a maximum of eight (8) units with change in topic
Grade Type: Letter Grade

ECE 599 - Independent Study in Electrical and Computer Engineering

Units: 1-3
When Offered: As offered
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a software engineering topic of particular interest.
Repeatable: May be repeated for a maximum of nine (9) units
Grade Type: Letter Grade

Engineering

EGR 501 - Applied Engineering Math and Ethics

Units: 3
When Offered: As offered
This course is an introduction to the graduate study of engineering. Engineering mathematics and linear algebra, as needed for graduate study, will be covered. The Christian worldview and its perspective on advanced engineering will be examined through readings and reflections. An introduction to the topic of research and development will be provided.
Grade Type: Letter Grade

EGR 503 - Applied Engineering Analysis

Units: 3
When Offered: As offered
This course is intended for all graduate-level engineering students to develop analytic and problem solving skills. Mathematical principles and software tools are applied to analyze and solve engineering problems. Students learn to associate differential equations and other mathematical tools with physical phenomena descriptive of a variety of engineering problems. Topics include mathematical modeling of engineering problems; ordinary differential equations, matrix and vector analysis, linear algebra, eigenvalue problems, Fourier analysis, and partial differential equations.
Grade Type: Letter Grade

EGR 506 - Engineering Research and Project Discovery

Units: 3
When Offered: As offered
This course is an introduction to research and development in the fields of engineering. Methods for properly researching a topic, collecting and processing data, drawing conclusions and presenting results are discussed. Special attention is paid to the process of technical development as opposed to research.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): EGR 501

EGR 507 - Research and Development

Units: 1-3
When Offered: As offered
This course is a continuation of graduate research and development in the fields of engineering. Faculty will supervise the research and measure progress of the work.
Repeatable: May be repeated for a maximum of nine (9) units
Grade Type: Pass/Fail
Prerequisite(s): EGR 506

EGR 508 - Documentation and Presentation

Units: 3
When Offered: As offered
This course completes the required graduate research and development sequence in the fields of engineering. The project work or research will be completed, fully documented and presented using the Assertion-Evidence approach to a group of faculty, peers and observers.
Grade Type: Letter Grade
Prerequisite(s): EGR 506

EGR 510 - Entrepreneurial Engineering

Units: 3
When Offered: Spring
Engineers and inventors need to understand how to take an idea and/or product to a place of market acceptance. This course will equip you to think and act entrepreneurially as well as intra-preneurially. Companies such as Google and IBM expect their employees to work at a high level and to innovate by creating new products, implementing new processes, and challenging the status quo. This course will also focus on disruptions in the market and teach you the skills necessary to become the next Steve Jobs or Elon Musk.
Grade Type: Letter Grade

EGR 511 - Smart Irrigation Systems

Units: 3
When Offered: As offered
This course will focus on computer controlled farm irrigation system evaluation and management. Topics include drip, micro-spray, furrow, border strip, and sprinkler systems. The course will also address irrigation efficiency and uniformity, and pumping costs.
Grade Type: Letter Grade

EGR 512 - Wells and Pumps

Units: 3
When Offered: As offered
This course will study the water well drilling, design and development. It will also investigate the pump characteristics, system head design, series and parallel operation, design of pump intakes, and variable speed electric drives and engines.
Grade Type: Letter Grade

EGR 513 - Agricultural Design for Disability

Units: 3
When Offered: As offered
This course focuses on farm equipment design for disability.
Grade Type: Letter Grade

EGR 531 - Control Systems

Units: 3
When Offered: Spring
Analog control system modeling, analysis, and design using root locus and frequency response methods. Introduction to state variable methods and digital control. Includes lab projects on real-time control systems. MATLAB and SIMULINK are used extensively as design tools.
Grade Type: Letter Grade

EGR 541 - Geographic Information System and Visualization

Units: 3
When Offered: As offered
This course investigates complex spatial data ecosystems and their respective impact on geographic information system (GIS) solutions. Students develop comprehensive GIS knowledge as applied to working with geographic information. Formal definition and key functions that distinguish GIS from other information systems are presented and discussed. Historical development of innovative and collaborative geographic information tools that assist with managing the challenges associated with positional data are reinforced. Knowledge and skills acquired via application of the concepts of GIS are assessed by completing a series of lab assignments and a culminating research project.
Grade Type: Letter Grade

EGR 544 - Materials and Manufacturing Processes

Units: 3
When Offered: Spring
Properties of the principal families of materials used in mechanical engineering design with an introduction to the

manufacturing processes used to convert these materials into finished products. Application of statistics and probability to material properties and manufacturing. Laboratory experiments in strength of materials, property of materials, and manufacturing processes.
Grade Type: Letter Grade

EGR 546 - Machine Design

Units: 3
When Offered: Fall
The fundamentals of machine elements in mechanical design. Includes the analysis of components under static and fatigue loadings, and the analysis, properties, and selection of machine elements such as shafts, gears, belts, chains, brakes, clutches, bearings, screw drives and fasteners.
Grade Type: Letter Grade

EGR 565 - Special Topics in Engineering

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic within the field of engineering. The topic varies by semester.
Repeatable: May be repeated for credit with change in topic
Grade Type: Letter Grade

EGR 581 - Systems Simulation

Units: 3
When Offered: As offered
Model design to simulate discrete event systems with basic input and output analysis using high order languages, applied to industrial systems analysis and design problems.
Grade Type: Letter Grade

EGR 582 - Supply Chain and Logistics Management

Units: 3
When Offered: As offered
Apply industrial and systems engineering and management approaches to improve the effectiveness and efficiency of material flow, information flow and cash flow for the entire supply chains.
Grade Type: Letter Grade

EGR 599 - Independent Study in Engineering

Units: 1-3
When Offered: As offered
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue an in-depth engineering topic of particular interest.
Grade Type: Letter Grade

English

ENG 500 - Research and Writing in Literature and Language

Units: 3
When Offered: As offered
This course provides advanced study in grammar, writing and research techniques and styles.
Grade Type: Letter Grade

ENG 501 - Critical Theories and Traditions

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 503 - Essay Workshop

Units: 3
When Offered: Spring & Online
This three-unit essay workshop serves to assess the subject-matter competence of the prospective Master of Arts in English (MAEN) student. Students will enroll for this course with the recommendation of the MA in English Program Director. It will serve as a competency course for prospective students and will not count towards the Master of Arts in English.
Grade Type: Letter Grade

ENG 510 - Comparative Mythology

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 520 - Theory and Worldview

Units: 3
When Offered: Fall (odd years)
A course designed to introduce students to critical and theoretical perspectives on literature. Students will also consider how to examine and evaluate literary theories and texts from a Christian worldview.
Grade Type: Letter Grade

ENG 523 - Theory and Methods of TESOL

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

ENG 525 - Non-Western Literature Seminar

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 531 - Literary Journal Editing and Publishing

Units: 3
When Offered: Spring
In this course, students assist in all aspects of the publication of the campus literary journal, The Dazed Starling. Students read submissions of poetry, fiction, and creative nonfiction, they work with writers to edit their pieces, and they assist with layout and design.
Grade Type: Letter Grade

ENG 533 - Young Adult Literature

Units: 3
When Offered: Spring
This course provides in-depth study of a variety of diverse books for young adults that are appropriate for use in the classroom. It also offers instruction in English pedagogy of young adult literature.
Grade Type: Letter Grade
Prerequisite(s): Declared concentration in English, MA - English Pedagogy

ENG 542 - Intercultural Rhetoric

Units: 3
When Offered: As offered
This course is designed to enhance the English graduate student's understanding of rhetoric and language across multiple cultures. Students will become familiar with preferred rhetorical organization patterns of a variety of cultures and sub-cultures (e.g., genres) in academic and professional writing.
Grade Type: Letter Grade

ENG 543 - Teaching Second Language Writing

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

ENG 545 - Teaching College Writing

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 546 - Teaching Second Language Reading

Units: 3
When Offered: Spring
This course will be about reading in a second language, primarily, but not exclusively English. In particular, the class will emphasize teaching reading in English to learners whose native language is not English. Since research and theory inform sound pedagogical practice, we will also research and review research on a variety of relevant topics to teaching reading from both linguistic and educational perspectives. Finally, given the importance of literacy in so many contexts today, we will consider a multitude of variables which affect the teaching and learning of reading skills for both children and adults, in second and foreign language settings, and explore the implications of the research for all concerned.
Grade Type: Letter Grade

ENG 553 - Second Language Curriculum Development and Assessment

Units: 3
When Offered: Spring
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.
Grade Type: Letter Grade

ENG 553G - Second Language Curriculum Development and Assessment Global Study

Units: 3
When Offered: As offered
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. Additionally, this course provides an opportunity to travel abroad. Students enrolled in this course will have an opportunity to observe as well as teach an EFL lesson in a global setting.
Grade Type: Letter Grade
Fee: Additional trip fee(s)

ENG 554 - Writing in Context

Units: 3
When Offered: Spring
This course will provide a practical, hands on approach to the study of English grammar and the application of the acquired knowledge of grammar to the classroom setting. It will be assumed that few, if any, students have had a thorough, formal study of English grammar. The approach will seek to present models for application in the literature-based curriculum prescribed by the California State Framework in English. Students will complete numerous in class exercises as well as independent work outside of class for presentation in discussion at subsequent class meetings. Students will also analyze and evaluate theoretical texts related to grammar as well as analyze and compare grammar-related discussions in broader public discourse.
Grade Type: Letter Grade

ENG 555 - Shakespeare Seminar

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 556 - British Literature Pre-1800

Units: 3
When Offered: As offered
A course designed to familiarize students with British literature and language prior to 1800. This course will take a topical or genre-based approach to a period of British literature before Romanticism in the context of that period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
Grade Type: Letter Grade

ENG 557 - British Literature Post-1800

Units: 3
When Offered: As offered
A course designed to familiarize students with British literature from 1800 to the present. The course will take a topical and/or genre-based approach to a period of British literature from Romanticism to the present in the context of that period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.
Grade Type: Letter Grade

ENG 561 - American Literature Pre-1900

Units: 3
When Offered: Fall (odd years)
A course designed to familiarize students with American literature prior to 1900. The course will take a topical and/ or genre-based approach to American literature in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.
Grade Type: Letter Grade

ENG 562 - American Literature Post-1900

Units: 3
When Offered: Fall (even years)
A course designed to familiarize students with American literature from 1900 to the present. The course will take a topical and/or genre-based approach to American literature in the "long twentieth century" in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.
Grade Type: Letter Grade

ENG 563 - Language Structure and Acquisition

Units: 3
When Offered: Fall
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. Ten (10) hours of fieldwork required.
Grade Type: Letter Grade

ENG 570 - Topics in World Literature

Units: 3
When Offered: As offered
A course designed to familiarize students with various periods of World literature. This course will take a topical or genre-based approach to World literature in the context of the period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
Grade Type: Letter Grade

ENG 573 - Second Language Acquisition

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

ENG 575 - Creative Writing: Prose

Units: 3
When Offered: As offered
A creative writing seminar focused on the crafts of fiction and creative nonfiction. Students read numerous published short stories and personal essays, as well as articles discussing craft, technique, and theory. Students write their own short stories or personal essays, which are discussed by the professor and students on scheduled workshop days. The works produced in this class strive to be of publishable quality.
Grade Type: Letter Grade

ENG 576 - Creative Writing: Poetry

Units: 3
When Offered: As offered

A creative writing seminar focused on the craft of poetry. Students read numerous published lyric and narrative poems, as well as articles discussing craft, technique, and theory. Students write their own poems, which are discussed by the professor and students on scheduled workshop days. The poems produced in this class strive to be of publishable quality.
Grade Type: Letter Grade

ENG 577 - Digital Creative Writing

Units: 3
When Offered: As offered
This course engages students in the technological, aesthetic, publication, and attribution issues of digital creative writing and reading. Students create and analyze hypermedia texts in poetry, short story, creative nonfiction, mixed genre, drama, and screenplays. The course highlights written, visual, and audio tools integrated into electronic literature and other storytelling genres.
Grade Type: Letter Grade

ENG 582 - Topics in Literature and Film

Units: 3
When Offered: As offered
This course addresses the relationship between literature and film, focusing on the theory and practice of adaptation from a literary to a cinematic medium. Film adaptations will be analyzed for their relation to their literary counterparts, particularly in regard to ideology, socio-historical recontextualization, and generic issues. The films also will be evaluated for their cinematic integrity as autonomous cultural products aimed at particular audiences. Topics for the seminar might be genre or author-based, such as adaptations of the novels of Jane Austen, or subject-based, such as a study of adaptation and intertextuality in literature, film, and new media. Students should see the instructor for the focus of the current semester.
Repeatable: May be repeated one (1) time for credit
Grade Type: Letter Grade

ENG 583 - Introduction to Digital Studies

Units: 3
When Offered: Fall (odd years)
This course introduces students to the growing field of digital studies. Given the interdisciplinary nature of digital studies, students will study digital texts and projects and will work collaboratively to evaluate, develop, and refine their technical skills to create and edit various forms of digital publications.
Grade Type: Letter Grade

ENG 584 - Digital Literary Studies

Units: 3
When Offered: Fall (even years)
This course integrates the study of literature with digital scholarship, offering practical and theoretical approaches to textual analysis. Students will study literature in digital landscapes and employ digital tools and methods to analyze literary works.
Grade Type: Letter Grade

ENG 591 - Internship

Units: 3
When Offered: Fall, Spring, Summer
The purpose of this course is to provide students the opportunity to practice the written, oral, research, analytical, and/or technological skills developed in their field(s) of study under the direct supervision of a practitioner in a professional field. In consultation with the internship coordinator, the student works in the field through supervised practical experiences with a professional organization.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Department Chair

ENG 594 - Comprehensive Exam

Units: 1
When Offered: As offered
Required for students in any concentration wishing to take a comprehensive exam in place of a thesis or project as part of course requirements for a Master of Arts degree in English. Students may enroll for a maximum of three semesters.
Grade Type: Pass/Fail
Fee: Additional exam fee
Prerequisite(s): Permission of the Program Director

ENG 596 - Research Seminar

Units: 2
When Offered: Spring
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, Project, or Thesis and equip students to conduct scholarly research and produce scholarly papers and presentations worthy of publication in refereed journals and other professional forums.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

ENG 597 - Project

Units: 1
When Offered: As offered
Continuing enrollment for students in the Digital Literary Studies, English Pedagogy, and TESOL concentrations to complete a major project in this course as part of requirements for a Master of Arts degree in English. Students may enroll for a maximum of three semesters.
Grade Type: Pass/Fail
Fee: Additional fee
Prerequisite(s): Permission of the Program Director

ENG 598 - Thesis

Units: 1
When Offered: As offered
Continuing enrollment for students in the Digital Literary Studies and Literature concentrations to complete a substantive thesis in this course as part of requirements for a Master of Arts degree in English. Students may enroll for a maximum of three semesters.
Grade Type: Pass/Fail
Fee: Additional fee
Prerequisite(s): Permission of the Program Director

ENG 599 - Special Topics

Units: 1-3
When Offered: As offered
Concentration upon a specific topic in the field of English. Topic varies for different semesters.
Repeatable: May be repeated multiple times for credit with change in topic
Grade Type: Letter Grade

Forensic Psychology

FPY 500 - Statistical Analysis I

Units: 3
When Offered: 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.
Grade Type: Letter Grade

FPY 501 - Statistical Analysis II

Units: 3
When Offered: 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.
Grade Type: Letter Grade
Prerequisite(s): FPY 500

FPY 505 - Qualitative Forensic Research Methods

Units: 3
When Offered: 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.
Grade Type: Letter Grade

FPY 506 - Quantitative Forensic Research Methods

Units: 3
When Offered: 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.
Grade Type: Letter Grade
Prerequisite(s): FPY 500

FPY 510 - Biological Bases of Behavior

Units: 3
When Offered: 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.
Grade Type: Letter Grade

FPY 520 - Criminal Profiling

Units: 3
When Offered: Spring
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.
Grade Type: Letter Grade
Prerequisite(s): CJS 530, 560, FPY 540, and either 535 or PSY 535

FPY 530 - Advanced Social Psychology

Units: 3
When Offered: Summer
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.
Grade Type: Letter Grade

FPY 535 - Advanced Psychopathology and Criminality

Units: 3
When Offered: Fall
Nature and causes of reactions to social, biological and psychological stress and maladaptive developments with an emphasis on psychopathy and criminality.
Grade Type: Letter Grade

FPY 540 - Forensic Psychology

Units: 3
When Offered: Spring
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.
Grade Type: Letter Grade

FPY 560 - Forensic Practicum I

Units: 3
When Offered: Fall
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.
Grade Type: Pass/Fail

FPY 565 - Forensic Practicum II

Units: 3
When Offered: Spring
A continuation of FPY 560 - Forensic Practicum I.
Grade Type: Pass/Fail

FPY 595 - Special Topics

Units: 3
When Offered: Fall, Spring
This course is designed to be an in-depth seminar on a selected topic within Forensic Psychology.
Repeatable: May be repeated for a maximum of nine (9) units with change of topic
Grade Type: Letter Grade

FPY 595G - Special Topics

Units: 3
When Offered: As offered
This course is designed to be an in-depth seminar on a selected topic within Forensic Psychology with a global experience.
Grade Type: Letter Grade

FPY 596 - Forensic Evaluation I

Units: 3
When Offered: Fall
This course prepares the student for a culminating project- either a thesis or comprehensive evaluation of progress.
Grade Type: Pass/Fail
Prerequisite(s): FPY 506 and permission of the Program Director

FPY 597 - Thesis

Units: 3
When Offered: Spring
This course requires the student to engage in the preparation, evaluation, development, and presentation of research in forensic psychology culminating in a thesis.
Grade Type: Pass/Fail
Fee: Additional fee
Prerequisite(s): FPY 596

FPY 598 - Forensic Evaluation II

Units: 3
When Offered: Spring
This course is designed to provide an in-depth review of the core competencies that are required to demonstrate the ability to practice forensic psychology within the acceptable standards of the profession.
Grade Type: Pass/Fail
Fee: Additional exam fee
Prerequisite(s): FPY 596

Graduate Studies

GRS 501 - Graduate Essentials for Online and Professional Studies

Units: 0
When Offered: Online
This course prepares students for a successful transition to graduate coursework, including online studies. Students gain insights into their unique strengths and learning styles, and they develop practical skills and strategies for addressing academic challenges. It gives students experience using the tools necessary for success within Online Programs of Study, including the Blackboard learning management system.
Grade Type: Pass/Fail

GRS 510 - Induction and Reflective Coaching for Teaching I

Units: 6
When Offered: Online
Candidates complete supervised field study of first year of approved Teaching Induction Program, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting as well as supervised teaching experiences are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): Enrollment in first year of Commission-approved teacher induction program

GRS 511 - Induction and Reflective Coaching for Teaching II

Units: 6
When Offered: Online
Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program, and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): Enrollment in second year of Commission-approved teacher induction program

GRS 515 - Induction and Reflective Coaching and Administrative Leadership I

Units: 6
When Offered: Online
Candidates complete supervised field study of the first year of an approved Administrative Services Credential Induction Program including planned professional learning activities and directed mentoring or supervision through

induction coaching. They have completed one year of field-based experiences, research, and application of learning/leadership principles with current site administrators in an approved public school setting as well as supervised leadership activities that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements is needed to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): Enrollment in Commission-approved induction in administrative services credential program

GRS 516 - Induction and Reflective Coaching and Administrative Leadership II

Units: 6
When Offered: Online
Candidates complete supervised field study requirements of the second year of an approved Administrative Services Credential Induction Program, including planned professional learning activities, practicum, and directed supervision or mentoring through the induction process. Completion of a second year of advanced field-based experiences, research, planned professional learning activities, and application of learning/leadership principles with current site administrators in an approved public school setting as well as supervised leadership activities assigned as appropriate. Evidence of satisfactory completion of the second-year induction program requirements are needed to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): GRS 515 and enrollment in second year of a Commission-approved induction in administrative services credential program

GRS 520 - Teaching Transitional Kindergarten I

Units: 6
When Offered: Online
Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of satisfactory completion of 4 courses from approved Transitional Kindergarten Certificate Program is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): Enrollment in approved transitional kindergarten certificate program

GRS 521 - Teaching Transitional Kindergarten II

Units: 6
When Offered: Online
Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of certificate of completion from approved Transitional Kindergarten Certificate Program is required to pass this course.
Grade Type: Pass/Fail
Fee: Additional portfolio fee (Online)
Prerequisite(s): GRS 520

Health Science

HSC 501 - The American Health Care System

Units: 3
When Offered: Online
This course is a comprehensive introduction to the organization of the U.S. health care "system." It examines the major institutions, professions and political forces that influence the provision of health care services. Students explore the development of major components of the medical care system from a historical perspective by examining the changes in their organization and role over time. They also consider the major problems presently confronting each aspect of health care and discuss alternative means of resolving these issues for the future.
Grade Type: Letter Grade

HSC 502 - Environmental and Occupational Health

Units: 3
When Offered: Spring & Online
This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.
Grade Type: Letter Grade

HSC 505 - Principles of Community Nutrition

Units: 3
When Offered: Fall
This course is an analysis of nutrition issues concerned with health and disease among the population. Biochemical, physiological and socioeconomic interactions will be evaluated as they relate to the development, implementation, monitoring and evaluation of nutrition programs and research that affect the population as a whole.
Grade Type: Letter Grade

HSC 510 - Healthcare Budgeting and Reimbursement

Units: 3
When Offered: As offered
This course is foundational to healthcare budgeting and reimbursement and the impact of resource allocation on healthcare delivery. The course explores a variety of provider reimbursement mechanisms within the healthcare field as well as introducing revenue and expense drivers in the health professions. In addition, the course explores specific regulatory issues in the healthcare environment.
Grade Type: Letter Grade

HSC 516 - Public Health Promotion and Disease Intervention

Units: 3
When Offered: Spring & Online
This course discusses approaches to health promotion and disease prevention intervention in different settings, using varied strategies, and for different target groups. The course is intended to be practical in nature focusing on the specifics of intervention development and delivery and how these might vary across settings, behaviors and strategies. The course will emphasize the careful exploration of examples of intervention creation, delivery and effectiveness. Emphasis will be placed on understanding the resources, and other practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness.
Grade Type: Letter Grade

HSC 521 - Poverty, Inequality, and Policy

Units: 3
When Offered: Summer
This course examines the nature and extent of poverty primarily in the U.S. but with a comparative perspective (developed countries in Europe). It considers possible causes and consequences, and the antipoverty effects of existing and proposed policies.
Grade Type: Letter Grade

HSC 522 - Social and Behavioral Sciences Applied to Health

Units: 3
When Offered: Spring & Online
The overall framework for the course is based on the bio-psychosocial or ecologic perspective on health. In these models, health is seen as being determined by biologic, behavioral, social, and environmental factors that interact with each other and, to a greater or lesser extent, can be influenced by individuals and groups.
Grade Type: Letter Grade

HSC 523 - Current Issues in Public Health

Units: 3
When Offered: Online
This course provides historical perspectives, definitions and discussion of current public health issues. Additionally, this course prepares future public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess/evaluate contemporary public health challenges. Topics may include emergency preparedness for environmental/natural disasters, bioterrorism and a review of the responding agencies (e.g. FEMA, etc.). In addition, determination of potential funding sources required to meet identified public health needs, with an emphasis on the process of formulating a fundable plan, and communicating that plan in NIH-style or an alternate appropriate format.
Grade Type: Letter Grade

HSC 525 - Emerging Issues in Public Health

Units: 3
When Offered: Fall
This course will introduce students to current and emerging issues in public health such as HIV/STD transmission, poverty, globalization, gun control, healthcare access, obesity, and others. Students will be expected to describe these controversies and discuss differing perspectives. Psychosocial and behavioral factors as they relate to these issues will be examined as well as the review and discussion of evidence-based prevention and intervention efforts.
Grade Type: Letter Grade

HSC 530 - United States Healthcare Policy

Units: 3
When Offered: As offered
This course is designed to provide the students with an overview of the healthcare policy process in the United States. Students will gain an understanding of how the healthcare system works and how healthcare policy has been made in the U.S. Review and analysis of current various proposals for healthcare reform will be conducted.
Grade Type: Letter Grade

HSC 538 - Strategic Management for Health Care Services

Units: 3
When Offered: Fall & Online
This course is designed to provide knowledge and skills pertaining to the functions of strategic planning and marketing in the health care setting. Areas to be covered include an analysis of strategic planning and marketing theory, emphasizing strategic planning concepts in an era of regulation and competition, and a marketing orientation to designing the services offered by the health care organization. Students will examine contemporary health service issues through multi-disciplinary perspectives within organizational leadership, analyzing how leaders account for internal and external factors to improve organizational and system performance, thereby meeting individual and community health.
Grade Type: Letter Grade

HSC 540 - Principles and Methods of Epidemiology

Units: 3
When Offered: Fall & Online
Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease.
Grade Type: Letter Grade

HSC 544 - Statistics in Public Health

Units: 3
When Offered: Fall & Online
This course will cover the statistical methods commonly used in the collection and analysis of public health data. Includes descriptive statistics, basic concepts in regression, non-parametric statistics, and parametric statistics as well as an introduction to the use of statistical software. Emphasis on understanding and applying statistical concepts to the interpretations of health research data.
Grade Type: Letter Grade

HSC 552 - Health Law and Ethics

Units: 3
When Offered: Spring & Online
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.
Grade Type: Letter Grade

HSC 554 - US Healthcare Policy and Advocacy

Units: 3
When Offered: Fall & Online
This course includes a review of healthcare systems, policy actors and processes in the United States, roles of government, bureaucracy, and interest groups in health policy and the policy process. Students taking this course will also become familiar with common advocacy techniques and strategies used to initiate legislative and regulatory policies including coalition building, the use of policy studies, and media relations.
Grade Type: Letter Grade

HSC 555 - Public Health Leadership

Units: 3
When Offered: Spring
This course introduces leadership theories and principles and how they can be applied to public health. Students are introduced to different leadership styles and practices in preparation for leadership and management roles in the field of public health. Through leadership analysis and case studies students will become familiar with leadership skills and competencies as well as applications in the diverse settings of public health.
Grade Type: Letter Grade

HSC 557 - Global Health

Units: 3
When Offered: Online
This course introduces issues in international health, emphasizing core disease conditions, leading causes of death and disability within an international context, as well as programmatic and policy responses to improve international health. Topics may include- environmental/natural disaster preparedness, food security, infectious/communicable disease management, essential drugs and immunizations, population/family planning and maternal-child health, traditional practices and cross-cultural communications, literacy, and international public health policy/advocacy.
Grade Type: Letter Grade

HSC 560 - Public Health Program Planning and Evaluation

Units: 3
When Offered: Fall & Online
This is an introductory, graduate level public health program planning, development, and evaluation course that broadly addresses program planning models, process of program development and methods of evaluation in the area of public health. This course will be focused on the following three areas: (1) study of program planning models, (2) process of program development, and (3) methods of evaluation in public health settings.
Grade Type: Letter Grade

HSC 565 - Financial Management in Public Health Organizations

Units: 3
When Offered: Fall
In this core course in financial management, students will learn the fundamentals of budgeting and accounting for public, health, and not-for-profit organizations. Through readings, lectures, real-world case studies, and assignments, students will gain an understanding of how to use financial information in organizational planning, implementation, control, reporting, and analysis. In addition, students will have the chance to develop their spreadsheet skills by using Excel to perform financial calculations and create financial documents.
Grade Type: Letter Grade

HSC 570 - Outbreak and Emergency Preparation and Response

Units: 3
When Offered: Summer & Online
This course is an intensive introduction to public health emergency preparedness and response and covers a number of topics, including: the role of public health in disasters; intentional mass threats; emergency operations planning and exercises; and infectious disease emergency readiness.
Grade Type: Letter Grade

HSC 575 - Advanced Methodology in Health Education

Units: 3
When Offered: Summer
This course reviews various approaches to health promotion and disease prevention intervention strategies. The course is intended to be practical in nature, focusing on the logistics of intervention development and delivery and how these might vary across settings, behaviors, strategies/theories, and populations. Examples of intervention creation, delivery and effectiveness will be provided and the practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness will be emphasized.
Grade Type: Letter Grade

HSC 590 - Research Methods

Units: 3
When Offered: Fall & Online
This course provides an introduction to research methods that examines two major approaches in research paradigms. The course will study in depth different types of quantitative research designs such as experimental, quasi-experimental, and descriptive approaches and students will initiate a research project that investigates behavior, knowledge, or attitude factors that help students to understand the complexity of behavior change through the use of qualitative and quantitative data.
Grade Type: Letter Grade
Prerequisite(s): HSC 544 or STA 544

HSC 592 - Public Health Research Seminar

Units: 3
When Offered: Spring
This course will provide students with an in-depth review of principles of research and analytic methods. Emphasis will be placed on conceptualization of research questions, evaluation of research designs, sample size, issues related to potential threats to validity, and analytical plans. Course topics will include the collection of primary data and the use of secondary data. Students will develop their thesis/project proposal and will be expected to implement their proposed research throughout the course.
Grade Type: Letter Grade

HSC 593 - Public Health Practice Experience

Units: 1
When Offered: As offered & Online
This course consists of structured and supervised professional experiences. Students will demonstrate foundational public health competencies through applied practice experiences in appropriate sites outside of academic and classroom settings. Approved sites may include governmental, non-governmental, non-profit, industrial, university, wellness-center, or for-profit settings.
Repeatable: May be repeated for credit
Grade Type: Letter Grade

HSC 594 - Global Engagement Practicum

Units: 3
When Offered: Spring, Summer
The practicum course consists of a minimum of 150 hours of structured and supervised professional experience in an international setting in which students will receive academic credit. As a working partnership between students and

public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world, international setting.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 594G - Global Engagement Practicum

Units: 3
When Offered: Spring, Summer
The practicum course consists of a minimum of 150 hours of structured and supervised professional experience in an international setting in which students will receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world, international setting. This course includes a global trip. Students may not earn credit for both HSC 594 and HSC 594G.
Grade Type: Pass/Fail
Fee: Additional trip fee(s)
Prerequisite(s): Permission of the Program Director

HSC 595 - Public Health Practicum

Units: 3
When Offered: Spring, Summer
The practicum is a structured and supervised professional experience with an approved agency for which students receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world setting.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 596 - Applied Knowledge in Public Health

Units: 3
When Offered: As offered & Online
This course is a culminating experience that allows the student to demonstrate public health knowledge they have gained throughout the public health program. The culminating exercise will be in the format of a comprehensive examination, research thesis or project. Students completing a thesis or project will prepare a presentation (both oral and written) that focuses on that experience.
Grade Type: Pass/Fail
Prerequisite(s): HSC 590

HSC 597 - Public Health Practicum Extension

Units: 1
When Offered: Summer
This course is an extension of HSC 595 - Public Health Practicum.
Repeatable: May be repeated one (1) time for credit
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 598 - Public Health Thesis/Project Extension

Units: 1
When Offered: Fall, Spring, Summer
This course is an extension of HSC 599 - Public Health Capstone.
Repeatable: May be repeated one (1) time for credit
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 599 - Public Health Capstone

Units: 2
When Offered: Fall, Spring, Summer
This course is designed to be a culminating exercise for students to reflect upon, evaluate, and assimilate knowledge and experience they gained by participating in a research or project opportunity prior to or concurrent with this course. Following Research Methods, sequentially, this course continues the student's development of the research and reflective experience initiated in Research Methods. Students in the capstone will prepare a presentation (both oral and written) that focuses on that experience.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 705 - Orientation to the DrPH

Units: 1
When Offered: Online
Students entering the program are required to attend an orientation series at the beginning of the program. This series of meetings will focus on community building, doctoral expectations, and program design, among others.
Grade Type: Pass/Fail

HSC 710 - Public Health Policy

Units: 4
When Offered: Online
This course examines public health and healthcare policy. Students will discuss federal, state, and local health policies, how and why policies are developed, and how research, politics, and other social factors inform the health policy-making process. Attention is paid to the status of health reform, the role of the state and federal actors, and to the budgetary implications of health care spending. Theories and methods for analyzing health policy-making will be explored, with particular emphasis on unique aspects of health policy formulation, implementation, and modification.
Grade Type: Letter Grade

HSC 715 - Social and Behavioral Sciences

Units: 4
When Offered: Online
This course examines the anthropological, behavioral, cultural, economic, policy, psychological and social processes and factors that influence health. Evaluation of various social behavioral science principles, concepts, theories, models, approaches and research is applied in assessing both the onset and solutions for addressing public health problems.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): HSC 710

HSC 720 - Intermediate Statistics for Health Sciences

Units: 4
When Offered: Online
This course focuses on the use of SPSS computer packages for analysis of statistical data. Students focus on choosing appropriate statistical procedures for analysis and interpreting SPSS output to answer specific research questions. Attention is also paid to ANOVA, multiple regression, logistic regression, ANCOVA, and nonparametric tests with emphasis on understanding selection and application of statistical procedures and interpretation of computer output.
Grade Type: Letter Grade
Prerequisite(s): HSC 715

HSC 725 - Epidemiology

Units: 4
When Offered: Online
This course focuses on the investigation of occurrence and consequences of disease in humans. The course develops upon the knowledge and abilities acquired in Principles and Methods of Epidemiology. The course also deals with the design and interpretation of epidemiologic studies by providing students with experience in the evaluation of epidemiologic evidence, the assessment of epidemiologic data, and discussion of the strategies targeted at improving study validity and efficiency.
Grade Type: Letter Grade

HSC 730 - Planning and Funding Health Interventions

Units: 4
When Offered: Online
This course examines implementation of evaluation of public health programs and their effectiveness. As this course is designed to be grounded in public health practice, students will complete the course with the skills necessary to develop both a program and evaluation plan. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students will also discuss and practice skills required for effective teamwork. Students will locate funding sources, write and review grant proposals, analyze requests for proposals, and use technology in grant seeking.
Grade Type: Letter Grade
Prerequisite(s): HSC 725

HSC 735 - Administration and Leadership

Units: 4
When Offered: Online
This course focuses on administration and management within healthcare organizational frameworks. The course examines principles and methods in organizational development with special emphasis on leading and implementing successful change efforts in healthcare organizations.
Grade Type: Letter Grade
Prerequisite(s): HSC 730

HSC 740 - Quantitative Research Methods

Units: 4
When Offered: Online
This course examines the application of quantitative methods in designing instrument, sampling, and collecting data. The course focuses on the science of quantitative research, sources of invalidity, and literature review techniques. The course also focuses on developing research questions and testing hypotheses, identifying appropriate data collection techniques, setting research goals and objectives, quasi-experimental and experimental designs, and ethics in research. Emphasis is on understanding of the use of research methods and becoming an informed reader of scientific research

articles and reports.
Grade Type: Letter Grade
Prerequisite(s): HSC 735

HSC 745 - Global Health

Units: 4
When Offered: Online
This course examines complex global health challenges, threats, tensions, and multiple programmatic and policy responses adopted by low and middle income countries and communities. The course addresses a number of challenges, including but not limited to the global burden and distribution of disease and mortality, the determinants of health inequalities and vulnerabilities, infectious and non-communicable disease management and prevention, vulnerable populations and family health, food and nutrition, global health systems, sustainable development, global health interventions and policy outcomes.
Grade Type: Letter Grade
Prerequisite(s): HSC 740

HSC 750 - Qualitative Research Methods

Units: 4
When Offered: Online
This is an intensive analysis of theory, practice and ethics of qualitative research in the field of public health. In this course students will gain the skills, and techniques necessary to undertake advanced independent and corporate research using this methodology. The course addresses the application of the principles and strategies of qualitative data collection, interpretation, analysis and writing for, proposals, grants, publishing, storytelling and teaching in the field of public health.
Grade Type: Letter Grade
Prerequisite(s): HSC 745

HSC 755 - Organizational and Strategic Management in Health Care

Units: 4
When Offered: Online
In this course, students will examine contemporary health service issues through multi-disciplinary perspectives and analyze how organizational leaders strategize to improve organizational and healthcare system performance, thereby meeting individual and community health needs. Some topics may include organizational leadership, decision-making, fiscal management, marketing, continuous quality improvement/total quality management, etc.
Grade Type: Letter Grade
Prerequisite(s): HSC 750

HSC 760 - Evaluation and Measurement

Units: 4
When Offered: Online
This course promotes competency in the application of public health program evaluation designs and models. Use of evidence-based tools for measuring health program inputs, quality, access and program results are examined. The course focuses on methods required for the development and selection of health measurement instruments, determination of validity and reliability of evaluation tools, identification of data collection protocols and methods, analysis and interpretation of results, and dissemination of evaluation findings.
Grade Type: Letter Grade
Prerequisite(s): HSC 750

HSC 770 - Data Analysis and Interpretation for Public Health Practice

Units: 4
When Offered: Online
This data analysis course shows how to solve both simple and complex real-life data problems. Basic concepts including data preparation, accessing, cleaning, modeling, modification, visualization, analysis, and interpretation of results. This course focuses on the interpretation of SPSS output to answer specific research questions. Attention is also paid to analysis of ANOVA, multiple regression, logistic regression, ANCOVA, and nonparametric tests.
Grade Type: Letter Grade
Prerequisite(s): HSC 760

HSC 781 - Dissertation Seminar I

Units: 1
When Offered: Online
Students are required to attend a dissertation seminar series during year two of the program. This series of meetings will focus on community building, an introduction to the dissertation process and expectations, an introduction to various research and design elements, among others.
Grade Type: Pass/Fail
Prerequisite(s): HSC 735

HSC 782 - Dissertation Seminar II

Units: 1
When Offered: Online
Students are required to attend a dissertation seminar series during year two of the program. This series of meetings will focus on community building, a continuation of the dissertation preparation process and expectations, an introduction to IRB, and an overview of the doctoral dissertation topic approval process, among others.
Grade Type: Pass/Fail
Prerequisite(s): HSC 781

HSC 793 - Public Health Practice Experiences

Units: 2
When Offered: Online
This course consists of structured and supervised professional experiences. Students will demonstrate foundational public health competencies through applied practice experiences in appropriate sites outside of academic and classroom settings. Approved sites may include governmental, non-governmental, non-profit, industrial, university, wellness-center, or for-profit settings.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

HSC 795 - Dissertation Proposal and Defense

Units: 4
When Offered: Online
This course requires students to examine, apply and design research. Students will compare appropriate theoretical models, research designs, participants, procedures, data analysis techniques, assumptions and limitations in preparation for a doctoral proposal. Students will review literature and design a research question to develop research methods that appropriately address the problem being examined. Finally, students will defend their dissertation proposals to assess their preparation and scholarship leading to dissertation development.

Grade Type: Pass/Fail
Prerequisite(s): RCH 710 and permission of the Program Director

HSC 797 - Dissertation Research and Design

Units: 4
When Offered: Online
Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Pass/Fail
Prerequisite(s): HSC 795 and permission of the Program Director

HSC 799 - Dissertation Defense

Units: 1
When Offered: Online
The dissertation defense will be a public oral examination open to all members (faculty, students and invited guests) of the University community. Questioning of the candidate will be directed by the student's dissertation supervising committee. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem.
Grade Type: Pass/Fail
Prerequisite(s): HSC 797 and permission of the Program Director

Healthcare Administration

HCA 550 - Information Systems for Health Services

Units: 3
When Offered: Online
In this course, students will be introduced to the fundamentals of information technology, electronic medical records, meaningful use, interoperability, and health information exchanges. This course provides students an opportunity to examine the use of information systems, databases, and analytical tools in information technology to enhance performance in healthcare organizations. Legal and ethical issues affecting management of healthcare information along with the use of health statistics, health indicators, confidentiality, security, and privacy will be covered.
Grade Type: Letter Grade

HCA 560 - Principles and Organization of Healthcare Administration

Units: 3
When Offered: Online
In this course, students will be introduced to the fundamentals of healthcare management, organizational principles, and leadership. This course provides students an opportunity to examine the structure and function of healthcare organizations, human resources and organizational issues, and managerial and leadership skills-including but not limited to communication, decision making, team building, etc. Operational activities and managerial functions crucial to healthcare delivery systems will be analyzed.
Grade Type: Letter Grade

HCA 570 - Quality Control and Risk Management in Healthcare

Units: 3
When Offered: Online
This course introduces students to continuous quality and safety improvement within dynamic patient care systems. Current and future healthcare professionals will focus on the importance of these concepts in order to improve safety and efficiency, for both patients and staff members.
Grade Type: Letter Grade

HCA 580 - Healthcare Leadership

Units: 3
When Offered: Online
This course provides students an opportunity to analyze the skills, frameworks, and leadership theories necessary to be successful in a healthcare environment. Special emphasis is placed on the roles and responsibilities of healthcare leadership, including communication, change management, ethics, quality, patient safety, patient satisfaction, motivation, and leading teams.
Grade Type: Letter Grade

Healthcare Simulation Leadership

HSL 510 - Introduction to Healthcare Simulation Leadership

Units: 3
When Offered: Online
Introductory course on origins and current applications and standards for healthcare simulation; overview of simulation methodologies and application in interdisciplinary or interprofessional education and training.
Grade Type: Letter Grade

HSL 520 - Simulation Methodology and Standard Practice Design

Units: 3
When Offered: Online
Provides a comprehensive overview of the history of simulation, simulation terminology, simulation methodologies and current practices, and standards of best practice within simulation as it relates to simulation design and facilitation components.
Grade Type: Letter Grade

HSL 530 - Innovation in Technology and Simulation Based Learning

Units: 3
When Offered: Online
Designed to provide an in depth and practical understanding of the current utilization and application of innovation and technology within the simulation-based learning environment. Discussion of application, emerging research, and evaluation related to innovation and technology.
Grade Type: Letter Grade
Prerequisite(s): HSL 510 and 520

HSL 540 - Educational Simulation Program Design, Implementation and Evaluation

Units: 3
When Offered: Online

Includes a thorough overview of instructional design components and learning theory and methodologies related to simulation program design, implementation, and evaluation. Components of learning theory and instructional design in the context of evidenced based-practices as it relates to simulation-based learning are included.
Grade Type: Letter Grade
Prerequisite(s): HSL 510 and 520

HSL 550 - Leadership Management and Methods in a High Reliability Healthcare Organization

Units: 3
When Offered: Online
Designed to introduce basic concepts in financial management and application concepts of high reliability organizations to lead an organizational culture that supports strong, functional, and safe leaning environments resulting in quality and safe clinical care.
Grade Type: Letter Grade
Prerequisite(s): HSL 510, 520, 530, and 540

HSL 570 - Emerging Trends in Healthcare Simulation Leadership

Units: 3
When Offered: Online
Explores the current and potential within simulation programs due to impacts of new, emerging, and rapidly evolving technologies within and how these organizations are coping (or not) with the resulting innovation disruption. In addition to tools and best practices, students examine the challenges and opportunities in designing projects that implement new and emerging technologies. Other topics include managing change in organizations because of innovative disruption, the benefits and challenges of leading adapting new technologies. A case study project throughout the course investigates how to identify and implement a new technology that will solve a problem in an organization.
Grade Type: Letter Grade
Prerequisite(s): HSL 510, 520, 530, 540, 550, and NUR 559

HSL 580 - Quality and Safety Improvement Practices in Simulation Based Learning

Units: 3
When Offered: Online
Clinical quality improvement theory; classes of outcomes; process management; management tools and techniques for leading improvement of clinical processes, decision-making and program outcomes.
Grade Type: Letter Grade
Prerequisite(s): HSL 510, 520, 530, 540, 550, and NUR 559

HSL 590 - Healthcare Simulation Leadership Practicum

Units: 2
When Offered: Online
The practicum course is focused on advanced healthcare simulation leadership organization and systems theories. Students prepare for simulation leadership roles within healthcare systems, community-based organizations, and university settings. This course will include the completion of a culminating program project related to healthcare simulation innovation and evidenced based practices.
Repeatable: May be repeated for a maximum of four (4) units
Grade Type: Letter Grade
Prerequisite(s): HSL 510, 520, 530, 540, 570, 580, and NUR 559

HSL 599 - Healthcare Simulation Leadership Capstone

Units: 2
When Offered: Online
Provides a method of summative evaluation in which the student is provided with the opportunity to demonstrate integrated knowledge and growth in simulation leadership. Assessment of student's cognitive and intellectual growth within their degree as well as within their overall academic learning experience. Provides opportunity for students to integrate and apply learning from their academic career in a comprehensive manner, as well as providing opportunity to demonstrate the ability to integrate and apply knowledge from their academic studies.
Grade Type: Letter Grade
Prerequisite(s): HSL 510, 520, 530, 540, 550, 570, 580, and NUR 559

Higher Education

HED 500 - Foundations of Service in Higher Education

Units: 3
When Offered: Fall
This course introduces the student to leadership and service in higher education. Included is an abridged overview of various eras of higher educational history from the Ptolemaic dynasty to modern times, with emphasis on modes of teaching and learning, educational leadership and student life through the ages. In the modern context, this course compares contemporary campus cultures, objectives and settings, including public, private, and for profit colleges, as well as adult learning centers, online colleges, community colleges, universities, and professional/research institutes. Included is an introduction to structures of campus governance and areas of leadership and service delivery.
Grade Type: Letter Grade

HED 502 - Cross-Cultural Perspectives on Leadership

Units: 3
When Offered: Fall
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 through the lenses of multicultural education. Students will evaluate established classics in the leadership genre and various case-studies on leadership. Students will also undergo a personal analysis of socialization through cultural autobiographical writing and discuss the implications for leadership development.
Grade Type: Letter Grade

HED 505 - The College Student Experience

Units: 3
When Offered: Spring
The course will provide an overview of multiple aspects and environments for the college student experience from the institutional level to the individual, and feature specific discussions of theory and research for broad populations of college students: community college, adult students, students of color, low income, and graduate students.
Grade Type: Letter Grade

HED 510 - Student Development in Higher Education

Units: 3
When Offered: Fall
An evaluation of developmental theories and issues as applied to college students from late adolescence to adulthood. This course will equip students with a foundational understanding of psychosocial, moral/cognitive, spiritual, intellectual, career, and social ecological development, and will prepare students to effectively integrate theories in assessing college student growth and developmental needs.
Grade Type: Letter Grade

HED 520 - Worldviews and Multiculturalism for Student Affairs

Units: 3
When Offered: Spring
Students will evaluate cultural diversity from worldview, anthropological, psychological, sociological, and theological perspectives to promote healthy cross-cultural experiences and build a dynamic inclusive learning community among heterogeneous groups of people. This course sensitizes students to various assumptions and beliefs individuals use when making sense out of the world and develops specific multi-cultural competences in student affairs. Students may only earn credit for HED 520 or HED 520G - Worldviews and Multiculturalism in Student Affairs Practicum.
Grade Type: Letter Grade

HED 520G - Worldviews and Multiculturalism in Student Affairs Practicum

Units: 3
When Offered: Spring
Students will evaluate cultural diversity from worldview, anthropological, psychological, sociological, and theological perspectives to promote healthy cross-cultural experiences and build a dynamic inclusive learning community among heterogeneous groups of people. This course sensitizes students to various assumptions and beliefs individuals use when making sense out of the world and develops specific multi-cultural competences in student affairs. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for HED 520 - Worldviews and Multiculturalism for Student Affairs or 520G.
Grade Type: Letter Grade
Fee: Additional trip fee(s)

HED 526 - Multicultural Leadership and Governance in Higher Education

Units: 3
When Offered: Spring
Through the lenses of equity centered/multicultural leadership, students will develop an in-depth understanding of organizational theory in higher education and how various governance models influence inclusive practice. Students will also explore the ways governance models influence the flow of communication and how engaging multiple perspectives in communication shapes the culture of an institution.
Grade Type: Letter Grade

HED 530 - Introduction to College Counseling and Advising

Units: 3
When Offered: Summer
This course equips students to help both individuals and groups through difficult transitions. Students will develop the ability to incorporate various academic advising approaches, employ effective counseling strategies, and develop career counseling techniques useful in practice. They will demonstrate an understanding of various helping roles (advisor, counselor and therapist), supportive communication, triage skills, and a firm understanding of when one's expertise ends and referral to other campus and outside resources may be needed.

Grade Type: Letter Grade
Prerequisite(s): HED 510

HED 550 - Law and Finance in Higher Education

Units: 3
When Offered: Summer
An analysis of legal and financial issues confronting higher education today. This course will prepare entry level professions with the essential skills needed to access legal information, recognize economic trends and their influence on the financial health of educational institutions, and understand budget processes at the department, division, or school level. The course is designed to assist students in understanding the role of the University General Counsel, fundamental legislative actions and case laws that have guided and shaped service in higher education, private and public revenue sources and trends, budget proposals, preparation, management, stewardship of resources and accountability.
Grade Type: Letter Grade

HED 555 - Contemporary Social Ethics in Higher Education

Units: 3
When Offered: Fall
This course explores ethical problems arising from contemporary social issues, such as poverty, bioethics, sexual ethics, racial justice, immigration and human rights. We will consider how these issues are portrayed in culture (films, popular media, music), and what policies are (or are not) in place. Students will consider each issue with attention to a biblical worldview and framework of shalom (human flourishing). Through lecture, readings and vigorous discussion, the course aims to educate students about the various positions, ethical approaches and moral arguments for each issue; the complexities that often surround moral choices; and consider policy implications at the personal, institutional, national and international levels.
Grade Type: Letter Grade

HED 560 - Program Development and Assessment

Units: 3
When Offered: Spring
This course examines the issues and models associated with developing and implementing comprehensive and holistic assessments of academic and social programs and institutions. Students will develop knowledge and skills needed to direct financial, human and technological resources to bring about program improvement and success. Students will develop necessary strategies and skills to design and implement program improvement plans and effectively manage resources to accomplish institutional objectives.
Grade Type: Letter Grade
Prerequisite(s): EDU 525 or PSY 530

HED 580 - Supervised Practice

Units: 1
When Offered: As offered
Supervised practice for students in the M.S. Higher Education Leadership and Student Development program. Refer to the HELSD Supervised Practice and Portfolio manual for more information.
Repeatable: May be repeated four (4) times for credit
Grade Type: Letter Grade

HED 581 - Higher Education Portfolio I

Units: 1
When Offered: Spring
The portfolio will include reflections upon academic content and supervises practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will specifically focus upon the ways the student has applied leadership theories to practice.
Grade Type: Pass/Fail
Pre- or Co- Requisite(s): HED 580

HED 582 - Higher Education Portfolio II

Units: 1
When Offered: Fall
The portfolio will include reflections upon academic content and supervised practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will build upon prior sections of the portfolio, specifically focusing upon the ways the student has learned principles related to effective communication and multicultural perspectives.
Grade Type: Pass/Fail
Pre- or Co- Requisite(s): HED 580

HED 583 - Higher Education Portfolio III

Units: 1
When Offered: Spring
The portfolio will include reflections upon academic content and supervised practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will build upon prior sections of the portfolio, specifically focusing upon the ways the student has learned principles related to student development, ethics, and research-based best practices. This culminating class will provide the student with opportunities to revise prior sections and prepare the entire portfolio to present to faculty and supervised practice supervisors the student selects.
Grade Type: Pass/Fail
Pre- or Co- Requisite(s): HED 580

Industrial and Organizational Psychology

IOP 503 - Industrial Organizational Psychology and Behavior

Units: 3
When Offered: Fall
This course provides an overview of the impact individuals, groups, and structures have on human behavior within organizations, while also providing an introduction to literature in sociology, psychology, communication, and management. The course includes a summary of core topics to be covered in the IOP program such as: principles of social psychology, teams, job analysis, motivation, decision-making, performance, culture, and justice.
Grade Type: Letter Grade

IOP 509 - Leadership Development and Change Management

Units: 3
When Offered: Fall
Emphasis is on developing self as an agent for change with opportunities given to practice and develop self as an agent

for influence. This course investigates leadership principles and practices to create learning opportunities through experience.
Grade Type: Letter Grade
Fee: Additional course fee

IOP 523 - Teams in Organizations

Units: 3
When Offered: Summer
This course builds on themes covered in Social Psychology to dig deeper into the antecedents and underlying factors of team success. Students will learn from case studies, recommendations from the literature, and a summarized application of the content to business leaders.
Grade Type: Letter Grade
Prerequisite(s): IOP 503 and 529

IOP 529 - Social Psychology

Units: 3
When Offered: Spring
The course exposes students to advanced concepts of human thought and behavior in groups. Concepts such as social cognition, attitudes and persuasion, leadership, social influence, interpersonal perception, attraction, altruism, and group dynamics may be covered in this course. Students will apply these theoretical concepts through research and practice.
Grade Type: Letter Grade

IOP 533 - Job Analyses and Performance Appraisal

Units: 3
When Offered: Spring
This course includes the theories and techniques used to generate information about what is involved in performing a job or task, the physical and social context of this performance, and the attributes needed by an incumbent for such performance. Additionally, this course covers performance appraisal and feedback systems which meet organizational needs while enhancing worker motivation.
Grade Type: Letter Grade

IOP 539 - Work Motivation

Units: 3
When Offered: Summer
This course presents the conditions and environmental influencers of human behavior in the workplace. Together, students will work through personal strategies for raising their own motivation and applying those concepts to an organizational context.
Grade Type: Letter Grade

IOP 553 - Research Methods and Statistical Analysis

Units: 3
When Offered: Spring
This course introduces students to descriptive statistics, inferential statistics, probability, statistical vs. clinical significance, effect size, and power. Investigates methods to appropriately analyze and interpret data in the context of

work.
Grade Type: Letter Grade

IOP 559 - Learning and On-the-Job Development

Units: 3
When Offered: Summer
In this course, students develop a training deliverable grounded in modern learning theory, principles of adult learning theory, and conditioning principles for the purpose of influencing performance behaviors among employees. Students tie their trainings to the existing literature and design an assessment system for their project.
Grade Type: Letter Grade

IOP 563 - Special Topic

Units: 3
When Offered: Fall
This course is designed to be an in-depth seminar on a selected topic within Industrial-Organizational Psychology.
Repeatable: May be repeated for a maximum of fifteen (15) units with change in topic
Grade Type: Letter Grade

IOP 569 - Personnel Recruitment, Selection, and Placement

Units: 3
When Offered: Fall
Explores themes of organizational justice and equity in the selection of employees to organizations. Legal and societal tensions that affect selection, placement, and classification are covered. This course also explores the theories and statistics involved in the effective matching of individual needs, preferences, knowledge, skills, and abilities, with the needs and preferences of organizations. Recruitment strategies for raising organizational equity are also examined.
Grade Type: Letter Grade

IOP 573 - Statistical Tools for Business Application

Units: 3
When Offered: Fall
This course is designed to provide students with the practical skills and information they will need to apply their knowledge of research and statistics in organizational settings. Topics include: developing or identifying assessments based on organizational needs, administering employee surveys, analyzing data, visualizing data, and using data to inform talent management strategy.
Grade Type: Letter Grade
Prerequisite(s): IOP 553

IOP 579 - Program Evaluation and Organizational Consulting

Units: 3
When Offered: Spring
This course invites students to consider and apply their course material from throughout the IOP program, creating a consulting toolkit. As a cumulative course, this class integrates the principles of psychology, business, and statistics providing an opportunity for students to refine their professional acumen.
Grade Type: Letter Grade

IOP 583 - Cross-Cultural Communication

Units: 3
When Offered: Spring
Explores global perspectives of approaching the world of work. Based on measurable differences between cultures, we discover strategic approaches to the world of business and psychology, considering how they may vary from culture to culture. An emphasis will be placed on the inputs, processes, outputs model applied to social interactions.
Grade Type: Letter Grade

IOP 593 - Practicum

Units: 1-3
When Offered: Fall, Spring
Students interact in peer-coaching conversations to help capture lessons learned in their places of work. The course is based on student-driven work opportunities, performance goals, and developmental growth.
Repeatable: May be repeated for a maximum of nine (9) units
Grade Type: Pass/Fail

Information Technology Management

ITM 500 - Introduction to Technology Management

Units: 3
When Offered: Fall, Spring, & Online
This course provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's management environment. This course covers the hardware, software, and infrastructure that support management information systems designed to achieve innovative business success. The course takes both a strategic and practical approach to the issues organizations face in understanding and determining the application of technical solutions and strategic planning.
Grade Type: Letter Grade

ITM 500C - Introduction to Technology Management

Units: 3
When Offered: Fall, Spring, & Online
This course provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's management environment. This course covers the hardware, software, and infrastructure that support management information systems designed to achieve innovative business success. The course takes both a strategic and practical approach to the issues organizations face in understanding and determining the application of technical solutions and strategic planning.
Grade Type: Letter Grade
Prerequisite(s): Declared Information Technology Management certificate

ITM 502 - Managing Cyber Threats

Units: 3
When Offered: Fall, Summer, & Online
This course is a study of the knowledge and skills used to protect networks using the tools and techniques of an ethical hacker. Students will explore the concept of ethical hacking and its practitioners, along with performing security testing. A technology focused course, students will learn new security resources, emerging vulnerabilities, innovative methods to protect networks, mobile security considerations and computer crime laws.
Grade Type: Letter Grade

ITM 502C - Managing Cyber Threats

Units: 3
When Offered: Fall, Summer, & Online
This course is a study of the knowledge and skills used to protect networks using the tools and techniques of an ethical hacker. Students will explore the concept of ethical hacking and its practitioners, along with performing security testing. A technology focused course, students will learn new security resources, emerging vulnerabilities, innovative methods to protect networks, mobile security considerations and computer crime laws.
Grade Type: Letter Grade
Prerequisite(s): Declared Information Technology Management certificate

ITM 506 - Business Analysis: Operations and Logistics

Units: 3
When Offered: Spring
This course is designed to impact the way you think about transforming data into better decisions in operations and logistic analytics. This course focuses on how the data can be used by project and program managers to institute initial supply chains and improve existing supply chains in support of effective and efficient logistic outcomes. In order for businesses to remain competitive and profitable, operations and logistics must respond to changes in the market by customers, policy and risk. This course will challenge the student to analyze data from these three areas quantitatively, produce methods to adapt to these challenges, which include challenges of collecting impactful data, and predict possible outcomes.
Grade Type: Letter Grade
Fee: Additional course fee
Pre- or Co- Requisite(s): BUS 534

ITM 510 - Project Management

Units: 3
When Offered: As offered & Online
Emphasizes the application of project management skills, tools, and techniques to information systems related project activities in order to determine project scope, charter, resources, scheduling, and cost requirements. Topics include project management, process groups and integration, scope, time management, costs, quality management, human resources, communications management, risk, procurement management, and stockholder management.
Grade Type: Letter Grade

ITM 510C - Project Management

Units: 3
When Offered: As offered & Online
Emphasizes the application of project management skills, tools, and techniques to information systems related project activities in order to determine project scope, charter, resources, scheduling, and cost requirements. Topics include project management, process groups and integration, scope, time management, costs, quality management, human resources, communications management, risk, procurement management, and stockholder management.
Grade Type: Letter Grade
Prerequisite(s): Declared Information Technology Management certificate

ITM 520 - Systems Security

Units: 3
When Offered: As offered & Online

Emphasizes the need, importance, and application of information security with a focus on protecting the informational assets of the organization. Topics include security frameworks, risk assessment, threat management, security plan development, security technologies, cryptography, physical security, implementation, and personnel. An importance is placed on the need to balance risk with organizational goals and the significance of applying a top-down management approach for driving security strategy and policy.
Grade Type: Letter Grade

ITM 520C - Systems Security

Units: 3
When Offered: As offered & Online
Emphasizes the need, importance, and application of information security with a focus on protecting the informational assets of the organization. Topics include security frameworks, risk assessment, threat management, security plan development, security technologies, cryptography, physical security, implementation, and personnel. An importance is placed on the need to balance risk with organizational goals and the significance of applying a top-down management approach for driving security strategy and policy.
Grade Type: Letter Grade
Prerequisite(s): Declared Information Technology Management certificate

ITM 530 - Systems Infrastructure

Units: 3
When Offered: As offered & Online
Emphasizes the understanding and knowledge of the various components of an enterprise information systems infrastructure. Topics include computer-based hardware and software, operating systems, virtual servers, database systems, big data, wired and wireless networks, mobile computing, e-commerce, cloud computing, enterprise systems, business intelligence, knowledge management, system acquisition, system development, cybercrime, and ethics.
Grade Type: Letter Grade

ITM 540 - Emerging Technologies

Units: 3
When Offered: As offered & Online
This course focuses on the evaluation, assessment, and adoption of new technologies with the goal to support and enhance organizational strategy and competitive advantage. Topics include artificial intelligence, autonomous vehicles, 3D printing, Internet of Things (IoT), virtual and augmented reality, and biotechnology, and how emerging technologies are identified, how they evolve, and factors that may encourage or stifle growth.
Grade Type: Letter Grade

ITM 550 - Disaster Recovery Planning

Units: 3
When Offered: As offered & Online
Emphasizes the evaluation and assessment of an organization's information assurance needs and the necessary tools required for planning, risk assessment, backup, recovery, and detection with an importance on implementing a comprehensive Information Assurance Management program for the organization. Topics include information assurance basics, planning, risk mitigation, detection and recovery, and the application of information assurance to selected industries.
Grade Type: Letter Grade

ITM 560 - Law and Ethics in Information Technology

Units: 3
When Offered: As offered & Online
Emphasizes the knowledge and assessment of cyber law and compliance as it relates to the organization. Topics include the Organizational Strategic Governance framework, business continuity management planning, risk assessment, resilience policy, the Integrated Resilience Management Model and System, threat identification, competitor and marketing analysis, and the governance and regulation compliance decision-making process using an ethical framework.
Grade Type: Letter Grade

ITM 595 - Information Technology Management Capstone

Units: 3
When Offered: As offered & Online
This course provides the opportunity to integrate knowledge and demonstrate skills obtained throughout the program in the form of an enterprise level information systems related project, which involves the analysis of an organization's needs, the development of an information systems architecture, and the project management components needed for successful implementation. The course culminates with a final report/paper and presentation.
Grade Type: Letter Grade

Interdisciplinary Studies

IDS 500 - Introduction to Interdisciplinary Studies

Units: 3
When Offered: Online
This course is designed to provide a comprehensive introduction to interdisciplinary concepts and skills at the graduate level. Emphasis will be placed on cross-disciplinary analysis and the application of hybrid skills in future professions. In addition, the course will prepare students to effectively apply critical reading, writing, and thinking skills in analyzing interdisciplinary topics.
Grade Type: Letter Grade

IDS 599 - Integrative Capstone

Units: 3
When Offered: As offered & Online
The Interdisciplinary Studies capstone course allows the student to blend the skills and knowledge acquired from two areas of emphasis in earlier course work into one comprehensive research paper. The course is designed to assess student mastery of skills through the synthesis of interdisciplinary relationships from concepts and techniques learned from multiple disciplines; while reflecting on the purpose of these specialized relationships in their personal and professional goals.
Grade Type: Letter Grade
Prerequisite(s): IDS 500 and permission of Department Chair

Interprofessional Education

IPE 510 - Interprofessional Education: Exposure

Units: 0
When Offered: As offered
This IPE introductory course provides exposure to learners early in their educational programs to engage in activities

that offer knowledge based information, focused on "describing roles and responsibilities" and "demonstrating awareness of interprofessional (IP) communication and teamwork in the context of shared curricular topics required across health professions. An introductory level hybrid course of Inter-Professional Education Collaborative (IPEC) competencies and an end of course seminar for all students will be required.
Grade Type: Pass/Fail
Prerequisite(s): Athletic Training, Counseling Psychology, Nursing, Physician Assistant, Public Health, or Speech Language Pathology major

IPE 520 - Interprofessional Education: Immersion

Units: 0
When Offered: Fall, Spring
This course will engage intermediate learners in their educational program together through their own programs activities that provide opportunities to continue to build upon IPE competencies and develop collaborative skills, knowledge and attitudes. Programs will integrate multifaceted active teaching methods such as simulation, problem-based learning, clinical practicum, community-based projects, service-learning, and other IPE activities.
Grade Type: Pass/Fail
Pre- or Co- Requisite(s): IPE 510

IPE 530 - Interprofessional Education: Competence

Units: 1
When Offered: Spring
This course prepares advanced learners to work collaboratively as appropriate, to assess, plan, provide care/intervention and make decisions to optimize client/patient, family, and community health outcomes and improve quality of care through a University wide IPE simulation. Students will draw upon previously learned knowledge, skills, and attitudes related to the four domains of IPE education to effectively apply leadership qualities that support collaborative practice, and team effectiveness through reflection and application.
Grade Type: Pass/Fail
Pre- or Co- Requisite(s): IPE 520

Kinesiology

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

KIN 500 - Leadership in Kinesiology

Units: 3
When Offered: Summer
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.
Grade Type: Letter Grade

KIN 501 - Applied Pedagogy in Physical Education

Units: 3
When Offered: As offered
This course is designed to improve teaching effectiveness by covering curricular, classroom management, assessment, and physical development issues for students of all ages.
Grade Type: Letter Grade

KIN 505 - Ethics and Leadership in Kinesiology

Units: 3
When Offered: Online
This course will focus on value systems and their role in ethical leadership. Ethical issues in kinesiology, sport, exercise, and physical education are examined, with the application of leadership theory and fundamental principles in guiding ethical discussion, assessment and evaluation. This course will include an examination of biblical principles of leadership, relevant laws and theories pertaining to leadership, ethical theories, and the development of leadership in the domains of kinesiology, exercise and sport.
Grade Type: Letter Grade

KIN 506 - Special Topics in Kinesiology

Units: 3
When Offered: As offered
Concentration upon a specific topic in the field of kinesiology. Topic varies for different semesters.
Repeatable: May be repeated multiple times for credit with change in topic
Grade Type: Letter Grade

KIN 510 - Ethics and Philosophy in Kinesiology

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

KIN 515 - Managing Sport Programs

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

KIN 516 - Advanced Exercise Physiology

Units: 3
When Offered: Spring & Online
This course that prepares students to better understand clinical exercise physiology, sport physiology, and exercise testing and prescription. Students will understand the bioenergetics, energetics of human movement, lactate metabolism, cardiovascular and pulmonary exercise physiology, and both acute and chronic hormonal responses to exercise.
Grade Type: Letter Grade

KIN 526 - Musculoskeletal Exercise Interventions

Units: 3
When Offered: Fall
This course examines 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.
Grade Type: Letter Grade

KIN 535 - Event and Facility Management

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

KIN 536 - Clinical Exercise Physiology

Units: 3
When Offered: Fall
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.
Grade Type: Letter Grade

KIN 545 - Sport Marketing and Promotion

Units: 3
When Offered: As offered
This course covers a variety of promotional and marketing strategies for sport programs and facilities ranging from high school athletics through professional sports.
Grade Type: Letter Grade

KIN 546 - Sports Nutrition

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade

KIN 550 - Legal Aspects of Kinesiology

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade

KIN 552 - Advanced Study of Sport and Exercise Psychology

Units: 3
When Offered: As offered & Online

This course will focus on psychological theory and application towards sport and exercise performance. In-depth analysis of sport psychology theory and exercise behavior will be applied to areas such as motivation, goal setting, burnout, anxiety, attention/concentration, and behavior change. Current issues, research trends, and interventions will play a critical role in the discovery and application of sport and exercise psychological theory.
Grade Type: Letter Grade

KIN 557 - Fitness Testing and Exercise Prescription for Special Populations

Units: 3
When Offered: Spring & Online
This integrated lecture and virtual lab course focuses on the administration and interpretation of exercise tests for special populations. Lectures and interactive labs will help prepare students to identify normal and abnormal physiological responses of the human body before, during and after the administration of various exercise testing and training protocols. Application of current research will guide program design and exercise prescription for adults and special populations.
Grade Type: Letter Grade

KIN 560 - School Health Education

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

KIN 562 - Exercise and Fitness Education

Units: 3
When Offered: As offered & Online
This course will focus on the pedagogical principles of fitness and applied psychomotor skills that fitness professionals must possess in order to successfully work with adults and special populations. Instructional methods will be studied in relation to cardio-respiratory endurance, strength, flexibility exercises, skill related components of fitness, body composition, and wellness. Special emphasis will be placed on health risk factors, fitness assessment, movement technique, and exercise programming.
Grade Type: Letter Grade

KIN 565 - Economics of Sport

Units: 3
When Offered: Spring
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.
Grade Type: Letter Grade

KIN 566 - Clinical Exercise Intervention for Chronic Disease

Units: 3
When Offered: Spring & Online
This course will prepare students for laboratory based clinical exercise assessments through hands on experience and guided case studies. Focus will be given to cardiovascular, musculoskeletal, and pulmonary assessments. This course

will discuss the underlying pathology of a variety of metabolic and lifestyle disease with specific emphasis on exercise prescription for the prevention and treat of lifestyle diseases. This course will center on 4 primary domains: 1) Patient/ Client Assessment, 2) Exercise Prescription, 3) Program implementation/ongoing support, 4) Leadership and Counseling.
Grade Type: Letter Grade

KIN 570 - Research Methods

Units: 3
When Offered: Fall & Online
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.
Grade Type: Letter Grade

KIN 575 - Media and Public Relations in Sport

Units: 3
When Offered: Spring, Summer
This course examines media and public relations in sport. Different types of media, technology and alternative marketing and communication channels will be explored.
Grade Type: Letter Grade

KIN 577 - Community Based Physical Activity Interventions

Units: 3
When Offered: Spring
This course provides an overview of the role of the physical activity specialist within the community health department. The course analyzes the development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.
Grade Type: Letter Grade

KIN 580 - Research Project Seminar

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade
Prerequisite(s): KIN 570

KIN 585 - Field Experience I

Units: 3
When Offered: Fall, Spring, Summer
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.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Program Director

KIN 586 - Electrocardiography in Clinical Exercise

Units: 3
When Offered: Spring
This course prepares students for clinical interpretation of electrocardiograpy (EKG) in the rehabilitation, medical and exercise performance environments. Laboratory experiences are included that provide an understanding of EKG readings during health and exercise related activities.
Grade Type: Letter Grade

KIN 593 - Applied Knowledge in Kinesiology

Units: 3
When Offered: Online
This course is a culminating experience that will allow the student to demonstrate knowledge they have gained throughout the Master of Science in Kinesiology program. The culminating exercise will be in the format of a comprehensive examination, research project or thesis. Students completing a project or thesis will prepare a presentation that focuses on that experience.
Grade Type: Pass/Fail
Prerequisite(s): KIN 570

KIN 594 - Comprehensive Examination

Units: 1
When Offered: Fall, Spring, Summer
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.
Grade Type: Pass/Fail
Prerequisite(s): KIN 570 and permission of the Program Director

KIN 595 - Field Experience II

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

KIN 598 - Thesis

Units: 3
When Offered: Fall, Spring, Summer
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 580 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.
Grade Type: Pass/Fail
Fee: Additional fee
Prerequisite(s): KIN 570, 580, and permission of the Department Chair

Leadership

LDR 502 - Theories and Foundations in Leadership Studies

Units: 3
When Offered: 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.
Grade Type: Letter Grade

LDR 503 - Foundations of Christian Leadership

Units: 3
When Offered: Online
This course is designed to help leaders understand the explicit and underlying theological foundations of Christian leadership. The major motifs of leadership as described in the Bible will be analyzed with the intent of identifying contextually relevant prescriptions and practices. Special attention will be given to servant leadership and the responsibility of leaders to be followers. Focus will also be placed upon modern models and theories of organizational leadership with the intent of application to faith-based institutions and other professional environments. Through careful biblical and theoretical synthesis, students will engage in identifying clear ecclesiological purpose and mission. This analysis of Scripture and select books will result in the development of a robust philosophy of Christian leadership.
Grade Type: Letter Grade

LDR 510 - Leadership Strategy and Planning

Units: 3
When Offered: Online
This course begins with a review of the biblical and historical foundations that set the stage for the necessary and proper characteristics of faith-based institutions, and evaluates the impact of these traits in various professional environments. This analysis will be supplemented by a review of the discipline of organizational strategy, particularly in the context of rapid change and frequent disruptions. Students will be guided to actualize their theological convictions into practices that are reflective of and consistent with core beliefs. Special attention will be placed upon strategies and techniques of moving from ideals, values and goals to effective implementation. Students will evaluate and articulate the roles of intentionality and accountability in leading faith-based institutions and other organizations.
Grade Type: Letter Grade

LDR 521 - Organizational and Institutional Theories

Units: 3
When Offered: 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.
Grade Type: Letter Grade
Prerequisite(s): LDR 502

LDR 525 - Biblical Perspectives on Social Change

Units: 3
When Offered: As offered
This course examines the theological foundations for social transformation and evaluates historical and current thinking and practice on the relationship between the Church and social problems. Students will evaluate institutional and individual influence on society as well as theories and practices of social change.
Grade Type: Letter Grade

LDR 540 - Leadership Execution and Productivity

Units: 3
When Offered: Online
This course will add to the student's understanding of both biblical and contemporary organizational strategies for execution defined as sustained achievement of the vision, mission, values and goals of a given institution. Attention will be placed on the concepts of alignment (people, processes and activities in synergy with mission and goals), intentionality and measurements of success, accountability and adjustments based on results. Additionally, students will be guided in an evaluation of personal discipline, time management, and the competencies related to productivity consistent with the wide range of biblical descriptions of a well-lived life.
Grade Type: Letter Grade

LDR 541 - Knowledge Management and Decision Making

Units: 3
When Offered: 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.
Grade Type: Letter Grade

LDR 550 - Leadership Ethics, Virtues, and Practices

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): LDR 521

LDR 551 - CCCAOE Professional Training

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance into the Leadership and Adult Learning specialization

LDR 555 - Power and Accountability

Units: 3
When Offered: Online
This course analyzes the appropriate use of responsibility and leadership. Biblical leadership requires a proper understanding of authority and how to steward it in effective ways that lead to organizational health and effectiveness, whether in faith-based networks or any other professional environment. Learners will evaluate seminal literature related to transformational versus transactional leadership and analyze select biblical texts and contemporary reflections related to power, stewardship, influence, pride, humility, accountability and the abuse of power. Students will synthesize and apply proven insights and practices related to empowerment, persuasion and influence. From the perspective of a Christian leader of an organization, the learner will evaluate biblical descriptions and prescriptions related to authority, decision-making, and accountability, and will articulate a theological and practical strategy based on these insights.
Grade Type: Letter Grade

LDR 560 - Leading and Managing Complexity

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): LDR 521

LDR 561 - Leadership Tactics

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

LDR 562 - Contemporary Leadership Perspectives and Practices

Units: 3
When Offered: As offered
This three-unit course equips students to confront professional and organizational challenges from various leadership perspectives. Students will document 120 hours of formal learning activities completed in the Leadership Institute of Riverside County, hosted by the Riverside County Office of Education or the Riverside County Leadership Initiative and complete a learning portfolio to be approved by the University instructor of record.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

LDR 565 - Modeling, Mentoring, and Disciple Making

Units: 3
When Offered: Online
This course will investigate the implications of foundational passages in the Bible related to developing, nurturing, and

equipping leaders. Students will discover the biblical precedent of training, teaching, modeling, and transferring leadership, and will synthesize how to demonstrate these principles in organizational contexts. Students will specifically analyze the theological and practical applications of the concepts of imitation and serving as role models for others. Special attention will be given to biblical, historical, and contemporary models and methods of mentoring, and disciple-making that prioritize developing succession plans and entrusting leadership to others.
Grade Type: Letter Grade

LDR 570 - Social Capital

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

LDR 575 - Entrepreneurial Leadership in a Christian Context

Units: 3
When Offered: Online
This course provides an examination of the discipline of innovation from a biblical worldview. Specific focus will be given to innovation in faith-based organizations, but the course will also deal with leadership issues for Christians who innovate in a variety of professional environments. The course will require the student to interact with some of the most current and influential thought leaders in innovation through books, articles, and video presentations.
Grade Type: Letter Grade

LDR 589 - Internship

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Declared Leadership and Organizational Studies specialization

LDR 590 - Advanced Studies in Leadership Practices

Units: 3
When Offered: As offered
Students will engage in readings designed to advance their understanding of critical leadership perspectives and practices and complete a project that synthesizes learning from previous coursework in leadership studies and their formal leadership experiences.
Grade Type: Letter Grade

LDR 595 - Community and Leadership Practicum

Units: 1-12
When Offered: As offered
Under the supervision of a faculty member and representative from the sponsoring agency, students will implement principles and skills to promote human flourishing consistent with the mission of the assigned agency and program

learning outcomes. Candidates will successfully accomplish predetermined goals and projects for the sponsoring agency agreed upon by the University and site supervisors and demonstrate their mastery of the program outcomes by completing a comprehensive portfolio.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

LDR 700 - Special Topics

Units: 1-4
When Offered: As offered
An in-depth seminar on a selected topic within the field of leadership studies and associated with students' research and/or professional field.
Repeatable: May be repeated for a maximum of nine (9) units with change in topic
Grade Type: Letter Grade

LDR 702 - Theories and Foundations in Leadership Studies

Units: 4
When Offered: Fall & Online
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.
Grade Type: Letter Grade

LDR 721 - Organizational and Institutional Theories

Units: 4
When Offered: Spring & Online
This course evaluates leadership in context of organizational and institutional environments. Students will develop an in depth understanding of organizational and institutional theory and practices recognizing the unique contribution of both fields in understanding the formal and informal structures and rational 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.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): LDR 702

LDR 725 - Quantitative and Qualitative Research Methods

Units: 4
When Offered: Spring
This course will focus on introducing students to quantitative and qualitative research methods commonly used in the social sciences as well as key concepts associated with conducting research.
Grade Type: Letter Grade

LDR 730 - Culture and Sociology of Organization

Units: 4
When Offered: Summer
This course evaluates the sociological and cultural aspects associated organizational life and one's own personal and professional development. Students will review various theories of sociology informing organizational structures and interactions. Students will evaluate social and group dynamics of creating and maintaining norms, roles and traditions associated with organizational goals and values. Students will be equipped with the insights and skills to build and maintain an organizational culture of high expectations for optimal performance and facilitate positive change.
Grade Type: Letter Grade
Prerequisite(s): LDR 721

LDR 735 - Inferential Statistics

Units: 4
When Offered: Summer
This is an intermediate course in inferential statistics focusing on the inferential techniques of hypothesis testing and confidence interval estimation. Topics include descriptive statistics, measures of variability and correlation regression analysis, analysis of variance with an introduction to multiple linear regression. Non-parametric statistics will also be covered.
Grade Type: Letter Grade
Prerequisite(s): LDR 725

LDR 740 - Creative and Effective Decision Making

Units: 4
When Offered: Spring
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. Students will develop a comprehensive rubric of principles that allows for effective management of knowledge and decision making.
Grade Type: Letter Grade

LDR 745 - Advanced Qualitative Research

Units: 4
When Offered: Fall
This course will focus on qualitative inquiry; participant-observation methods; and qualitative data reduction, and analysis.
Grade Type: Letter Grade
Prerequisite(s): LDR 725 and 735

LDR 750 - Leadership Ethics, Virtues, and Practices

Units: 4
When Offered: Summer
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.
Grade Type: Letter Grade
Prerequisite(s): LDR 721

LDR 755 - Advanced Quantitative Research

Units: 4
When Offered: Fall
This course will focus on advanced quantitative statistical procedures. The course includes but is not limited to procedures such as linear statistical models and regression-based methods for analyzing quantitative data, multivariate statistical procedures, and relevant statistical-analysis packages.
Grade Type: Letter Grade
Prerequisite(s): LDR 725 and 735

LDR 760 - Leading and Managing Complexity

Units: 4
When Offered: Fall
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.
Grade Type: Letter Grade
Prerequisite(s): LDR 721

LDR 765 - Program Evaluation and Resource Allocation

Units: 3
When Offered: As offered
This course examines the issues and models associated with developing and implementing comprehensive and holistic assessments of academic and social institutions. Students will develop the knowledge and skills to direct financial, human and technological resources to bring about program improvement and success. Students will develop necessary strategies and skills to design and implement program improvement plans and effectively manage resources to accomplish institutional objectives.
Grade Type: Letter Grade

LDR 770 - Social Capital

Units: 4
When Offered: As offered
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.
Grade Type: Letter Grade

LDR 775 - Rhetoric and Communication

Units: 4
When Offered: Spring
This course explores the history of communication theories and best practices, emphasizing rhetoric. The course will equip leadership students with foundational principles to be skilled leaders who listen actively, write impactfully, and speak excellently. Students will evaluate and hone their abilities to communicate well with internal and external audiences using various platforms to achieve desired organizational and institutional outcomes.
Grade Type: Letter Grade

LDR 780 - Human Capital Development

Units: 4
When Offered: Summer
This course evaluates critical theories and practices associated with recruiting and retaining quality and competent personnel and developing effective teams. Students will gain the knowledge and skills to successfully work with and develop their colleagues to accomplish organizational objectives, with an emphasis on communication, team building and grooming emerging leaders. Students will also develop competencies in managing employee problems and due process.
Grade Type: Letter Grade

LDR 785 - Social and Political Capital in the Public and Private Sectors

Units: 4
When Offered: Fall
This course evaluates the primary tenets of social (relational) and political (negotiated power) capital and how they create and sustain communities' capacities for individuals and collectives with limited resources and competing interests to thrive. The course explores how networks of relationships and power structures are strategic and tactical assets that moderate leadership outcomes, captured in the familiar aphorism, "It's not what you know; it's who you know that matters." Students will explore leadership from the social and political lens and evaluate how to judiciously create, nurture, and leverage social and political capital to promote human flourishing, optimize the performance of interdependent collectives, and establish just policies.
Grade Type: Letter Grade

LDR 790 - Public Policy

Units: 4
When Offered: As offered
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.
Grade Type: Letter Grade

LDR 795 - Research Seminar I

Units: 1-2
When Offered: Fall, Spring, Summer
The doctoral research seminars are designed to groom participants to conduct and evaluate scholarly research and become stewards of an academic discipline. The developmental sequence of seminars equips students with the knowledge and skills to excel as doctoral students and emerging scholars. The seminars culminate in students designing, conducting, and reporting their original research in the form of a dissertation.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail

LDR 796 - Research Seminar II

Units: 1-2
When Offered: Fall, Spring, Summer
The one-unit doctoral research seminars are designed to groom students to conduct and evaluate scholarly research and become stewards of an academic discipline. The developmental sequence of seminars equips students with the knowledge and skills to excel as doctoral students and emerging scholars. The seminars culminate in the students

designing, conducting, and reporting their original research as a dissertation.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): LDR 795

LDR 797 - Research Seminar III

Units: 1-2
When Offered: Fall, Spring, Summer
The one-unit doctoral research seminars are designed to groom students to conduct and evaluate scholarly research and become stewards of an academic discipline. The developmental sequence of seminars equips students with the knowledge and skills to excel as doctoral students and emerging scholars. The seminars culminate in the students designing, conducting, and reporting their original research as a dissertation.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): LDR 796

LDR 798 - Research Seminar IV

Units: 1-2
When Offered: Fall, Spring, Summer
The one-unit doctoral research seminars are designed to groom students to conduct and evaluate scholarly research and become stewards of an academic discipline. The developmental sequence of seminars equips students with the knowledge and skills to excel as doctoral students and emerging scholars. The seminars culminate in the students designing, conducting, and reporting their original research as a dissertation.
Repeatable: May be repeated for a maximum of twelve (12) units with change in topic
Grade Type: Pass/Fail
Prerequisite(s): LDR 797

Mathematics

MAT 500 - Special Topics

Units: 1-4
When Offered: As offered
The purpose of this course is to provide students a chance to explore other topics not included in the Applied Math coursework. Student involvement in selection of topics is strongly encouraged. Upon a topic selection, students will be expected to explore real-world applications.
Repeatable: May be repeated for a maximum of twelve (12) units with change in subject
Grade Type: Letter Grade

MAT 503 - Functional Analysis with Applications

Units: 3
When Offered: Fall (odd years)
The course will focus on the foundations of functional analysis and create a solid framework into which students will be able to build a strong research platform in applied mathematics. The course will begin with the basics of normed vector spaces, the Lebesgue integral, Hilbert spaces and operators. After providing the theoretical and computational basis, the course will provide students with applications into differential equations, Sobolev spaces, Distributions, and Fourier analysis.
Grade Type: Letter Grade

MAT 513 - Ordinary Differential Equations

Units: 3
When Offered: Fall (odd years)
Students will be introduced to concepts of the qualitative theory of differential equations such as existence and uniqueness, linear systems, autonomous systems, stability, bifurcations, chaos. Students will be introduced to dynamical systems and study the Poincaré-Bendixson theorem, limit cycles and the Hartman-Grobman theorem. Periodic and bounded solutions will be discussed briefly. Applications in modeling biological and social phenomena will also be discussed.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): MAT 503

MAT 514 - Partial Differential Equations

Units: 3
When Offered: Spring (even years)
This course is designed to teach students how to analyze, solve and apply partial differential equations. Students will learn about well-posed and ill-posed problems; existence and uniqueness of solutions to PDEs (Partial Differential equations). Students will learn about linear, quasi-linear and non-linear PDEs of the first order in on spatial dimension. Students will learn about wave propagation, hyperbolic and parabolic PDEs in one spatial dimension. Students will learn and use different methods for solving PDEs such as separation of variables, method of characteristics, green functions, etc. Students will learn about Fourier series and integrals, higher order equations and vibrational methods. Applications will be discussed for most equations.
Grade Type: Letter Grade
Prerequisite(s): MAT 503

MAT 516 - Math Biology

Units: 3
When Offered: Spring (even years)
The study of difference equations to model different biological phenomena. An introduction to concepts of the qualitative theory of differential equations such as steady-state solutions, stability and linearization, Phase-Plane methods and nullclines, classifying stability characteristics, global and local behavior, limit cycles, oscillations, and the Poincaré-Bendixson theorem. An introduction to linear difference equations and how to solve these analytically while understanding the behavior of solutions. Students will learn how analyze the qualitative behavior of solutions for nonlinear difference equations via linearization. The study of steady states, stability criteria and cobwebbing and other numerical resources to solve difference equations.
Grade Type: Letter Grade

MAT 525 - Applied Topology

Units: 3
When Offered: Spring (odd years)
This course serves to provide an introduction to various applications of topology concentrating on applications of point-set topology. Topology is a major field of mathematics and is, therefore, worthy of study in and of itself. However, topology also serves to lay the foundation for future study in other fields of mathematics, such as geometry, analysis, and algebraic topology. Furthermore, some of the most exciting applications of mathematics today are that of topology. This course may include discussion of applications to various topics within science, technology, and industry, including chemistry, biochemistry, genetics, cryptography, robotics, and GIS.
Grade Type: Letter Grade

MAT 526 - Linear Programming

Units: 3
When Offered: As offered
A discussion of optimization methods using linear programming. Topics will include the simplex computational procedure, the revised simplex method, duality problems of linear programming, degeneracy and anticycling procedures, parametric linear programming and sensitivity analysis, additional computational techniques and applications.
Grade Type: Letter Grade

MAT 533 - Complex Analysis

Units: 3
When Offered: As offered
This course covers concepts within Complex Analysis including: complex functions, analytic and harmonic functions, sequences, series, complex integration, Taylor and Laurent series, residue theory, z-transforms and applications, applications of harmonic functions, Fourier series, and the Laplace Transform.
Grade Type: Letter Grade

MAT 553 - Numerical Analysis

Units: 3
When Offered: Fall (even years)
In this course students will learn to apply techniques in numerical analysis to solutions of equations of one variable, interpolations and polynomial approximations, numerical integration and differentiation, numerical solutions of initial value problems, iterative methods solving linear systems, approximation theory, approximation Eigenvalues, systems of nonlinear equations, and boundary-value problems for ordinary differential equations.
Grade Type: Letter Grade

MAT 563 - Stochastic Processes

Units: 3
When Offered: Fall (even years)
This course is a nonmeasure theoretic introduction to stochastic processes. A strong probabilistic foundation will be used to analyze appropriate probability models in order to predict the effects of randomness on systems studied. Applications of probability theory to the study of phenomena in various fields including engineering, computer science, management science, the physical and social sciences, and operations research.
Grade Type: Letter Grade

MAT 576 - Scientific Computing

Units: 4
When Offered: Spring (odd years)
This course will enable the student to formulate, analyze, and simulate problems arising in the fields on natural and mathematical sciences. Computational skills will be coupled with development of stochastic models with emphasis upon project implementation, efficiency, and accuracy of algorithms and the interpreting results obtained. Specific topics include linear and nonlinear systems of equations, polynomial interpolation, numerical integration, and introduction to numerical solution of differential equations incorporated into real world applications of Markov Chains, Random Walks, Poisson Processes, Birth and Death Processes, Renewal Phenomena, Phase-type Distributions, Queuing systems, Brownian Motion, and SIR Modeling.
Grade Type: Letter Grade

MAT 590 - Research in Applied Mathematics

Units: 1-4
When Offered: Fall, Spring, Summer
The main purpose of this course is for students to participate in mathematical research and disseminate results through presentations at research talks and/or conferences. The focus of this class is an independent research project that the student undertakes under the direction of a faculty member who acts as a research advisor. Content varies from year to year and is determined by both instructor's and students' interests.
Repeatable: May be repeated for a maximum of eight (8) units
Grade Type: Letter Grade
Prerequisite(s): Permission of the Department Chair

MAT 598 - Capstone in Applied Mathematics

Units: 1
When Offered: Fall, Spring, Summer
This course is designed to be a culminating experience for students to process and assimilate knowledge and experience they have gained by participating in a research or project opportunity prior to or concurrent with this course. Students in will prepare a presentation (both oral and written) that focuses on that experience.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Department Chair
Pre- or Co- Requisite(s): MAT 590

Mechanical Engineering

MCE 541 - Advanced Manufacturing and Industrial Engineering Processes

Units: 3
When Offered: As offered
This course will cover a qualitative and quantitative study of manufacturing processes. Fundamental principles of value-added processing of materials into useable forms for the customer will be covered. Topics will include material properties and traditional and non-traditional manufacturing processes with an emphasis on process selection for optimum design with quality, strength and economic evaluations. The course will also cover the discussion on quality control, Six Sigma, Kaizen, lean manufacturing technologies and advanced planning and scheduling of production.
Grade Type: Letter Grade

MCE 542 - Imaging and Sensing for Engineers

Units: 3
When Offered: As offered
An advanced study of waves and optics, with explicit investigation into mechanical and electromagnetic waves. Topics include (but not limited to): simple harmonic motion, superposition, dampening, forced oscillations, beats, elasticity, coupling, normal modes, polarization, constructive and destructive interference, single and double slit interference, diffraction gratings, lenses, ray optics, geometric optics, physical optics, beams, and Doppler effect. The course is a very lab intensive class taught in a semi inquiry-based manner. The class and lab are heavily integrated.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): EGR 503

MCE 543 - Solar Thermal Engineering

Units: 3
When Offered: As offered
This course will cover the fundamentals of solar radiation, radiation characteristics of opaque surfaces, transmission

through glazing, thermal analysis of flat plate and concentrating solar collectors. The course will also cover the topics of solar energy storage and solar water-heating.
Grade Type: Letter Grade

MCE 544 - Advance Fluid Mechanics

Units: 3
When Offered: As offered
This course covers the topics of Equations of Compressible Viscous Flow, solutions of the Newtonian Viscous-Flow Equations, Laminar Boundary Layers, the Stability of Laminar Flows, Incompressible Turbulent Mean Flow, and Compressible Boundary Layer Flow.
Grade Type: Letter Grade

MCE 545 - Thermal Design of Heat Exchangers

Units: 3
When Offered: As offered
This course covers the topics of classification of heat exchangers, design methods, single-phase convection correlations and two phase-correlations, pressure drop calculations, and fouling of heat exchangers. Study of various types of heat exchangers are also discussed, such as double pipe heat exchangers, shell-and-tube heat exchanger, compact heat exchangers, plate heat exchangers, condensers, and evaporators.
Grade Type: Letter Grade

MCE 546 - Aerodynamics

Units: 3
When Offered: As offered
This course will introduce students to the topic of gas dynamics and concepts of lift, drag, and pitching moment. The course will also cover the topics of potential flow, mechanics of laminar and turbulent flow, boundary-layer theory, and applications to wings and turbo-machinery. Numerical analysis will also be utilized in design analysis and problem solving.
Grade Type: Letter Grade

MCE 547 - Mechanics of Composite Structures

Units: 3
When Offered: As offered
This course will introduce students to the fiber-reinforced composite materials and structures with emphasis on numerical analysis. Topics covered in this course will include composite micromechanics and failure criteria, design considerations for structures made of composite materials, and the overview of fabrication process and experimental characterization.
Grade Type: Letter Grade

MCE 548 - Propulsion

Units: 3
When Offered: As offered
This course will introduce students to the topic of propulsion, stationary power production with gas turbine engines, and reciprocating engines. Air-breathing propulsion is emphasized, with a brief treatment of rocket propulsion. It also includes the application of thermodynamic and fluid-mechanical principles to analysis of performance and design with

numerical methods.
Grade Type: Letter Grade

MCE 565 - Special Topics in Mechanical Engineering

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic within the field of mechanical engineering. The topic varies by semester.
Repeatable: May be repeated for credit with change in topic
Grade Type: Letter Grade

MCE 599 - Independent Study in Mechanical Engineering

Units: 1-3
When Offered: As offered
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a mechanical engineering topic of particular interest.
Grade Type: Letter Grade

Music

MUS 500 - Graduate Research, Resource, and Writing

Units: 3
When Offered: Fall (even years)
Intensive study and analysis of research methods and sources related to music studies, lexicons, dictionaries, monuments, journals, catalogs of composers, music literature and instruction, and evaluation methods of sources in all areas of music. Development of scholarly writing skills.
Grade Type: Letter Grade

MUS 501 - Research Methods in Worship Studies

Units: 1
When Offered: Fall, Spring, Summer
Exploration and analysis of effective tools for graduate study in Worship Studies. This includes a survey of the most significant literature in the field of Christian worship and the development of scholarly writing and communication skills.
Grade Type: Pass/Fail

MUS 502 - Introduction to Music Education Research

Units: 3
When Offered: Spring
Examination of designs and methods in music education research-quantitative, qualitative, philosophical and historical. Ability to understand, critique, interpret and utilize research in music teaching and scholarship. Development of scholarly writing skills.
Grade Type: Letter Grade
Prerequisite(s): MUS 500

MUS 503 - Musicology Seminar I

Units: 3
When Offered: Fall (odd years)
An intensive study of specific periods in music history. Topics will be announced in advance and drawn from the following: Music in the Renaissance, Music in the Baroque, Classicism in Music, and other specialized topics related to music history.
Grade Type: Letter Grade

MUS 504 - Musicology Seminar II

Units: 3
When Offered: Spring (even years)
An intensive study of specific periods in music history. Topics will be announced in advance and drawn from the following: Romanticism in Music, 20th Century Music, American Music and other specialized topics related to music history.
Grade Type: Letter Grade

MUS 505 - Current Issues in Music Education

Units: 3
When Offered: Fall
Study of current issues and emerging pedagogies in music education including policy, advocacy, curriculum, diversity and other topics related to current music education trends.
Grade Type: Letter Grade

MUS 506 - Survey of Orchestral Literature

Units: 2
When Offered: Fall
Survey of orchestral literature and composers from the late 18th century to present. Emphasis is placed on performance practice of each style period and major orchestral works. Explored literature will vary in difficulty, from beginning to professional ensembles.
Grade Type: Letter Grade

MUS 507 - Doctrine of Worship and the Church

Units: 3
When Offered: Fall
This course examines the biblical, theological, and historical doctrine of the church and its worship, enabling students to assess models of worship leadership and ministry.
Grade Type: Letter Grade
Fee: Additional fee

MUS 508 - Contemporary Issues in Worship and Ministry

Units: 2
When Offered: Spring
An exploration of leadership principles specific to pastoral ministry. Emphasis is placed on music ministry leadership issues in contemporary church applications.
Grade Type: Letter Grade

MUS 509 - Foundations of Music Education I

Units: 3
When Offered: Fall
Introduction to the philosophical and historical foundations of music education. Intensive study of the history of music education in America from the Colonial period to present and philosophical discourse.
Grade Type: Letter Grade

MUS 510 - Analysis of Music Since 1900

Units: 3
When Offered: Fall
Overview of techniques for the analysis of music post-1900. Evaluation of compositional techniques of major composers and musical works.
Grade Type: Letter Grade

MUS 511 - Musical Structure and Style

Units: 2
When Offered: Spring (odd years)
A study of the forms and structure of music from 1750 to current, including the influence of form on interpretation.
Grade Type: Letter Grade

MUS 512 - Choral Conducting I

Units: 2
When Offered: Fall (even years)
Applied studies in conducting a choral ensemble.
Grade Type: Letter Grade

MUS 513 - Instrumental Conducting I

Units: 2
When Offered: Fall, Spring
Applied studies in conducting instrumental ensembles.
Grade Type: Letter Grade

MUS 514 - Survey of Choral Literature I

Units: 2
When Offered: Fall
Survey of choral literature and composers from the Renaissance to 1750. Major choral works will be examined as well as performance practice of each style period. Explored literature will vary in difficulty, from beginning to professional ensembles.
Grade Type: Letter Grade

MUS 515 - The Christian Artist, Aesthetics, and Creativity

Units: 1
When Offered: Fall

Seminar in thinking Christianly about the arts. Course will examine topics of artistry, aesthetics, and creativity in light of scripture and church history, synthesizing biblical and historical practice into contemporary musicianship.
Grade Type: Letter Grade

MUS 516 - Survey of Wind Band Literature

Units: 2
When Offered: Spring
Survey of wind band literature, chamber to symphonic. Emphasis is placed on performance practice and major composers and works. Explored literature will vary in difficulty, from beginning to professional ensembles.
Grade Type: Letter Grade

MUS 517 - Theological Foundations of Worship I

Units: 3
When Offered: Spring
A study of the biblical doctrines of God, humanity, sin, and Christ, and how they inform a theology of and for worship.
Grade Type: Letter Grade
Fee: Additional fee

MUS 518 - Theology and History of Worship

Units: 3
When Offered: Fall
This course examines key biblical passages and theological writings to develop a biblical theology of worship. Historical survey of the development and expression of worship in the church. Special emphasis placed on the writings of the Reformers, tracing the development of worship thought from the 16th century to current.
Grade Type: Letter Grade

MUS 519 - Foundations of Music Education II

Units: 3
When Offered: Spring
Introduction to the sociological and psychological foundations of music education. Critical examination of sociological and psychological theories as they relate to music education, human learning and socio-cultural influences.
Grade Type: Letter Grade

MUS 520 - Orchestration

Units: 3
When Offered: Fall (odd years)
Discussion, study, and analysis of orchestration techniques, including scoring for various instrumental and choral groupings.
Grade Type: Letter Grade

MUS 521 - Styles and Practices of Commercial Composition

Units: 3
When Offered: Fall (even years)
Development of skills in composition and arranging for commercial ensembles, vocal and instrumental, and

applications.
Grade Type: Letter Grade

MUS 522 - Choral Conducting II

Units: 2
When Offered: Spring (odd years)
Continuation of MUS 512 - Choral Conducting I. Applied studies in conducting a choral ensemble with emphasis on literature of the Renaissance.
Grade Type: Letter Grade

MUS 523 - Instrumental Conducting II

Units: 2
When Offered: Fall, Spring
Continuation of MUS 513 - Instrumental Conducting I. Advanced studies in instrumental conducting with emphasis on chamber ensembles.
Grade Type: Letter Grade

MUS 524 - Survey of Choral Literature II

Units: 2
When Offered: Spring
Survey of choral literature and composers from 1750 to the present. Major choral works will be examined as well as performance practice of each style period. Explored literature will vary in difficulty, from beginning to professional ensembles.
Grade Type: Letter Grade

MUS 525 - Diction for Singers I

Units: 1
When Offered: Fall
Development of correct pronunciation methods through language drills, recordings and reading of phonetic transcriptions of musical texts in choral/vocal literature. Encompasses proper diction for Latin, Italian, and Spanish choral/vocal literature.
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 581

MUS 526 - Diction for Singers II

Units: 1
When Offered: Spring
Development of correct pronunciation methods through language drills, recordings, and reading of phonetic transcriptions of musical texts in choral/vocal literature. Encompasses proper diction for English, German, and French solo song and choral literature.
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 581

MUS 527 - Theological Foundations of Worship II

Units: 3
When Offered: Spring
A study of the biblical doctrines of Christ's atonement, salvation, Holy Spirit, the church and last things and how they inform a theology for and of worship.
Grade Type: Letter Grade
Fee: Additional fee

MUS 528 - Liturgy and Worship Planning

Units: 3
When Offered: Spring
This course studies the planning of corporate worship, incorporating musical, liturgical, and artistic elements. Technological tools and applications will be implemented in the teaching and worship plans developed throughout the course.
Grade Type: Letter Grade

MUS 532 - Choral Conducting III

Units: 2
When Offered: Fall (odd years)
Continuation of MUS 522 - Choral Conducting II. Advanced studies in choral conducting with special emphasis in music of the Baroque and Classical eras.
Grade Type: Letter Grade

MUS 533 - Instrumental Conducting III

Units: 2
When Offered: Fall, Spring
Continuation of MUS 523 - Instrumental Conducting II. Advanced studies in instrumental conducting with emphasis placed on symphonic conducting.
Grade Type: Letter Grade

MUS 535 - Music Literature

Units: 2
When Offered: Fall (odd years)
A survey of music literature related to the student's primary instrument of study from all musical style periods.
Grade Type: Letter Grade
Fee: Additional instruction fee

MUS 537 - History of Church Music

Units: 3
When Offered: Fall
Survey of music used in church and devotional settings from the 16th century to current. Course will also examine church music in non-Western cultures.
Grade Type: Letter Grade

MUS 538 - Musical Expression and Arts in Worship

Units: 2
When Offered: Fall
An examination of the aesthetic components and properties of musical expression and the arts in worship. Writings of the Reformers will be examined to develop a Christian aesthetic for music and the arts and uses in worship.
Grade Type: Letter Grade

MUS 541 - Technology for Music Teaching

Units: 2
When Offered: Spring
This course explores the theoretical foundations and teaching music utilizing technology. The uses of technology in schools will be examined, including student interaction with technology, multimedia principles, and technologically driven music curricula.
Grade Type: Letter Grade

MUS 542 - Choral Conducting IV

Units: 2
When Offered: Spring (even years)
Continuation of MUS 532 - Choral Conducting III. Advanced studies in choral conducting with a special emphasis on music of the Romantic and Contemporary eras. Recital preparation.
Grade Type: Letter Grade

MUS 543 - Instrumental Conducting IV

Units: 2
When Offered: Fall, Spring
Continuation of MUS 533 - Instrumental Conducting III. Advanced studies in instrumental conducting with emphasis placed on wind ensemble conducting.
Grade Type: Letter Grade

MUS 544 - Composition Seminar

Units: 2
When Offered: Fall
An intensive seminar on specific composers and compositional techniques. Topics will be announced in advance and drawn from the following: 20th century composers and theological perspectives; 20th century concertos; the music of Beethoven; 16th century sacred vocal music and other specialized topics related to composers and compositional techniques.
Grade Type: Letter Grade

MUS 547 - Contemporary Arranging

Units: 2
When Offered: Spring
This course explores arranging music for vocal and instrumental ensembles using available technologies. Emphasis is placed on music in and for the church, including contemporary music and ensembles.
Grade Type: Letter Grade

MUS 549 - Technological Tools for Music Composition

Units: 2
When Offered: Fall
An intensive seminar on the application of music technology to compositional techniques and products. Topics will be announced in advance and drawn from the following: Composing with DAW, Music engraving, Capturing and manipulating the recorded sound, and other specialized topics related to composers and compositional techniques.
Grade Type: Letter Grade

MUS 550 - Vocal Pedagogy

Units: 2
When Offered: Spring (even years)
A study of the singing voice including anatomy and physiology culminating in proper vocal technique and application to solo vocal and/or choral literature. Teaching a student for half the semester is required.
Grade Type: Letter Grade

MUS 551 - Advanced Studies in Teaching Choral Music

Units: 3
When Offered: Spring
Program development and inclusion of teaching materials and techniques for teaching choral music. Annotated choral repertory and rehearsal techniques and procedures will be covered.
Grade Type: Letter Grade

MUS 552 - Advanced Studies in Teaching General Music

Units: 3
When Offered: Spring
Program development and inclusion of teaching materials and techniques for teaching general music.
Grade Type: Letter Grade

MUS 553 - Advanced Studies in Teaching Instrumental Music

Units: 3
When Offered: Spring
Program development and inclusion of teaching materials and techniques for teaching instrumental music. Annotated instrumental repertory and rehearsal techniques and procedures will be covered.
Grade Type: Letter Grade

MUS 555 - Scoring for Film and Multimedia

Units: 2
When Offered: Spring (odd years)
An exploration of musical and emotional affective techniques used by composers to create music film and multimedia. Highlights from film music history are used to inform the creation of student works for film and multimedia.
Grade Type: Letter Grade

MUS 556 - Opera Theater Workshop

Units: 1-3
When Offered: Fall, Spring
Practical training in the presentation of musical dramas. Consists of regular rehearsals and final performance of

musicals, music dramas, and operas. Open to Master of Music and non-Master of Music students by audition.
Repeatable: May be repeated for a maximum of eight (8) units
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 581 and 582

MUS 557 - Worship Technology

Units: 3
When Offered: Summer
Examines the critical components of worship technology including audio, visual, and lighting systems. Special emphasis given to hardware and software tools used in modern corporate worship.
Grade Type: Letter Grade
Fee: Additional residency fee

MUS 558 - Conducting and Rehearsal Techniques

Units: 1
When Offered: Summer
This course exposes the student to conducting techniques for choir and band. Emphasis will be placed on the planning and execution of musical ensemble rehearsals.
Grade Type: Letter Grade
Fee: Additional fee

MUS 559 - Camerata

Units: 1
When Offered: Fall, Spring
Camerata is the most advanced, select mixed (SATB) choral ensemble open by audition from all academic disciplines. Repertoire for this ensemble focuses on music composed specifically for advanced level chamber choirs. Additionally, Camerata will join other choirs and Symphony Orchestra to perform extended works composed for large musical forces. Rehearsals seek to promote vocal development, musicianship training, team work, artistic expression, and spiritual reflection. Camerata is also a service organization which performs concerts for the California Baptist University community, in the local area, and in outreach and recruitment events.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 559G - Camerata Global Experience

Units: 1
When Offered: Fall, Spring
Camerata is the most advanced, select mixed (SATB) choral ensemble open by audition from all academic disciplines. Repertoire for this ensemble focuses on music composed specifically for advanced level chamber choirs. Additionally, Camerata will join other choirs and Symphony Orchestra to perform extended works composed for large musical forces. Rehearsals seek to promote vocal development, musicianship training, team work, artistic expression, and spiritual reflection. Camerata is also a service organization which performs concerts for the California Baptist University community, in the local area, and in outreach and recruitment events.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional course fee

MUS 560 - University Choir and Orchestra

Units: 1
When Offered: Fall, Spring
University Choir and Orchestra is open by audition to all interested students. The group will rehearse and perform a variety of music. A concert tour at the end of the school year is required.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 561 - Magnolia Singers

Units: 1
When Offered: Fall, Spring
Magnolia Singers is open by audition to all interested students. The group will rehearse and perform a variety of advanced music for soprano/alto voices and combine with other choirs to form the Worship Collective. The group will concertize throughout the traditional academic year.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 562 - Lancer Chorus

Units: 1
When Offered: Fall, Spring
Lancer Chorus is open by audition to all interested students. The group will rehearse and perform a variety of music for tenor/bass voices and combine with other choirs to form the Worship Collective. The group will concertize throughout the traditional academic year.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 563 - Chamber Singers

Units: 1
When Offered: Fall, Spring
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.
Repeatable: May be repeated for credit
Grade Type: Letter Grade

MUS 564 - Rhapsody

Units: 1
When Offered: Fall, Spring
This choral ensemble will rehearse and perform a variety of music for soprano/alto voices. The group will concertize throughout the traditional academic year. Open by audition to all interested students.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 565 - Chamber Ensemble

Units: 1
When Offered: Fall, Spring
Chamber Ensemble provides opportunities for preparation and performance of small ensemble repertoire. Ensembles rehearse weekly, are provided coaching, and present performances of the music studied. The course is open to all music majors and to non-music majors by instructor permission.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 580-588

MUS 566 - Jazz Ensemble

Units: 1
When Offered: Fall, Spring
Jazz Ensemble 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.
Repeatable: May be repeated for a maximum of four (4) units
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 580-588

MUS 567 - Wind Ensemble

Units: 1
When Offered: Fall, Spring
A select concert band comprised of the finest woodwind, brass, and percussion students at the University, performing both standard and emerging repertoire for winds at a high artistic level. Open to qualified students by audition. Members of the ensemble are expected to demonstrate outstanding skill and musicianship through individual practice with refinement in ensemble rehearsal.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Fee: Additional uniform fee
Concurrent Requisite(s): MUS 580-588

MUS 568 - Concert Choir

Units: 1
When Offered: Fall, Spring
The Concert Choir gives a public performance of a diverse cross-section of choral art music, including major works, each semester.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade

MUS 569 - Symphony Orchestra

Units: 1
When Offered: Fall, Spring
Symphony Orchestra is open by audition to all qualified students. The group will rehearse and perform the finest examples of orchestral literature, ranging from the 18th century to the present.
Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade
Fee: Additional uniform fee
Concurrent Requisite(s): MUS 580-588

MUS 572 - Seminar in Instrumental Pedagogy

Units: 3
When Offered: Spring (even years)
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.
Grade Type: Letter Grade
Fee: Additional instruction fee

MUS 574 - Worship Ministry Practicum

Units: 3
When Offered: Summer
A summer residency course that incorporates skill-based training in areas such as worship leadership, directing vocal teams, worship band methods, song writing, and arranging for worship.
Grade Type: Letter Grade

MUS 575 - Private Lessons in Music Composition

Units: 1-2
When Offered: Fall, Spring
This course is intended to provide students individual instruction in music composition. Students compose works in preparation for their Graduate Composition recital. Attendance at the semi-monthly Graduate Composers' Forum is also required.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 576 - Symphonic Band

Units: 1
When Offered: Fall, Spring
An inclusive concert band designed to provide instrumental experience and growth through rehearsal and public performance. Open to qualified students by audition or instructor's consent.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Fee: Additional uniform fee
Concurrent Requisite(s): MUS 580-588

MUS 577 - Leadership for Worship Ministry I

Units: 2
When Offered: Summer
This course emphasizes the necessary self-reflective and interpersonal skills needed for success in worship ministry. Special emphasis will be given on the worship pastor/senior pastor relationship and the leadership of volunteer teams.

Grade Type: Letter Grade
Fee: Additional residency fee

MUS 578 - Leadership for Worship Ministry II

Units: 2
When Offered: Summer
This course continues to develop the necessary self-reflective and interpersonal skills needed for success in worship ministry. Special emphasis will be given to the worship pastor/senior pastor relationship and the leadership of volunteer teams.
Grade Type: Letter Grade
Fee: Additional residency fee

MUS 580 - Applied Instruction

Units: 1-2
When Offered: Fall, Spring
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.
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 581 - Applied Instruction: Voice

Units: 1-2
When Offered: Fall, Spring
Applied instruction in voice 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.
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 582 - Applied Instruction: Piano

Units: 1-2
When Offered: Fall, Spring
Applied instruction in piano 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 583 - Applied Instruction: Organ

Units: 1-2
When Offered: Fall, Spring
Applied instruction in organ 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.

Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 584 - Applied Instruction: Woodwinds

Units: 1-2
When Offered: Fall, Spring
Applied instruction in woodwinds 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 585 - Applied Instruction: Brass

Units: 1-2
When Offered: Fall, Spring
Applied instruction in brass 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 586 - Applied Instruction: Strings

Units: 1-2
When Offered: Fall, Spring
Applied instruction in strings 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 587 - Applied Instruction: Percussion

Units: 1-2
When Offered: Fall, Spring
Applied instruction in percussion 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 588 - Applied Instruction: Guitar

Units: 1-2
When Offered: Fall, Spring
Applied instruction in guitar 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.
Repeatable: May be repeated for a maximum of twelve (12) units
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 592 - Music Education Thesis

Units: 1
When Offered: Fall, Spring
Students must write, design, and conduct an original research project approved by a supervisory committee culminating in a thesis. Additionally, students must also pass an oral examination and defense of the thesis.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

MUS 593 - Instrumental or Vocal Recital II

Units: 1
When Offered: Spring
Performance of repertoire learned while the student is in residence for the degree. Recital includes a lecture of research related to a performance or musicology topic of performed literature. A major paper will be produced related to research conducted for the performance.
Grade Type: Pass/Fail

MUS 594 - Worship Project

Units: 1
When Offered: Fall, Spring, Summer
A practical ministry project that synthesizes worship studies coursework. Students will work with faculty to develop and design a project that incorporates biblical, historical, theological, and music in the creation of a worship experience.
Grade Type: Letter Grade

MUS 595 - Capstone Project in Music Composition

Units: 1
When Offered: Fall, Spring
Presentation of original compositions and arrangements created while the student is in residence for the degree is presented in a public recital. A portfolio of original compositions and arrangements will be presented to a graduate committee for approval.
Grade Type: Pass/Fail
Fee: Additional recital fee
Prerequisite(s): Permission of the Dean

MUS 596 - Instrumental or Vocal Recital I

Units: 1
When Offered: Spring

Performance of repertoire learned while the student is in residence for the degree. Recital approval and performance guidelines are available from the School of Music graduate office and applied instructor.
Grade Type: Pass/Fail

MUS 597 - Conducting Recital and Project

Units: 1
When Offered: Fall, Spring
Students will conduct instrumental or choral ensembles of multiple sizes and instrumentation of repertoire learned while the student is in residence for the degree. A major paper will be produced related to the literature performed in recital. Topics include performance practice, musicology, or theoretical subjects.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Dean

MUS 598 - Music Education Project

Units: 1
When Offered: Fall, Spring
Specialized project not connected with a thesis. Students will research, develop and write a project approved by a supervisory committee on a music education topic of interest to the graduate student.
Grade Type: Letter Grade
Fee: Additional fee
Prerequisite(s): Permission of the Dean

Nursing

NUR 500 - Special Topics in Graduate Nursing

Units: 1-4
When Offered: As offered
This course offers a concentration upon a specific topic in the field of nursing. The topic varies by semester.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Lecture: 1-4 units

NUR 501 - Theoretical Foundations and Ethics in Nursing

Units: 3
When Offered: Summer
This course is designed to enhance an understanding of the history of the discipline and profession of nursing from a Biblical worldview. Legal and ethical principles are applied to the role of the professional nurse. Parse's humanbecoming paradigm, the ethos of human dignity, and living quality will be explored. Students will discuss the phenomenon of interest in nursing- humanuniverse, assumptions, postulates, and concepts of Parse's theory and demonstrate true presence in the nurse-person relationship. Legal and ethical principles will be introduced.
Grade Type: Letter Grade
Fee: Additional equipment fee
Prerequisite(s): Permission of the Dean

NUR 502 - Fundamental Nursing Skills

Units: 2
When Offered: Summer
This introductory course guides and prepares students to develop basic competencies necessary to meet the needs of diverse individuals throughout the lifespan. Using the nursing process, students learn concepts and theories basic to the art and science of nursing.
Grade Type: Letter Grade
Lecture: 2 hours/week theory
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean
Concurrent Requisite(s): NUR 502P

NUR 502P - Fundamental Nursing Skills Lab

Units: 2
When Offered: Summer
Skills lab learning experience of fundamental evidenced based nursing. This introductory course guides and prepares students to develop basic competencies necessary to meet the needs of diverse individuals throughout the lifespan. Using the nursing process, students learn concepts and theories basic to the art and science of nursing.
Grade Type: Letter Grade
Lab: 6 hours/week skills lab
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean
Concurrent Requisite(s): NUR 502

NUR 503 - Theoretical Foundations and Role Transition for the ADN

Units: 3
When Offered: As offered
This course is designed for the Associate degree nurse transitioning to professional nursing and provides analysis of the paradigms, theories, concepts, and values of the discipline of nursing. An emphasis is placed on practice with communication/ collaboration activities, the nurse-person relationship and the nurse's presence and role in being with people living quality. Students will utilize a Biblical worldview and Parse's nursing theoretical framework for Humanbecoming in the transition to a professional nurse.
Grade Type: Letter Grade
Prerequisite(s): Acceptance into the ADN to MSN program

NUR 504 - Psychiatric Mental Health Nurse Practitioner I

Units: 3
When Offered: As offered & Online
Students explore the role of the PMHNP from a theoretical perspective and evidence-based foundation. Interviewing skills, assessment, and utilization of data collection methods to analyze and evaluate bio-psychosocial information regarding psychiatric mental health illness across the lifespan are initiated. Emphasis is in on the effects of potential and/or existing co-morbid health problems. The Diagnostic Statistical Manual provides the underpinning for diagnostic reasoning. Legal regulations and ethical standards inform practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 555, 558, and 560
Pre- or Co- Requisite(s): NUR 517
Concurrent Requisite(s): NUR 504P

NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I

Units: 3
When Offered: As offered & Online
The practicum experience allows students to apply theoretical and evidence-based foundations to develop the PMHNP role. Students evaluate assessment data and evidence-based practice to formulate differential diagnosis, disease management, and health promotion plan of care in collaboration with the patient. 3 units = 135 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Practicum: 3 units = 135 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 555, 558, and 560
Concurrent Requisite(s): NUR 504

NUR 505 - Psychiatric Mental Health Nurse Practitioner II

Units: 3
When Offered: As offered & Online
Students increase their knowledge and competence in the assessment of adult and older adults with psychiatric mental health illnesses. Emphasis is on the development of cognitive-behavioral psychotherapy treatment planning for individuals with mood, anxiety, obsessive-compulsive, trauma/stress-related disorders and interventions from psychotherapy and psychopharmacology for individuals with psychotic disorders, substance use disorders, and personality disorders. Legal regulations and ethical standards continue to inform practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 504 and 504P
Concurrent Requisite(s): NUR 505P

NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II

Units: 3
When Offered: As offered & Online
The practicum experience allows students the opportunity to refine assessment adult and older adults with psychiatric mental health illnesses, development of differential diagnoses, disease management, implementing psychotherapy, and health promotion interventions. 3 units = 135 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Practicum: 3 units = 135 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 504 and 504P
Concurrent Requisite(s): NUR 505

NUR 506 - Psychiatric Mental Health Nurse Practitioner III

Units: 3
When Offered: As offered & Online
Students continue to examine the role of the psychiatric mental health nurse practitioner. Emphasis is placed on child/adolescent development, family systems, and assessment and treatment of children/families. Students develop evidence-based treatment interventions based on psychotherapy and psychopharmacology for anxiety, depressive, neurodevelopmental disorders, bipolar, psychotic, trauma/stress-related, substance-use, and eating/elimination disorders. Legal regulations and ethical guidelines continue to inform practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 505 and 505P
Concurrent Requisite(s): NUR 506P

NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III

Units: 3
When Offered: As offered & Online
The practicum experience focuses on application of theoretical and evidence-based foundations for assessment of child/adolescent populations with psychiatric mental health illnesses, development of differential diagnoses, disease management, implementing psychotherapy, and health promotion interventions. 3 units = 135 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Practicum: 3 units = 135 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 505 and 505P
Concurrent Requisite(s): NUR 506

NUR 507 - Psychiatric Mental Health Nurse Practitioner IV

Units: 3
When Offered: As offered & Online
Students synthesize and apply theoretical and evidence-based care and management to promote and support client stabilization, rehabilitation, and recovery across the life span. Emphasis is placed forming comprehensive plans of care based on assessment of psychiatric mental health illnesses. Analysis of health policies and the impact on care coordination will be highlighted. Legal regulations and ethical standards prepare the student for independent practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 506 and 506P
Concurrent Requisite(s): NUR 507P

NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV

Units: 4
When Offered: As offered & Online
The practicum experience prepares the student for independent practice while working collaboratively with the interdisciplinary team to provide continuity of care across PMH settings. Application of culturally sensitive assessment, diagnosis, planning, management and education is used to promote resilience and recovery. 4 units = 180 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Practicum: 4 units = 180 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 506 and 506P
Concurrent Requisite(s): NUR 507

NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I

Units: 3
When Offered: As offered & Online
Students explore the role of the AGACNP from a theoretical foundation while developing evidence-based strategies in the care of acutely ill, adult-gerontological population. The course builds on concepts derived from pre-requisite courses with an emphasis on clinical acumen in decision making to support diagnosis and management across the continuum of care. Students examine the importance of cultural awareness and spiritual support when developing a plan of care. Students will be introduced to legal regulations and ethical standards surrounding APRN practice.
Grade Type: Letter Grade
Lecture: 3 units

Prerequisite(s): NUR 555, 558, and 560
Pre- or Co- Requisite(s): NUR 513
Concurrent Requisite(s): NUR 508P

NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I

Units: 3
When Offered: As offered & Online
The practicum experience provides a supervised environment where the student can apply evidence-based concepts while developing clinical competency in acute management skills and honing clinical documentation. Emphasis is placed on building therapeutic relationships, safe clinical decision making, management of emergent or acute illness, and procedural interventions.
Grade Type: Letter Grade
Practicum: 3 units = 135 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 555, 558, and 560
Pre- or Co- Requisite(s): NUR 513
Concurrent Requisite(s): NUR 508

NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II

Units: 3
When Offered: As offered & Online
Students will consider comorbidities, atypical presentations, geriatric syndromes, polypharmacy, and other influencing factors such as stereotypes of aging and prescription challenges for the hospitalized patient. Focus will be on developing a culturally and spiritually appropriate, interdisciplinary management plan of the adult-gerontological patient who is experiencing an exacerbation of a chronic health condition or acute illness. Emphasis on evidence-based practice, legal regulations, and ethical standards will continue.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 508 and 508P
Pre- or Co- Requisite(s): NUR 514
Concurrent Requisite(s): NUR 509P

NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II

Units: 4
When Offered: As offered & Online
The practicum experience provides students the opportunity to refine their clinical decision-making skills within the interdisciplinary team in culturally sensitive, holistic assessment, diagnosis, planning, management and education of patients and families in the acute care settings. The focus will be on enhancing management skills through the continuum of care, applying evidence-based concepts, and enhancing critical care skills through procedural education.
Grade Type: Letter Grade
Practicum: 4 units = 180 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 508 and 508P
Pre- or Co- Requisite(s): NUR 514
Concurrent Requisite(s): NUR 509

NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III

Units: 3
When Offered: As offered & Online
Students will develop an understanding of assessment, diagnosis, and management of adult patients who have experienced traumatic injury. Emphasis will be on understanding the kinematics of trauma and the potential for long-term disability. Additional topics will include concepts related to special populations, such as pregnant women. The course will enhance the leadership role of the student as part of an interdisciplinary trauma team in the acute treatment of patients and across the continuum of care.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 509, 509P, 513 and 514
Concurrent Requisite(s): NUR 510P

NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III

Units: 4
When Offered: As offered & Online
The practicum will allow for assessment, diagnosis, and management of the adult with a traumatic injury. The student will practice with an understanding of the kinematics of trauma and how this lends to the displacement of energy which causes bodily injury. The course will enhance the leadership role of the Advanced Practice Registered Nurse (APRN) as part of an interdisciplinary decision-making trauma team in the acute treatment of patients and across the continuum of care.
Grade Type: Letter Grade
Practicum: 4 units = 180 hours
Fee: Additional clinical fee
Prerequisite(s): NUR 509, 509P, 513, and 514
Concurrent Requisite(s): NUR 510

NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV

Units: 3
When Offered: As offered & Online
Students focus on ways to develop comprehensive plans for transitions of care for patients with complex and multisystem disorders. The full spectrum of health care services including rehabilitation and palliative or end of life care will be explored. Additional topics will include costs, reimbursement, penalties, and resource utilization. Emphasis continues on application of legal regulations and ethical standards to prepare the student for independent practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 510, 510P, 513, and 514
Concurrent Requisite(s): NUR 511P

NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV

Units: 5
When Offered: As offered & Online
The practicum residency experience focuses on independent, evidenced-based management of patients based on advanced assessment skills, diagnosis, and planning. Advanced communication skills and techniques with diverse audiences will be explored. Application of holistic, culturally sensitive care and education of patient's, families, and/or caregivers to support healthy aging as they navigate transitions across the health care systems in collaboration with the interprofessional team is expected.
Grade Type: Letter Grade
Practicum: 5 units = 225 hours
Fee: Additional clinical fee

Prerequisite(s): NUR 510, 510P, 513, and 514
Concurrent Requisite(s): NUR 511

NUR 512 - Physical Assessment

Units: 2
When Offered: Summer
The course 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.
Grade Type: Letter Grade
Lecture: 2 hours/week theory
Prerequisite(s): Permission of the Dean
Concurrent Requisite(s): NUR 512P

NUR 512P - Physical Assessment Practicum

Units: 2
When Offered: Summer
The course 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.
Grade Type: Letter Grade
Practicum: 6 hours/week
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean
Concurrent Requisite(s): NUR 512

NUR 513 - Pharmacology for Acute Care

Units: 1
When Offered: As offered & Online
The student will develop competency in pharmacotherapeutic regimens of adults requiring acute management of disease processes with integration of individual assessment and evaluation. Polypharmacy and challenges in prescribing are explored while implementing critical thinking and decision-making skills.
Grade Type: Letter Grade
Prerequisite(s): NUR 555, 558, and 560

NUR 514 - Geriatric Pharmacotherapeutics for Acute Care

Units: 1
When Offered: As offered & Online
This course explores selected health problems with analysis of physiologic and psychological changes experienced by older adults. Analysis of complex co-morbidities is integrated with knowledge of pharmacotherapeutic regimens and evidence-based practice in managing frail older adults. Polypharmacy and challenges in prescribing are explored while implementing critical thinking and decision-making skills.
Grade Type: Letter Grade

NUR 517 - Advanced Psychopharmacology

Units: 2
When Offered: As offered & Online
Students develop an understanding of neuroscience and pharmacotherapeutics for patients with mental health conditions. Emphasis is on establishing a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Chemical neurotransmission, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed. Legal and regulatory requirements related to NP practice in California will form a critical foundation for practice.
Grade Type: Letter Grade
Lecture: 2 units
Prerequisite(s): NUR 555, 558, and 560
Pre- or Co- Requisite(s): NUR 504 and 504P

NUR 518 - PathoPharm I

Units: 3
When Offered: Summer
This is the first of two courses that will support the integrated learning of pathophysiology and pharmacology where students will learn the most common diseases and drugs used to treat these diseases in a manner that promotes clinical reason and judgement. Building on general principles of anatomy and physiology, students will develop an understanding of disease processes, prevention, clinical signs and symptoms, and secondary effects. Methods of non-pharmacological and pharmacological treatment will be discussed. Curriculum will focus on integration of disease processes, drug therapies, adverse effects, and nursing considerations when providing evidence-based care.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

NUR 519 - PathoPharm II

Units: 3
When Offered: Summer
This is the second of two courses building on the principles of PathoPharm 1. Students will continue integrated learning of pathophysiology and pharmacology. They will continue to develop an understanding of disease processes, prevention, clinical signs and symptoms not covered in NUR 518 - PathoPharm I. They will demonstrate connections between pathophysiology, signs and symptoms of disease processes, and methods of treatment. Curriculum will further develop understanding of critical thinking related to prioritizing needs according to health conditions and safely administering medications.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 518

NUR 520 - Advanced Integrative Concepts: 3Ps

Units: 3
When Offered: As offered & Online
This course is designed for the master's students who are not planning to pursue an advance practice registered nurse track such as nurse practitioner. Students will integrate concepts of advanced pathophysiology and advanced pharmacology to apply advanced health assessment principles and skills for comprehensive examination of clients. Focus will be on common deviations from normal. Populations across the lifespan will be included.
Grade Type: Letter Grade
Prerequisite(s): Admission to the MSN program

NUR 521 - Adult Health I

Units: 4
When Offered: Fall
This is the first of two Medical Surgical courses applying nursing theory and using evidence based clinical judgment in the care of adult clients with acute and chronic illnesses.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 522

NUR 522 - Adult Health I Practicum

Units: 3
When Offered: Fall
In this practicum course, learners will apply nursing theory and use evidence based clinical judgment in the care of adult clients with acute and chronic illnesses.
Grade Type: Letter Grade
Clinical: 9 hours/week practicum
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 521

NUR 523 - Older Adult and Family Nursing

Units: 2
When Offered: Fall, Spring
This course focuses on the provision of nursing care for the aging population. Expected and unexpected health-related changes of older adults are explored. Emphasis is on living quality in health promotion and disease prevention. This course will examine how ageism impacts care of the older adult.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 524

NUR 524 - Older Adult and Family Nursing Practicum

Units: 1
When Offered: Fall, Spring
This practicum allows students to provide nursing care for the aging population with expected and unexpected health-related changes. Students will participate in health promotion and disease prevention activities in a variety of settings.
Grade Type: Letter Grade
Clinical: 3 hours/week in practicum setting
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 523

NUR 525 - Research and Writing for the ADN

Units: 3
When Offered: As offered
This course is designed to provide an introduction and overview of nursing research and writing for the Associate Degree Nurse (ADN). The course will be devoted to a discussion of the development of nursing research and its utilization in the practice of nursing. Additionally, the course will introduce basic terminology, principles of research, methods and designs of qualitative and quantitative nursing research with the goal of aiding the student to critically evaluate and utilize nursing research. The course will equip students with professional writing skills.

Grade Type: Letter Grade
Prerequisite(s): Acceptance into the ADN to MSN program

NUR 526 - Mental Health Nursing

Units: 3
When Offered: Fall, Spring
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, and care of individuals, families, and communities with acute and chronic mental health conditions. Nursing services with special populations including the homeless and issues regarding abuse, neglect, trauma, and substance abuse are explored.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 527

NUR 527 - Mental Health Nursing Practicum

Units: 2
When Offered: Fall, Spring
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 and disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and care of individuals and families with acute and chronic mental health problems.
Grade Type: Letter Grade
Practicum: 6 hours/week practicum
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 526

NUR 528 - Advanced Cardiac Rhythm Analysis

Units: 1
When Offered: As offered & Online
The student will develop a foundation in cardiac electrophysiology in both, normal physiology and pathophysiological states. Content will include theory and research on the mechanisms and diagnoses of these conditions as evidenced in electrocardiographic monitoring. Focus will be on integration of scientific rationales for interventions /management of cardiac ischemia and arrhythmias.
Grade Type: Letter Grade

NUR 530 - Adult Health II

Units: 4
When Offered: Spring
This is the second of two Medical Surgical courses analyzing nursing theory and applying evidence based clinical judgment in the care of adult clients with complex acute and chronic illnesses.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 536

NUR 531 - Nursing Services with the Childbearing Family

Units: 3
When Offered: Fall, Spring
This course emphasizes applying nursing theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, neonatal clients, and their families. The focus is on health promotion, risk reduction, family planning, and disease prevention.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 533

NUR 533 - Nursing Services with the Childbearing Family Practicum

Units: 2
When Offered: Fall, Spring
In this practicum course students will use theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, postpartum, and neonatal clients.
Grade Type: Letter Grade
Practicum: 6 hours/week practicum
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 531

NUR 535 - Nursing Services with the Childrearing Family

Units: 3
When Offered: Fall, Spring
This course applies nursing theory and uses evidence-based clinical judgment in the care of children and adolescents with acute and chronic illnesses. Focus will be upon child growth and development and family-centered care.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 537

NUR 536 - Adult Health II Practicum

Units: 3
When Offered: Spring
In this practicum course, learners will analyze nursing theory and apply evidence based clinical judgment in the care of adult clients with complex acute and chronic illnesses.
Grade Type: Letter Grade
Practicum: 9 hours/week practicum
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 530

NUR 537 - Nursing Services with the Childrearing Family Practicum

Units: 2
When Offered: Fall, Spring
This practicum focuses on the application of nursing theory and nurse-family processes in providing evidence-based nursing services to children, adolescents, and their families. The course emphasizes clinical judgment in providing health promotion, disease prevention, and nursing care of pediatric clients with acute and chronic illnesses in diverse settings.
Grade Type: Letter Grade
Practicum: 6 hours/week practicum

Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 535

NUR 538 - Community and Public Health Nursing

Units: 3
When Offered: Summer
The course focuses on theoretical concepts related to the role of the community/public health nurse as a collaborator within the healthcare setting. Determinants of health for aggregate and vulnerable populations will be explored. The community/public health nurse as a change agent at the local, national, and global policy level will be examined. This course meets the state published mandated reporting requirements for abuse and neglect of at-risk populations.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 539

NUR 539 - Community and Public Health Nursing Practicum

Units: 3
When Offered: Summer
Students will apply community/public health course information in a variety of community-based settings. Practicum experiences will include discussion of health promotion and disease prevention, case management, community assessment, and interdisciplinary project development. This course, together with the didactic course, will prepare the student to be eligible to apply for a Public Health Certificate after graduation.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 538

NUR 539G - Community and Public Health Nursing Global Experience

Units: 3
When Offered: As offered
Practicum experience in community and 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 and families and populations in a variety of community-based settings. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for NUR 539 or NUR 539G.
Grade Type: Letter Grade
Practicum: 9 hours/week practicum
Fee: Additional trip fee(s)
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 538

NUR 541 - Christian Leadership in Nursing

Units: 3
When Offered: Summer
This course emphasizes principles of nursing leadership and clinical reasoning to promote safe, quality patient care in a variety of settings. Leadership skills include prioritization, delegation, negotiation, collaboration, and coordination. Roles include provider and manager of nursing care in an interprofessional environment. Specific focus will be on transition to practice as an entry-level professional nurse.
Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 543

NUR 542 - Christian Leadership for the ADN

Units: 3
When Offered: As offered
This course is designed for the Associate Degree Nurse (ADN) who is transitioning to leadership as a professional Masters prepared nurse. 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 diverse healthcare settings are explored. This course consists of 2 units of theory and 1 unit of clinical practicum (45 hours) with implementation of a leadership change project in the student's clinical agency of employment.
Grade Type: Letter Grade
Prerequisite(s): Acceptance into the ADN to MSN program

NUR 543 - Christian Leadership in Nursing Practicum

Units: 2
When Offered: Summer
This practicum allows students to demonstrate principles of nursing leadership and clinical reasoning to promote safe, quality patient care in a variety of settings. Prioritization, delegation, negotiation, collaboration, and coordination will be emphasized. This practicum culminates in a project designed to improve outcomes in health promotion and disease prevention.
Grade Type: Letter Grade
Practicum: 6 hours/week practicum
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 541

NUR 546 - Capstone Practicum

Units: 3
When Offered: Summer
This final course practicum focuses on knowledge synthesis and role-readiness of a new graduate nurse. Clinical opportunities are provided utilizing preceptor partnerships to further develop leadership and nursing skills necessary for transition to practice.
Grade Type: Letter Grade
Practicum: 9 hours/week practicum
Fee: Additional nursing fee
Prerequisite(s): Permission of the Dean

NUR 548 - Leadership and Bioethics

Units: 3
When Offered: Summer
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.
Grade Type: Letter Grade
Lecture: 3 units

NUR 549 - NCLEX Review

Units: 1
When Offered: Summer
This course prepares students to pass the NCLEX-RN.
Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean

NUR 550 - Nursing Science

Units: 2
When Offered: As offered & Online
Students examine the art and science of nursing as a guide for nursing practice at the Master's level. Sources of nursing knowledge, such as nursing theories, nursing science, paradigms, domains of nursing, and ways of knowing will be evaluated. Moral and ethical principles will be explored from a biblical worldview as they apply to the discipline and practice of graduate nursing. Ways to overcome perceived barriers to theoretical thinking will be presented and students will learn how to integrate theory with practice.
Grade Type: Letter Grade
Lecture: 2 units

NUR 555 - Advanced Pathophysiology

Units: 3
When Offered: As offered & Online
Students examine complex physiologic processes essential to an understanding of disease. 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 a basis for biomedical clinical decision-making, diagnostic reasoning, and pharmacotherapeutics.
Grade Type: Letter Grade
Lecture: 3 units

NUR 558 - Advanced Pharmacology

Units: 3
When Offered: As offered & Online
Students explore advanced pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacoeconomics across the life span. Also addressed are schedule II controlled substances, the risks of addiction associated with the use of Schedule II controlled substances, Nurse Practitioner standardized procedures, patient-specific protocols, and the legal requirements for furnishing controlled substances. Emphasis will be placed on evidence-based research as a foundation for therapeutic regimens for selected classifications of medications. Characteristics such as age, ethnicity, culture, gender, genetics, and genomic factors when considering pharmacologic interventions. Current national guidelines, legal, and ethical principles will be explored and integrated.
Grade Type: Letter Grade
Lecture: 3 units

NUR 559 - Research and Scholarship

Units: 3
When Offered: As offered & Online
Students engage in a process of creative scholarly inquiry to generate, synthesize, and translate nursing knowledge. Emphasis is placed on critique of literature, problem identification, selection of appropriate methodologies, ethical

procedures, and the dissemination of findings to improve health and transform health care.
Grade Type: Letter Grade
Lecture: 3 units

NUR 560 - Advanced Assessment

Units: 4
When Offered: As offered & Online
Students integrate advanced knowledge, skills, critical thinking, and clinical judgement to synthesize person-centered assessment data while formulating differential diagnoses. Students will determine a patient's current and ongoing health status, predict risks to health, and identify culturally sensitive health promoting activities utilizing evidence- based practice. This course incorporates weekly laboratory practicum for a total of 45 hours, to facilitate refinement of advance assessment competencies and documentation.
Grade Type: Letter Grade
Lecture: 3 units **Clinical:** 1 unit

NUR 561 - Population Health and Applied Biostatistics

Units: 3
When Offered: As offered
Students will examine individual, collective, environmental, and organizational factors that affect the health of human populations. Students will use descriptive and analytical approaches to evaluate the distribution of disease and current and emerging health trends. Interventions for primary, secondary and tertiary prevention will be explored in the broader context of determinants of health to promote wellbeing of individuals and communities.
Grade Type: Letter Grade
Lecture: 3 units

NUR 562 - Health Policy and Bioethics

Units: 3
When Offered: As offered & Online
Students examine the impact of health policy and principles of bioethics on complex health care systems, including: ethics, regulations and standards, use of health care technologies, improving equitable population health outcomes, interprofessional partnerships, and improving quality and safety while reducing cost. This course will support student acquisition of nursing expertise and assertion of political leadership through examination of ethical theory, patient centered care, cultivation of professional nursing identity, accountability, collaborative disposition and comportment reflective of nursing's characteristics, norms and values.
Grade Type: Letter Grade
Lecture: 3 units

NUR 563 - Population Health and Health Promotion

Units: 2 units
When Offered: As offered & Online
Students examine individual, collective, environmental, and organizational factors that affect the health of human populations. Interventions for primary, secondary and tertiary prevention will be explored in the broader context of determinants of health to promote wellbeing of individuals and communities.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Lecture: 2 units

NUR 564 - Applied Biostatistics

Units: 2
When Offered: As offered & Online
Students use descriptive and analytic approaches to examine the distribution of disease and current and emerging health trends in populations. Students will compare and contrast methods used in collection, analysis, and interpretation of quantitative data in disease prevention for specific populations.
Grade Type: Letter Grade
Lecture: 2 units

NUR 565 - Advanced Nursing Leadership

Units: 2
When Offered: As offered & Online
Students explore advanced nursing leadership principles, advanced nursing roles, and evidenced-based practice to create effective systems change. Students will examine the role of the masters-prepared nurse as a member and leader of the interprofessional team, communicating, collaborating, and consulting with other health care professionals.
Grade Type: Letter Grade
Lecture: 2 units

NUR 569 - Family Nurse Practitioner I

Units: 3
When Offered: As offered
Students explore the role of the FNP, theoretical foundations of family theory, with a focus on the complexities of chronic adult health issues related to primary care. Emphasis is placed on developing culturally sensitive health assessment, interpretive diagnostic competencies, and management skills to reduce illness progression. Legal regulations and ethical practice guidelines will form a critical foundation for practice.
Grade Type: Letter Grade
Lecture: 3 units
Concurrent Requisite(s): NUR 569P

NUR 569P - Family Nurse Practitioner Practicum I

Units: 4
When Offered: As offered
The practicum experience focuses on application of theoretical and evidence-based foundations to develop the FNP role in culturally sensitive assessment, diagnostic reasoning, planning, management and education of patients with chronic conditions within the primary care setting. Requires 180 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Clinical: 180 hours **Practicum:** 4 units
Fee: Additional lab fee
Pre- or Co- Requisite(s): NUR 555, 558, and 560
Concurrent Requisite(s): NUR 569

NUR 572 - Family Nurse Practitioner II

Units: 3
When Offered: As offered
Students further examine the role of the FNP with a focus on family health related to primary care. Emphasis is on culturally sensitive women and gender health care, health promotion, illness prevention, and management skills. Legal

regulations and ethical practice standards continue to guide practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 569 and 569P
Concurrent Requisite(s): NUR 572P

NUR 572P - Family Nurse Practitioner Practicum II

Units: 3
When Offered: As offered
The practicum experience focuses on application of theoretical and evidence-based foundations to further develop the FNP role specific to women and gender populations in culturally sensitive assessment, diagnosis, planning, management, and education of patients within the primary care setting. Requires 135 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Clinical: 135 hours **Practicum:** 3 units
Fee: Additional lab fee
Prerequisite(s): NUR 569 and 569P
Concurrent Requisite(s): NUR 572

NUR 574 - Family Nurse Practitioner III

Units: 3
When Offered: As offered
Students examine the role of the FNP with a focus on pediatric populations. Emphasis is placed on common acute and chronic pediatric illnesses, developmental milestones, behavioral health, using culturally sensitive health promotion, illness prevention, and management with collaborative partnership to develop family centered care in the primary setting. Legal regulations and ethical practice standards specific to the pediatric population guide practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 572 and 572P
Concurrent Requisite(s): NUR 574P

NUR 574P - Family Nurse Practitioner Practicum III

Units: 3
When Offered: As offered
The practicum experience focuses on application of theoretical and evidence-based foundations to further develop the FNP role specific to pediatric populations in culturally sensitive assessment, diagnosis, planning, management and education of patients and families within the primary care setting. Requires 135 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Clinical: 135 hours **Practicum:** 3 units
Fee: Additional lab fee
Prerequisite(s): NUR 572 and 572P
Concurrent Requisite(s): NUR 574

NUR 576 - Family Nurse Practitioner IV

Units: 3
When Offered: As offered
Students apply theoretical foundations to the care of acute illnesses, gaining discernment of emergent conditions from

varying pathological states. Focus is on culturally sensitive, evidence-based clinical decision-making and diagnostic interpretation to support independent management. Legal regulations and ethical practice guidelines prepare the student for independent practice.
Grade Type: Letter Grade
Lecture: 3 units
Prerequisite(s): NUR 574 and 574P
Concurrent Requisite(s): NUR 576P

NUR 576P - Family Nurse Practitioner Practicum IV

Units: 4
When Offered: As offered
The practicum experience focuses on application of theoretical and evidence-based development of the FNP role toward independent practice. Integration of culturally sensitive assessment, diagnosis, planning, management and education is specific to acute populations and their families within the primary care setting. Emphasis is on prompt identification of pathological, high acuity states based on presentation, providing delivery of acute healthcare management across the life span. Requires 180 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Clinical: 180 hours **Practicum:** 4 units
Fee: Additional lab fee
Prerequisite(s): NUR 574 and 574P
Concurrent Requisite(s): NUR 576

NUR 578 - Healthcare Informatics

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade

NUR 579 - Global Health

Units: 3
When Offered: As offered
This course will equip the student to examine the effectiveness of service, prevention, and intervention programs for vulnerable and under-served populations on a local, national, and global level. Students will analyze current and emerging global health trends, including infectious diseases, poverty, conflict, displaced persons, disaster preparedness, response and recovery, worldview, culture, persecution, and health inequity. Advocacy strategies to influence health in both the public and private sector will be examined, as well as global initiatives for disease prevention and health promotion.
Grade Type: Letter Grade
Lecture: 2 units **Clinical:** 1 unit
Prerequisite(s): NUR 559

NUR 581 - Nursing Organizational Leadership I

Units: 3
When Offered: Fall, Spring

Students focus on effective organizational communication, relationship management, and shared decision-making, which includes the community, interdisciplinary team, and academic partnerships, from a biblical perspective. Topics include complexity science, healthcare delivery models, healthcare policy, governance, patient safety, outcomes measurement, and utilization management. Evidence-based practice related to quality improvement metrics, risk mitigation and management strategies, leadership styles, and the ethics of professionalism will be analyzed.
Grade Type: Letter Grade
Concurrent Requisite(s): NUR 583

NUR 582 - Nursing Curriculum and Program Development

Units: 4
When Offered: As offered
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.
Grade Type: Letter Grade
Lecture: 3 units **Clinical:** 1 unit

NUR 583 - Nursing Organizational Leadership Practicum I

Units: 2
When Offered: Fall, Spring
Students implement effective communication skills, excellent relationship management competencies, an understanding of working within complex adaptive systems, and the importance of adhering to organizational ethics. Students work closely with a nurse leader as their preceptor in a real-world setting.
Grade Type: Letter Grade
Clinical: 2 units
Concurrent Requisite(s): NUR 581

NUR 584 - Instructional Strategies for Nurse Educators

Units: 4
When Offered: As offered
Provides analysis of evidence-based strategies of teaching-learning that have influenced, and continue to influence nursing education. The multiple roles of the nurse educator related to teaching, scholarship, service, and practice will be evaluated. The determinants of learning, motivation of the learner, literacy, socioeconomic, and cultural attributes will be identified. Instructional methods, settings, materials, and technology will be examined while integrating critical thinking, active learning, and faith integration. Ethical, legal, and cultural issues related to students in different learning environments will be emphasized. Practicum experiences include opportunities for students to implement course content.
Grade Type: Letter Grade
Lecture: 2 units **Clinical:** 2 units
Prerequisite(s): NUR 582

NUR 585 - Nursing Organizational Leadership Practicum II

Units: 2
When Offered: Spring, Summer
Students apply content learned in class about financial policies, regulations, and performance budgets related to staffing levels, scheduling, and length of stay. In partnership with their preceptor, students compare budgets and potential cost

savings for the organization.
Grade Type: Letter Grade
Clinical: 2 units
Pre- or Co- Requisite(s): NUR 587

NUR 586 - Evaluation and Testing for Nurse Educators

Units: 4
When Offered: As offered
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.
Grade Type: Letter Grade
Lecture: 3 units **Clinical:** 1 unit
Prerequisite(s): NUR 582 and 584

NUR 587 - Nursing Organizational Leadership II

Units: 2
When Offered: Spring, Summer
Students evaluate the impact of reimbursement on financial revenue, operations, effective payment systems, financial policies, and regulations within healthcare organizations. Content includes healthcare efficiency, throughput, value-based purchasing to improve patient satisfaction, fee-for-service delivery models, productivity, cost-benefit analysis, information systems to support business decisions, and capital budgeting.
Grade Type: Letter Grade
Prerequisite(s): NUR 581 and 583
Concurrent Requisite(s): NUR 585

NUR 588 - MSN Clinical Practicum

Units: 2
When Offered: As offered
This practicum course is designed for non-APRN direct care providers to expand clinical knowledge and proficiency in their current practice area. Under the direction of a nursing faculty member, students will be placed with a graduate prepared preceptor in the clinical setting. Students will provide direct patient care to patients, families and communities, collaborate with interprofessional teams, improve patient services, and implement evidence-based practice to improve patient outcomes. Requires 90 hours of supervised clinical practice with a preceptor.
Grade Type: Letter Grade
Clinical: 90 hours of supervised clinical practice with a preceptor

NUR 589 - Organizational Culture and Diversity

Units: 2
When Offered: Spring, Summer
Students explore cultural nursing theories and worldviews that impact healthcare organizations from a biblical perspective. Topics include cultural awareness, cultural sensitivity, cultural competence, cultural humility, health equity, literacy, respect, human dignity, and social justice. Methods to overcome institutional racism and improve interprofessional collaboration to transform systems and create quality outcomes will be explored.
Grade Type: Letter Grade

NUR 590 - Nursing Informatics I

Units: 3
When Offered: Fall, Spring
Students develop knowledge and skills in the concepts, theories, models, and frameworks that support informatics in practice. Topics include communication, nursing science, information science, computer science, group dynamics, adult learning theory, and systems thinking. Ethical and social issues related to consumer health and privacy will be emphasized.
Grade Type: Letter Grade
Prerequisite(s): NUR 578
Concurrent Requisite(s): NUR 590P

NUR 590P - Nursing Informatics Practicum I

Units: 2
When Offered: Fall, Spring
In this course, the learner implements the role of the informatics nurse specialist in a health care setting. The focus is on the integration and application of theory, knowledge, and skills from previous courses within the various roles open to an informatics nurse specialist. Learners are provided an opportunity to work closely with a preceptor to observe and participate in real world informatics activities. Under the guidance of the preceptor, learners will have the opportunity to use current informatics evidence and research from the literature, collect and analyze data, demonstrate critical thinking skills, identify researchable clinical informatics problems, and identify and evaluate various informatics roles.
Grade Type: Letter Grade
Concurrent Requisite(s): NUR 590

NUR 591 - Supporting Workflow in Healthcare Systems

Units: 3
When Offered: As offered
Nurses are at the center of care coordination for patients, and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. This course examines the analysis, design, development, implementation, and evaluation of electronic information systems in health care. Students compare, contrast, and critique methods of system design. Course assignments focus on workflow modeling in systems design, including assessment of current-state workflow and design of future-state workflow. Through this course, students have the opportunity to apply workflow design best practice to support the implementation and optimization of electronic health records.
Grade Type: Letter Grade

NUR 592 - Nursing Informatics II

Units: 2
When Offered: Fall, Spring
Students examine database management systems related to efficiency, data security, information exchange, meaningful use, and quality improvement metrics. Quality measures and benchmarking for management systems on the state and national level will be presented. Workflow modeling in systems design will be examined.
Grade Type: Letter Grade
Lecture: 2 units
Prerequisite(s): NUR 590 and 590P
Concurrent Requisite(s): NUR 592P

NUR 592P - Nursing Informatics Practicum II

Units: 2
When Offered: Fall, Spring
Students use hands-on experience with database management, workflow tools, and other software that interfaces within a healthcare organization. Data management, benchmarking, and meaningful use will be the focus.
Grade Type: Letter Grade
Prerequisite(s): NUR 590 and 590P
Concurrent Requisite(s): NUR 592

NUR 593 - Nursing Informatics III

Units: 3
When Offered: Fall, Spring
Students analyze existing health information systems and whether the Triple Aims and IOM's quality and safety goals are being met. Ways to plan, design, implement, monitor, and maintain a data management system to be used by nurse administrators, clinicians, educators will be presented. Students examine patient education and interdisciplinary professional education methods using critical thinking and problem-solving competencies.
Grade Type: Letter Grade
Prerequisite(s): NUR 578, 590, 590P, 592, and 592P
Concurrent Requisite(s): NUR 593P

NUR 593P - Nursing Informatics Practicum III

Units: 1
When Offered: Fall, Spring
Students integrate leadership, critical thinking, and problem-solving abilities related to informatics scope of practice within the context of a real-world environment. Students assume the role of a beginning nursing informatics specialist, collaborating with other members of the interdisciplinary team.
Grade Type: Letter Grade
Practicum: 45
Concurrent Requisite(s): NUR 593

NUR 594 - Nursing Informatics Capstone

Units: 2
When Offered: Fall, Spring
Students assess the gaps related to rules, regulations, security, and privacy within their organization and create a comprehensive project management plan which includes scope, integration, communication, time, cost, risk, quality, and human resources management.
Grade Type: Letter Grade
Lecture: 2 units
Prerequisite(s): NUR 578, 590, 591, and 592
Pre- or Co- Requisite(s): NUR 593 and 593P

NUR 595 - Nursing Organizational Leadership III

Units: 3
When Offered: Fall, Summer
Students learn that strategic leadership and interprofessional collaboration are essential to strategic planning. Content includes the strategic planning model, how to develop a mission statement, methods to identify core values within an organization that has meaning for all staff, and ways to create a shared vision and commitment to action while allowing for transparency.

Grade Type: Letter Grade
Pre- or Co- Requisite(s): NUR 595P

NUR 595P - Nursing Organizational Leadership Practicum III

Units: 1
When Offered: Fall, Summer
Students focus on strategic planning, managing, and leading within a healthcare organization. Students take on leadership responsibilities with their preceptors in a real-world setting.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): NUR 595

NUR 597 - Comprehensive Examination

Units: 2
When Offered: As offered
This course guides the student through the process of synthesizing advanced nursing theoretical, practice, and research knowledge learned throughout the MSN program. Students will integrate the AACN's Essentials of Masters Education in Nursing into a professional portfolio and prepare for national certification.
Grade Type: Letter Grade
Fee: Additional exam fee

NUR 700 - Nursing Science and Translational Research

Units: 3
When Offered: As offered
Students will examine philosophical and scientific foundations of nursing and the translation of evidence into practice. Emphasis is placed on nursing science, including theoretical and conceptual foundations of systems change. Students critically evaluate phenomena of concern to nursing and apply this knowledge to their individual practice projects.
Grade Type: Letter Grade
Lecture: 3 units

NUR 702 - Project Planning I Practicum

Units: 1-3
When Offered: As offered
Students begin the development of a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. A faculty advisor will guide the student with project development. Requires 45-135 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 1-3 units
Fee: Additional course fee

NUR 705 - Organizational Systems Leadership

Units: 3
When Offered: As offered
Students examine the impact of organizational and leadership theories on the process of managing change and the effects of operational processes on practice environments that affect outcomes, quality, safety, and cost-effectiveness of patient care. Biblical leadership principles and role development underpin the course content. Students will employ effective communication and collaborative skills leading interprofessional teams in the analysis of complex practice

and organizational issues.
Grade Type: Letter Grade
Lecture: 3 units

NUR 710 - Population Health

Units: 3
When Offered: As offered
Students analyze epidemiological, environmental, socioeconomic, and cultural data using evolving nursing knowledge and a Biblical worldview. Emphasis is placed on the development of partnerships to support and improve equitable, population health outcomes.
Grade Type: Letter Grade
Lecture: 3 units

NUR 712 - Project Planning II Practicum

Units: 1-3
When Offered: As offered
Students will continue developing a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. A faculty advisor will guide the student with project development. Requires 45-135 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 1-3 units
Fee: Additional course fee
Prerequisite(s): NUR 702

NUR 720 - Systems Evaluation and Scholarship

Units: 3
When Offered: As offered
Students evaluate systems of care within organizations. Students learn to critique change initiatives, practice patterns, systems, and outcomes. Emphasis will be placed on application of relevant evidence, including research, practice guidelines, and /or policies to improve health and transform health care.
Grade Type: Letter Grade
Lecture: 3 units

NUR 722 - Project Planning III Practicum

Units: 1-3
When Offered: As offered
Students will complete a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. Emphasis will be place on protection of human subjects. A faculty advisor will guide the student with the project proposal and approval process. Requires 45-135 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 1-3 units
Fee: Additional course fee
Prerequisite(s): NUR 712

NUR 723 - Continuation of Project Planning III Practicum

Units: 1
When Offered: As offered
This course is designed for the continuation of the practice project. The focus of this course is on outcomes, project evaluation, and IRB approval. Upon completion, the student will have the proposal paper and presentation approved and organizational and CBU IRB approval received. Students will be mentored by an expert in the field and guided by a faculty advisor.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): NUR 722

NUR 725 - Health Care Finance

Units: 2
When Offered: As offered
Students analyze concepts of finance and fiscal leadership for financial planning, decision making, and management in healthcare systems. Economic issues that affect healthcare systems and patient care delivery will be examined. Students use research to evaluate the effectiveness of financial management strategies.
Grade Type: Letter Grade
Lecture: 2 units

NUR 730 - Transformational Technology

Units: 2
When Offered: As offered & Online
This course examines advanced leadership roles in the clinical setting related to information systems and patient care technology. The content focuses on information systems that assist in monitoring outcomes and quality improvement, patient safety, evaluation and selection of patient care technology, and consumer health information sources. Legal and ethical issues related to information systems and patient care technology will be explored. This course examines advanced leadership roles in the clinical setting related to information systems and patient care technology. The content focuses on information systems that assist in monitoring outcomes and quality improvement, patient safety, evaluation and selection of patient care technology, and consumer health information sources. Legal and ethical issues related to information systems and patient care technology will be explored.
Grade Type: Letter Grade
Lecture: 2 units

NUR 735 - Statistics for Health Sciences

Units: 2
When Offered: As offered
Student use descriptive and analytic approaches to examine the distribution of disease in populations, relative risk, and cultural factors. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ration, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other discipline's research which can be used in translating evidence to practice.
Grade Type: Letter Grade
Lecture: 2 units

NUR 740 - Health Policy and Advocacy

Units: 3
When Offered: As offered
The focus of this course is on policy analysis and political activism strategies to influence change for improved health

care delivery and outcomes at all levels. Examines concepts of the advanced nursing practice role in advocacy for social justice, equitable access to quality care, health care delivery systems, finance, practice regulations, and advancement of the nursing profession.
Grade Type: Letter Grade
Lecture: 3 units

NUR 750 - Innovation in Quality and Safety

Units: 3
When Offered: As offered
Students will examine safety science, risk reduction, harm prevention, and ways to align cost with quality. The importance of transparency within organizations will be studied as a way to improve patient outcomes across the healthcare continuum. Innovative approaches to promoting a culture of safety will be analyzed.
Grade Type: Letter Grade
Lecture: 3 units

NUR 790 - Translational Research Residency I

Units: 3-6
When Offered: As offered
Students integrate scholarship with practice to improve systems and/or patient outcomes by implementing the proposal. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 3-6 units
Fee: Additional course fee
Prerequisite(s): NUR 722

NUR 791 - Translational Research Residency II

Units: 3-6
When Offered: As offered
Students continue implementation, engage in data collection, and monitor effectiveness of project strategies. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 3-6 units
Fee: Additional course fee
Prerequisite(s): NUR 790

NUR 792 - Translational Research Final Project

Units: 3-6
When Offered: As offered
Students analyze data, evaluate project outcomes, disseminate findings, and contribute to evolving nursing knowledge. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.
Grade Type: Pass/Fail
Practicum: 3-6 units
Fee: Additional course fee
Prerequisite(s): NUR 791

NUR 793 - Continuation Translational Research Final Project

Units: 1
When Offered: As offered
This course is designed for continuation of the practice project. Students analyze data, evaluate project outcomes, disseminate findings, and contribute to evolving nursing knowledge. Students will be mentored by an expert in the field and guided by a faculty advisor.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Practicum: 1 unit
Fee: Additional course fee
Prerequisite(s): NUR 792

Nutrition and Food Science

NFS 505 - Advanced Community Nutrition

Units: 3
When Offered: Online
This course will examine the role of nutrition in promoting, maintain and improving health in the community. The course also discusses health care policy, health care delivery systems, food and nutrition services for different groups, global health issues, grant writing, program planning, nutrition marketing and health promotion, and culture and diversity issues.
Grade Type: Letter Grade

NFS 510 - Advanced Nutritional Counseling and Education

Units: 3
When Offered: Online
Students will learn advanced communication skills and topics in dietetics; use of appropriate education theory, techniques, and media in nutrition education, counseling theories and negotiation, interviewing, and counseling skills in individual and group counseling will be emphasized.
Grade Type: Letter Grade

NFS 520 - Nutritional Biochemistry

Units: 3
When Offered: Online
Biochemistry course with emphasis on energy-yielding macronutrients, including the energetics of metabolism; the structure and metabolism of proteins, carbohydrates, and lipids; related integration and interrelation of metabolic systems.
Grade Type: Letter Grade

NFS 530 - Principles of Integrative and Functional Nutrition

Units: 3
When Offered: Online
This course will expand upon the knowledge of basic nutrition science and emphasizes integrative and functional approach to nutrition. The course reviews the fundamental principles and perspectives of conventional, traditional, integrative, and functional medical models to identify best practices for nutritional care. Concepts and tools used within these practices and how they align with the integrative practitioner's goal for personalized, whole-person, relationship-

centered, and environmentally sensitive care will be discussed.
Grade Type: Letter Grade

NFS 540 - Nutritional Systems Biology

Units: 3
When Offered: Online
This course will focus on human physiology and nutrition related to human health. Students will examine organ systems, such as cardiovascular, kidney and liver, and gastrointestinal, and explore how diet influences their function, susceptibility to chronic disease and longevity. Finally, the course will provide students with an advanced understanding of the intersection between nutrients and food components on the biological systems in the human body.
Grade Type: Letter Grade

NFS 550 - Current Topics in Integrative Nutrition Seminar

Units: 1
When Offered: Online
This course will provide a critical evaluation of issues, concepts, and controversies surrounding nutritional supplement use and nutraceuticals in relation to health. Emphasis on the importance of scientific investigations and evidenced-based practice to evaluate the efficacy and safety of using nutritional supplements and nutraceuticals will be made.
Grade Type: Letter Grade

NFS 552 - Spirituality and Health

Units: 3
When Offered: Online
Students will learn about the historically shifting boundaries between medicine, psychology and religion in the West. Students will evaluate the health impact of patients' religious and spiritual beliefs and practices and whether and how the effects of spiritual practices can be measured. Finally, students will evaluate different models for integrating traditional and alternative therapies with Western biomedicine and learn best practices for assessing and meeting patients' spiritual and mental health needs.
Grade Type: Letter Grade

NFS 555 - Medical Nutrition Therapy I

Units: 3
When Offered: Fall
This course aims to expand student's knowledge on a variety of common pathophysiological conditions and integrate this knowledge with the intervention of clinical nutrition therapies. Students will learn about the basic elements of medical nutritional therapy, including nutrition assessment, diagnosis, intervention, and evaluation. Particular emphasis is placed on understanding energy expenditure and body composition and their components, and how these may change during physiological stress or illness.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): NFS 520

NFS 562 - Quantity Food Production and Safety

Units: 3
When Offered: Online
A study of principles and procedures for food systems including techniques of food preparation, development, modification and evaluation of recipes, menus and products acceptable to diverse groups. Students will study the

microorganisms specifically related to the fermentation, preservation, stability, safety, and flavor of foods.
Grade Type: Letter Grade

NFS 565 - Medical Nutrition Therapy II

Units: 3
When Offered: Online
This course provides an advanced level of understanding of biochemistry, physiology, pathology of human diseases, including liver disease, cardiovascular disease, diabetes, renal disease, cancers, metabolic disorders, with emphasis on nutrition-related mechanisms, metabolisms, and clinical interventions.
Grade Type: Letter Grade
Prerequisite(s): NFS 520

NFS 570 - Nutrition and Food Services Management

Units: 3
When Offered: Online
This course is designed to teach functions of management; discusses business and management theories to develop and deliver institutional food and nutrition programs or services; evaluation of budget and interpretation of financial data; procurement and forecasting; apply the basic principles of human/financial resource management; marketing principles; evaluate and apply data to make high-quality management decisions for continuous quality improvement (CQI) of food and nutrition programs and services.
Grade Type: Letter Grade

NFS 575 - Advanced Human Nutrition

Units: 3
When Offered: Spring
To provide an understanding of the roles of vitamins and minerals in nutrition from biochemical, clinical, and physiological perspectives. Topics include: micronutrient sources; digestion and absorption; bioavailability; homeostasis; functions throughout the lifecycle including roles in promotion of health and prevention of disease; and deficiency and toxicity states. Additional concepts will include micronutrient fortification and supplementation, dietary reference intakes, body composition, gene-diet interactions, and the social and biological determinants of micronutrient status.
Grade Type: Letter Grade
Prerequisite(s): NFS 520

NFS 580 - Nutrigenomics

Units: 3
When Offered: Online
Nutrigenetics elucidates the relationship between human genome, nutrition and health, introducing how nutrients, life pattern, environmental factors influence gene expression and disease risks through epigenetic mechanisms.
Grade Type: Letter Grade
Prerequisite(s): NFS 520

NFS 585 - Nutrigenomics Research

Units: 3
When Offered: Fall
This practicum course is designed to introduce scientific methods, application, creation in the field of molecular

nutrition, including literature review, research hypothesis development, biological technologies, data analysis, writing of scientific research articles, and development of recipe for nutrition supplement or nutrition therapeutic agents.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): NFS 580

NFS 590 - Research Methods in Nutrition

Units: 3
When Offered: Online
This course provides an overview of methods used in nutrition research, including dietary assessment methods, indicators of nutritional status, analysis and presentation of dietary data, statistical interpretation, and clinical research methods. Students participate in discussions of published research articles to learn techniques for deriving evidence-based recommendations for clinical practice. Upon completion of this course, students will be able to read, interpret, and understand the findings from clinical research studies and understand the fundamental tools that are used by nutrition researchers.
Grade Type: Letter Grade

NFS 591 - Supervised Practicum: Community

Units: 5
When Offered: Online
This course is designed to provide an experiential learning for students to know, show, and demonstrate understanding and mastery of concepts of community nutrition. Students will undertake at least 300 hours of supervised practiced in assigned ACEND approved public and community nutrition rotation sites.
Grade Type: Pass/Fail
Prerequisite(s): NFS 505 and permission of the Program Director

NFS 592 - Supervised Practicum: Clinical

Units: 5
When Offered: Online
This course is designed to provide an experiential learning for students to know, show, and demonstrate understanding and mastery of medical nutrition therapy. Students will undertake at least 400 hours of supervised practiced in assigned ACEND approved clinical rotation sites.
Grade Type: Pass/Fail
Prerequisite(s): NFS 565 and permission of the Program Director

NFS 593 - Supervised Practicum: Food Services

Units: 5
When Offered: Online
This course is designed to provide an experiential learning for students to know, show, and demonstrate understanding of nutrition and food service management. Students will undertake at least 300 hours of supervised practiced in assigned ACEND approved nutrition and food service rotation sites.
Grade Type: Pass/Fail
Prerequisite(s): NFS 570 and permission of the Program Director

NFS 594 - Supervised Practicum: Integrative Elective

Units: 2
When Offered: Online

This course is designed to provide an experiential learning for students to know, show, and demonstrate understanding and mastery of concepts in integrative nutrition. Students will undertake at least 100 hours of supervised practiced in assigned ACEND approved community nutrition, medical nutrition, or food service management sites.
Grade Type: Pass/Fail
Prerequisite(s): Permission of the Program Director

NFS 599 - Nutrition Capstone

Units: 3
When Offered: Online
This course is designed to be a culminating exercise for students to reflect upon, evaluate, and assimilate knowledge and experience they gained by participating in a research or project opportunity prior to or concurrent with this course. Following Research Methods, this course continues the student's development of the research and reflective experience initiated in Nutritional Research Methods. Students in the capstone will prepare a presentation (both oral and written) that focuses on that experience.
Grade Type: Pass/Fail
Prerequisite(s): NFS 590

Organizational Leadership

ORG 501 - Foundations of Organizational Leadership

Units: 3
When Offered: Online
Reviews contemporary issues and perspectives on organizational leadership, multi-disciplinary perspectives, and leadership models. The distinction between leadership and management, vision, collaboration and strategies to manage organizational behavior will be explored. Emphasizes the application of concepts to actual organizational situations culminating in the articulation of a personal philosophy of leadership.
Grade Type: Letter Grade

ORG 512 - Conflict Resolution and Negotiations

Units: 3
When Offered: Fall, Summer, & Online
Emphasizes a pragmatic approach to resolving conflicts that arise in both non-profit and for-profit enterprises by applying conflict analysis models, tools and processes. Focuses on constructive communication, cultural awareness and sensitivity to diverse populations in a variety of settings, and reaching outcomes through the use of collaborative processes.
Grade Type: Letter Grade

ORG 520 - Leading Change in Faith-Based Organizations

Units: 3
When Offered: Online
This course will analyze the most common theories of organizational change with the intent of applying these principles in faith-based organizations and other professional environments where Christians serve in leadership. Case studies will be utilized to help students develop an understanding of the process of leading change. Special attention will be given to the underlying causes of interpersonal and organizational conflict connected to change or other causal factors. Students will be equipped with proven strategies for moving people and organizations through biblical principles and processes of conflict resolution.
Grade Type: Letter Grade

ORG 523 - Organizational Communication

Units: 3
When Offered: Online
Explores the breadth of communication tools available to organizational leaders for instituting change, perception, and organizational growth. Examines and evaluates communication in a variety of formats, including dyadic, small group, formal and informal communication. Collaboration strategies and their results are examined as an influence on group dynamics.
Grade Type: Letter Grade

ORG 530 - Communication with Purpose

Units: 3
When Offered: Online
This class is designed for students to understand the dynamics of interpersonal and organizational communication. Special attention will be given to the concepts and skills related to casting vision, inspiring confidence, and engendering motivation. This class will analyze historical examples of inspiration and provide practical applications of the skill of persuasion. Students will also examine principles and practices of listening and its impact upon leading others. The student will develop an ongoing strategy for various levels of interpersonal communication including the traditional, digital, and social media channels and tools.
Grade Type: Letter Grade

ORG 534 - Leadership Across Cultures

Units: 3
When Offered: Online
Examines the social, cultural, and historical influences on leadership in a global society. Aspects of social forces, dynamics, and historical contexts that influence human experience will be explored. National, corporate, community, and group organizations are examined for evidence of culturally influenced worldviews and values and how they impact the workplace.
Grade Type: Letter Grade

ORG 545 - Leading Organizational Change

Units: 3
When Offered: Online
Investigates concepts and practical techniques of organizational design and change. Emphasizes change management includes factors in transitioning individuals, teams, and organizations to a desired future state. Explores the leader's role in creating and preventing change, and strategies for coping with resistance will also be studied.
Grade Type: Letter Grade

ORG 550 - Emotional Intelligence and Organizational Culture

Units: 3
When Offered: Online
This course will review relevant biblical passages connected to leading effectively in a faith community and in the world, from the standpoints of both relational health and productive co-laboring. Students will analyze and synthesize historical and contemporary literature connected to emotional intelligence with and explore how to apply these principles in various organizational settings. Attention will also be given to understanding organizational culture. At a personal level, the student will gain self-understanding and self-awareness through various instruments that will provide normative descriptions of personality styles and traits. Special attention will be given to the development of a

personal strategy for growth in relational intelligence at an individual and community level.
Grade Type: Letter Grade

ORG 556 - Practical Financial Management

Units: 3
When Offered: Online
Develops a practical understanding of how to use financial data to inform leaders in making effective decisions to carry out the mission and goals of an organization. Emphasizes understanding the role of balance sheets, cash flow, and income statements to identify drivers of financial performance and resource allocation. Case studies are utilized to provide real-world application to concepts learned.
Grade Type: Letter Grade

ORG 567 - Managing Human Capital

Units: 3
When Offered: Online
Emphasizes the strategic role of human resources in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. Serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to applications within organizations.
Grade Type: Letter Grade

ORG 578 - Legal, Ethical, and Public Policy Issues

Units: 3
When Offered: Online
Explores the philosophical concepts behind the construct of worldview, and its control over value formation, moral, and ethical decision-making. Reviews court cases and data surrounding the intersection of legal and ethical choices made by leaders will be studied. Examines the issues that shape public policy at the local, state and federal level and the ethical dilemmas policy makers face.
Grade Type: Letter Grade

ORG 580 - Organizational Health and Institutional Revitalization

Units: 3
When Offered: Online
This course will provide an overview of key issues that move organizations toward greater health. Students will analyze the common contributing factors to institutional decline and evaluate proposed solutions based on various models of recovery. Special attention is given to outwardly focused endeavors used in those institutions that have become true models of revitalization. The course also focuses in specific detail on some of the more nuanced issues of leadership at faith-based organizations, such as intentionality, discipleship, community engagement, and a review of conflict and change issues.
Grade Type: Letter Grade

ORG 589 - Strategic Management

Units: 3
When Offered: Online
Examines the strategic planning process including formulation, implementation, and control. Provides a framework for identifying vision, core values, goals, and competitive advantage for the organization. Explores various organizational

strategies from for-profit and non-profit enterprises. Develops an understanding of how to create strategic options by synthesizing various strategies.
Grade Type: Letter Grade

ORG 591 - Organizational Leadership Innovation Project

Units: 3
When Offered: Online
Provides an opportunity to synthesize the knowledge and skills learned throughout the program, and to develop an innovative, comprehensive project. May include, but is not limited to, a guided project, designing a new organization, analyzing an existing major organizational problem and recommending solutions, etc.
Grade Type: Letter Grade

ORG 710 - New Era Organizations

Units: 4
When Offered: Online
This course prepares learners for the program by studying essential research-based theories on administration and management leading up to contemporary ones. Emphasis is on reviewing current and emerging organizational theories and concepts, business ethics, organizational change, talent development, and social responsibility, and developing and articulating a personal philosophy related to managing change in new era organizations. The theories and concepts reviewed will serve as a foundation for scholarly thought within the program.
Grade Type: Letter Grade

ORG 715 - Organizational Change, Ethics, and Human Behavior

Units: 4
When Offered: Online
This course investigates strategies for promoting sustainable organizations by studying individual and group behavior within organizational settings. Key course concepts focus on organizational infrastructure, motivational strategies, ethical strategies, and leading change. Theories and frameworks studied are foundational principles of the program. This course also examines principles for leveraging conflict management strategies to promote positive organizational relationships and ethical outcomes.
Grade Type: Letter Grade
Prerequisite(s): ORG 710

ORG 720 - Organizational Communication

Units: 4
When Offered: Online
This course examines effective principles of communication critical for effectiveness within diverse organizations. Principles focus on opportunities for administrators to reflect on their own communication style and examine the components of effective communication strategies. Students will address the challenges inherent to effective communication present in today's multicultural, multilingual work environments. Students will apply strategies for addressing routine and unexpected organizational communication challenges and situations.
Grade Type: Letter Grade
Prerequisite(s): ORG 715

ORG 725 - Human Resource Management

Units: 4
When Offered: Online
This course examines the processes an organization uses to attract, retain, motivate and develop the best people for their jobs. Concepts of study include organizational recruitment, retention, engagement, evaluation, identification and development of high potential employees, succession planning, and employee development from the perspective of the organization's innovators and talent management professionals.
Grade Type: Letter Grade
Prerequisite(s): ORG 720

ORG 730 - Leveraging Culture and Diversity

Units: 4
When Offered: Online
This course prepares administrators for gaining insight into identifying the barriers that exist within organizations that mitigate opportunities for diversity and inclusion. Students will survey the effects of culture on administrative strategies and actions, and policies and procedures. They will analyze strategies for leveraging diversity to promote greater organizational inclusivity and productivity. Ethical considerations and motivation for diversity are emphasized.
Grade Type: Letter Grade
Prerequisite(s): ORG 725

ORG 740 - Strategy, Planning, and Change

Units: 4
When Offered: Online
This course focuses on the development of knowledge and skills needed to maintain competitive advantage and sustainability in today's dynamic organizations. Special attention will be on the analysis and application of strategic approaches to overcoming barriers for organizational optimization, as well as methods for planning and driving support needed for implementation of change objectives that support the organization's mission.
Grade Type: Letter Grade
Prerequisite(s): ORG 730

ORG 750 - Evidence-Based Decision Making and Innovation

Units: 4
When Offered: Online
In this course students will examine techniques and strategies that promote strategic data-driven decision making for effective administration and fostering innovative behaviors. Models for collecting, analyzing, and using organizational data effectively will be evaluated, and tactics for enhancing both collective and individualistic decision-making will be examined. Students will survey and assess models utilizing data to support innovation strategies, as well as develop strategies for presenting data to promote innovative-driven decision making at all levels of the organization. The course will develop students' skills in three areas: acquiring data, analyzing data to make predictions, and presenting the results of analysis to diverse stakeholder populations.
Grade Type: Letter Grade
Prerequisite(s): ORG 740

ORG 760 - Data Analysis and Interpretation

Units: 4
When Offered: Online
The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential calculations can be applied to effectively interpret data. Descriptive analysis covered will include measures of central tendency, variability, relationships, basic

distributions. Inferential analysis covered includes chi-square, ANOVA, regression; the analysis of variance covariance, and multivariate data. Students will be required to utilize statistical software.
Grade Type: Letter Grade
Prerequisite(s): ORG 750

ORG 770 - Quantitative Research Methods

Units: 4
When Offered: Online
The purpose of this course is to present an examination of quantitative methods and designs that are utilized in the study of organizational administration and behavior. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Experimental, quasi-experimental, and survey research designs are assessed and applied.
Grade Type: Letter Grade
Prerequisite(s): ORG 760

ORG 775 - Qualitative Research Methods

Units: 4
When Offered: Online
This course examines the theoretical foundations of qualitative research methods and techniques applied within the study of organizational administration and behavior. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.
Grade Type: Letter Grade
Prerequisite(s): ORG 770

ORG 780 - Research Design

Units: 4
When Offered: Online
The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in social science research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, development of quality hypothesis statements, and the effective use of descriptive statistics. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.
Grade Type: Letter Grade
Prerequisite(s): ORG 775

ORG 785 - Comprehensive Experience

Units: 4
When Offered: Online
The Comprehensive Experience will assess the student's knowledge of the theoretical foundations in organizational administration. Students will identify and answer research questions by integrating and synthesizing knowledge from a broad range of content areas covered in the first two years of study. The emphasis of this course is to demonstrate fundamental knowledge of the field of study ensuring that all students advancing to candidacy have internalized the central knowledge, critical thinking, and ethical skills necessary to be effective practitioners, leaders, executives, scholars, and professors. Successful completion of a defense experience must be completed prior to advancing to candidacy.
Grade Type: Letter Grade
Prerequisite(s): RCH 720

ORG 790 - Dissertation Experience

Units: 4
When Offered: Online
Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups. During the final iteration students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Prerequisite(s): ORG 785

ORG 798 - Dissertation Completion

Units: 1
When Offered: Online
Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within ORG 790 - Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and submitted for publication.
Repeatable: May be repeated for a maximum of four (4) units
Grade Type: Pass/Fail
Prerequisite(s): ORG 790

Physician Assistant Studies

PAS 501 - Human Anatomy and Physiology I

Units: 4
When Offered: Fall
This course exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs.
Grade Type: Letter Grade

PAS 502 - Human Anatomy and Physiology II

Units: 4
When Offered: Spring
This course further exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs.
Grade Type: Letter Grade
Prerequisite(s): PAS 501, 505, 506, 510, 520, 522, 525, and 535

PAS 503 - Research Methodology I

Units: 1
When Offered: Fall
This course exposes students to methods used in research. Students will become familiar with common tools used in research. In addition, students will explore and appraise the research process, types of research, sampling and generalizability, reliability and validity, research design, methods of measurement, data collection, and statistical analysis. Students will search the internet and critique peer-reviewed medical literature, with culmination of an article analysis.
Grade Type: Letter Grade

PAS 505 - Health Care Ethics

Units: 1.5
When Offered: Summer
This course exposes students to legal and ethical issues faced in medical practice. Through assigned readings, reflection, application, and class discussions, students will explore approaches that facilitate thinking through the complexities of ethical issues in clinical practice. Representative opinions on death and dying decisions, informed consent, decisional capacity, cultural and religious beliefs, euthanasia and assisted suicide, genetic screening, and the use of humans in clinical research will provide opportunities for thoughtful debate and analysis.
Grade Type: Letter Grade

PAS 506 - Medical Microbiology and Infectious Disease

Units: 3
When Offered: Fall
This course exposes students to the role of microorganisms in infectious diseases, in preparation for advanced coursework in pharmacology, pathophysiology and clinical medicine. Students will appraise the mechanisms of microbial pathogenicity associated with specific infectious diseases, in relation to bacteria, fungi, parasites, mycoplasmas, rickettsias, chlamydias, spirochetes, vibrios, and viruses.
Grade Type: Letter Grade

PAS 508 - Professional Practice and Policy I

Units: 1
When Offered: Fall
This course exposes students to the history, development, and current status of the PA profession. Students explore the evolution of the PA profession, current and expected future practice trends, the PA's role as part of the health care team, patterns of health care delivery, and political and legal factors that affect PA practice. Health care systems, billing, and patient privacy issues, ethical behavior, and professional responsibilities are emphasized.
Grade Type: Letter Grade

PAS 510 - History and Physical Examination I

Units: 4
When Offered: Fall
This course exposes students to methods of patient evaluation. Students develop critical thinking, interviewing techniques, examination techniques, and proper equipment use. In addition, students appraise patient responses and culturally background. Students learn how to obtain a patient history, document information using the SOAP format, and use medical terminology. Assessment of the skin, head, neck, eyes, ears, nose, sinuses, oral cavity, chest & lungs, and nutrition are practiced in a lab setting.
Grade Type: Letter Grade

PAS 511 - History and Physical Examination II

Units: 4
When Offered: Spring
This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will undertake evaluation of the heart, the peripheral vascular system, the abdomen, the acutely ill patient, the male genitalia, and also perform patient write-ups.
Grade Type: Letter Grade
Prerequisite(s): PAS 501, 505, 506, 510, 520, 522, 525, and 535

PAS 512 - History and Physical Examination III

Units: 4
When Offered: Summer
This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will perform evaluation of the pediatric patient, musculoskeletal system, breast, pregnant female, nervous system and the geriatric patient. The practical culmination is the performance of a comprehensive physical examination.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, 530, and 532

PAS 513 - Pathophysiology of Disease I

Units: 2
When Offered: Fall
This course exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to the cardiovascular, blood, pulmonary, gastrointestinal, liver, exocrine pancreatic, renal, and male reproductive systems.
Grade Type: Letter Grade
Prerequisite(s): PAS 501, 505, 506, 510, 520, 522, 525, and 535

PAS 514 - Pathophysiology of Disease II

Units: 2
When Offered: Spring
This course further exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related the immunologic, rheumatologic, endocrine, nervous systems; infectious, and hematologic disease processes, as well as neoplasia.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, 530, and 532

PAS 515 - Research Methodology

Units: 1.5
When Offered: Spring
This course is designed to acquaint physician assistant (PA) students to basic research in the health sciences and the use

of research as evidence in clinical and professional practice. The student will recognize the relevance and value of research in professional development and obtain the skills necessary to pursue a lifetime of learning through examination of research methods and evaluation of current medical literature.
Grade Type: Letter Grade

PAS 516 - Professional Practice and Policy

Units: 2
When Offered: Spring
This course is designed to acquaint the entering student with the PA profession, current and expected future practice trends and the PA's role as part of the health care team. It also explores health care delivery and political and legal factors that affect PA practice. Additionally, the importance of ethical behavior and professional responsibilities are explored. Furthermore, the role of professional organizations, PA practice requirements, and employment strategies are emphasized. The student is introduced to principles and practices that enhance patient safety, professional liability, and risk management.
Grade Type: Letter Grade

PAS 520 - Pharmacology and Pharmacotherapeutics I

Units: 3
When Offered: Fall
This course exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Students are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations.
Grade Type: Letter Grade

PAS 521 - Pharmacology and Pharmacotherapeutics II

Units: 3
When Offered: Spring
This course further exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Students are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations.
Grade Type: Letter Grade
Prerequisite(s): PAS 501, 505, 506, 510, 520, 522, 525, and 535

PAS 522 - Medical Genetics

Units: 1.5
When Offered: Summer
This course exposes students to the basic principles of heredity (including cytogenetics, molecular, and mendelian genetics) and the processes that lead to genetic variability in humans. Through a few select genetic disorders, students will become aware of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients. Students attend workshop sessions to solve genetic problems.
Grade Type: Letter Grade

PAS 523 - Health Promotion, Disease Prevention, and Epidemiology

Units: 2
When Offered: Summer
The course exposes students to strategies for fostering a provider-patient partnership, and tools for effectively communicating healthy lifestyles. Students will be presented with current information about various conditions commonly seen in the clinical setting. In addition, students will appraise benefits of prevention, barriers to preventive care, historical perspectives, shared decision-making, selectivity of ordering tests, and improving the delivery of preventive clinical services. Particular attention will be paid to Healthy People 2020.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, 530, and 532

PAS 524 - Behavioral Medicine

Units: 2
When Offered: Summer
This course exposes students to the psychological and social factors that influence human behavior. Students examine how behavior can be influenced by illness, leading at times to poor coping skills, and physical and mental manifestations. In addition, students will explore development through the life cycle, sleep, sexuality, violence, reaction to illness and learn how to take a proper mental health history and perform a Mini-Mental Status Examination.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, 530, and 532

PAS 525 - Clinical Skills and Procedures I

Units: 3
When Offered: Fall
This course introduces students to the basic skills and knowledge needed to evaluate and treat common illnesses and injuries and for case presentation to a preceptor. This is the first of a two-part clinical skills lab sequence providing a practical approach to management of medical and surgical conditions. This course covers the clinical considerations for laboratory tests based on patient presentation, indications, interpretation of lab results, and clinical findings with correlation to disease processes. The course incorporates both observation and performance of selected laboratory and clinical procedures applicable to primary care settings. Topics include aseptic techniques, surgical gowning and gloving protocol, intravenous catheterization, suturing techniques, incision and drainage, wound packing, splinting, and casting, local anesthesia techniques, urinalysis - routine and microscopic, and other dermatologic procedures.
Grade Type: Letter Grade
Prerequisite(s): PAS 501, 505, 506, 510, 520, 522, and 535

PAS 526 - Clinical Skills and Procedures II

Units: 3
When Offered: Spring
This course introduces students to the basic skills and knowledge needed to evaluate and treat common illnesses and injuries, case presentation, and prepares the student for board-like examination. This is the second of a two-part lab sequence providing a practical approach to management of medical and surgical conditions. Topics include radiology, lung and heart sounds, intravenous catheterization, lumbar punctures, gastrointestinal procedures, digital rectal examination, venipuncture, joint aspiration/injection, and miscellaneous urgent care/primary care procedures. In addition, students will take a PACKRAT and a Bad News Delivery OSCE exam.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, 530, and 532

PAS 530 - Clinical Medicine I

Units: 3.5
When Offered: Fall
This course exposes students to common medical and pathologic disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated.
Grade Type: Letter Grade

PAS 531 - Clinical Medicine II

Units: 4.5
When Offered: Spring
This course further exposes students to common medical and pathologic disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated.
Grade Type: Letter Grade
Prerequisite(s): PAS 530

PAS 532 - Clinical Medicine III

Units: 3
When Offered: Summer
This course further exposes students to common medical and pathologic disorders encountered in general adult medicine with an emphasis on geriatric populations. Students will understand signs, symptoms, and diagnostic approach to common neurological, cognitive, and hematological disorders appraising the burden associated with the pathophysiology of neurological and cognitive impairment. Students will identify normal physiologic aging as contrasted to pathological processes, etiology, pathophysiology, diagnostic work-up, and management of these disorders. In addition, students will A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated.
Grade Type: Letter Grade
Prerequisite(s): PAS 502, 511, 513, 521, 525, and 530

PAS 533 - Adolescent and Pediatric Medicine

Units: 3
When Offered: Summer
This course exposes students to common medical and pathologic disorders in the newborn, pediatric and adolescent populations. Students will review pertinent anatomic and pathophysiologic aspects of disease conditions, clinical presentation, physical findings, diagnostic work-up, diagnosis, preventative vaccinations, formulation of treatment plans, and referrals. In addition, students will obtain knowledge pertinent to the physical and psychosocial development of patients in the newborn to adolescent age group and learn strategies for interviewing, performing evaluations, screening exams, and providing anticipatory guidance.
Grade Type: Letter Grade

PAS 534 - Women's Health

Units: 2.5
When Offered: Summer
This course exposes students to common conditions in caring for the female patient across the lifespan. Students will appraise the etiology, pathophysiology, clinical presentation, diagnostic work-up, and management of common issues

in women's health.
Grade Type: Letter Grade

PAS 535 - Global Health Engagement

Units: 1
When Offered: Fall
This course exposes students to major global health challenges relating to health and disease. Students will analyze recent and emerging health dilemmas, medical emergencies, effects of poverty and conflicts, health systems and disease prevention. In addition, students will explore strategies for acquiring cultural awareness and sensitivity, understanding the status of global health, and identifying opportunities for medical missions both in international settings as well as in domestic rural and medically under-served settings.
Grade Type: Letter Grade

PAS 540 - Acute Clinical Reasoning

Units: 3
When Offered: Summer
This course emphasizes clinical reasoning and assessment skills in the management of acute medical and surgical care. It would provide students with an overview of emergency medicine and surgical practice with an emphasis on the necessary skills and rationale for exam, diagnostic testing, and management plans required to give treatment to those with life-threatening illness and injuries. The course will introduce current diagnosis and treatment for commonly encountered medical emergencies. The student should be able to develop a working knowledge and framework for the evaluation and treatment of common medical and surgical procedures.
Grade Type: Letter Grade

PAS 601 - Family Medicine Clerkship

Units: 5
When Offered: As offered
Provides practical clinical exposure opportunities for physician assistant students to expand, refine and integrate knowledge and skills in the area of primary care medicine. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 602 - Internal Medicine Clerkship

Units: 5
When Offered: As offered
Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills in internal medicine. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 603 - Emergency Medicine Clerkship

Units: 5
When Offered: As offered
Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills. Students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. In addition, the student will expand didactic emergency medicine principles to clinical situations, and refine clinical psychomotor skills. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 604 - General Surgery Clerkship

Units: 5
When Offered: As offered
Provides exposure to general and specific principles of evaluating and treating surgical patients, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to evaluate, diagnose, manage, and refer patients presenting with surgical conditions. In addition, students will perform pre-operative work-ups, post-operative documentation and care for patients, and will assist in the operating room as a member of a surgical team.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 605 - Adolescent and Pediatric Medicine Clerkship

Units: 5
When Offered: As offered
Focuses on general and specific principles of evaluating and treating patients in the pediatric and adolescent age groups of both gender, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to perform common pediatric treatment procedures, recognize developmental milestones and manage life-threatening conditions. In addition, students will perform drug dosage calculations, provide immunizations, and provide anticipatory guidance.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 606 - Behavioral Medicine Clerkship

Units: 5
When Offered: As offered
Provides practical clinical exposure opportunities for students to expand refine and integrate knowledge and skills in Behavioral Medicine/Psychiatry. Students will develop proficiency in patient history-taking, evaluation, diagnosis, and management of emotional and psychiatric conditions seen in the pediatric to geriatric populations, and in all genders. In addition, students will expand didactic psychiatric medicine principles to clinical situations.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 607 - Women's Health Clerkship

Units: 5
When Offered: As offered
Reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will develop proficiency in performing pelvic examinations, saline preps, KOH preps, specimen collection, and some minor surgical procedures such as abscess incision and drainage. In addition students will be involved in providing care for general female conditions, family planning, contraception, prenatal care, preventive education and health promotion related to issues in women's health.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 608 - Urgent Care Clerkship

Units: 5
When Offered: As offered
Provides students with opportunities to engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition to gaining specific skills in the urgent care setting, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 609 - Elective Clerkship

Units: 5
When Offered: As offered
Students gain additional or new clinical experience by returning to a previous clinical specialty or pursuing studies in another area of clinical interest. Students engage in activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine and inter-professional practice.
Grade Type: Letter Grade
Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533, and 534

PAS 710 - U.S. Healthcare Delivery

Units: 3
When Offered: Online
This course will explore how US Healthcare system has evolved and how the US confronts emerging issues in healthcare. Specific topics discussed will include the historical evolution of health systems, the various models used around the world, the main components of a health system, and the criteria used to assess the functioning of a health system. Included will be discussions on how health systems can be reformed and what strategies may be used to accomplish this.
Grade Type: Letter Grade

PAS 730 - Evidence Based Medicine

Units: 3
When Offered: Online
This course provides doctorate students with a foundation for accessing, assessing, and utilizing evidence-based medicine in their research, scholarly work, and workplace in medicine. Students will explore various forms of medical

evidence, how to critically analyze it, and how to integrate findings into their medical practice.
Grade Type: Letter Grade

PAS 735 - Research Design

Units: 3
When Offered: Online
This course introduces students to the medical research process, structure, and design. An emphasis will be placed on evaluating different types of research design, the benefits and considerations of each and how to integrate them into scholarly research. Students will select their topic, recruit a board of advisors, complete a literary review, develop the structure and outline for their manuscript for their doctoral project required for graduation from the doctorate program.
Grade Type: Letter Grade

PAS 750 - Advanced Clinical Medicine I

Units: 3
When Offered: Online
This course is in a series designed to provide intensive professional exposure in chosen clinical specialties to further the student's clinical medicine proficiency and professional competencies. Students will apply advanced and specialized knowledge, skills, and attitudes beyond entry-level practice as it applies to medical acumen, preceptorship, research, and education.
Grade Type: Letter Grade

PAS 760 - Advanced Clinical Medicine II

Units: 3
When Offered: Online
This course is in a series designed to provide intensive professional exposure in chosen clinical specialties to further the student's clinical medicine proficiency and professional competencies. Students will apply advanced and specialized knowledge, skills, and attitudes beyond entry-level practice as it applies to medical acumen, preceptorship, research, and education.
Grade Type: Letter Grade
Prerequisite(s): PAS 750

PAS 770 - Doctoral Project I

Units: 2
When Offered: Online
This course provides graduate students with the structure to complete and disseminate scholarly work. Students will prepare to submit their final doctoral project manuscript following competition of review by their board of advisors, peer-review, and chair review of their manuscript.
Grade Type: Pass/Fail
Prerequisite(s): KIN 570

PAS 775 - Doctoral Project II

Units: 2
When Offered: Online
This course is part of a series of Doctoral Project courses which provide graduate students with the structure to design, execute, and disseminate scholarly work. Students will continue research on their selected topic, develop the structure, outline, and competition of the initial draft of their manuscript for their doctoral project required for graduation from

the doctorate program.
Grade Type: Pass/Fail
Prerequisite(s): PAS 735 and 770

PAS 780 - Doctoral Project III

Units: 1
When Offered: Online
This course provides graduate students with the structure to complete and disseminate scholarly work. Students will prepare to submit their final doctoral project manuscript following completion of review by their board of advisors, peer-review, and chair review of their manuscript with the goal to pursue publication and presentation of their research.
Grade Type: Pass/Fail
Prerequisite(s): PAS 735 and 775

Psychology

PSY 500 - Diversity Issues in Counseling Psychology

Units: 3
When Offered: Spring & Online
Examination of the effects of therapeutic interventions on culturally distinct populations.
Grade Type: Letter Grade

PSY 501 - Professional Practice I: Basic Skills

Units: 3
When Offered: Fall & Online
Designed for the beginning student, this is the first of a two-course sequence that serves as an introduction to the counseling profession. The focus of this course is the development of foundational knowledge of the history, scope, and the critical issues that relate to the counseling profession at large. The course emphasizes the development of basic therapeutic skills, empathy training, and the structure of the therapeutic process through a lecture/discussion/small group format. As part of the course, students will participate in a part one of a two-part professional development review that contributes to clearance to begin practicum training. Please review MSCP student handbook for detail.
Grade Type: Pass/Fail
Fee: Additional practice seminar fee (Traditional Grad only)

PSY 502 - Professional Practice II: Advanced Skills

Units: 3
When Offered: Spring & Online
This course is the second in a two-course sequence that serves as an introduction to the counseling profession and is a continuation of PSY 501 - Professional Practice I: Basic Skills. The focus of this course is on building upon the basic therapeutic skills introduced in PSY 501 through a continued lecture/discussion/small group format. Students are introduced to several foundational theoretical orientations and emphasis is placed on various clinical, legal, and ethical issues related to the practice of psychotherapy. This includes 6 hours of suicide risk assessment, prevention, treatment, and intervention, as well as 3 hours of training in the law, ethics, and clinical considerations related to the provision of mental health services via telehealth. As part of the course, students will participate in part two of a two-part professional development review which contributes to clearance to begin practicum training. Please review MSCP student handbook for detail.
Grade Type: Pass/Fail
Prerequisite(s): PSY 501

PSY 504 - Psychopathic Mind

Units: 3
When Offered: Spring
This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Elective Course.
Grade Type: Letter Grade

PSY 505 - MFT Counseling Theory

Units: 3
When Offered: Fall & Online
The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.
Grade Type: Letter Grade

PSY 510 - Human Growth and Development

Units: 3
When Offered: Fall, Spring, & Online
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.
Grade Type: Letter Grade

PSY 511 - Couples Therapy and Intimate Partner Violence

Units: 3
When Offered: Fall & Online
This course will address the principles and techniques of effective therapy with couples. Various couples' treatment models will be described with a focus on applicability to different client needs in a variety of settings. Intimate partner violence detection, prevention, and treatment will be integrated into the treatment of couples.
Grade Type: Letter Grade

PSY 515 - Human Sexuality

Units: 3
When Offered: Summer & Online
Human sexuality focuses on the etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology. It further examines the clinical, social and ethical issues in counseling persons with AIDS-related problems.
Grade Type: Letter Grade

PSY 520 - Human Communications in Group Process

Units: 3
When Offered: Spring & Online
Application of group treatment models to various forms of interpersonal communication.
Grade Type: Letter Grade

PSY 525 - MFT Counseling Techniques

Units: 3
When Offered: Spring & Online
Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.
Grade Type: Letter Grade

PSY 530 - Advanced Research Methodology

Units: 3
When Offered: Spring & Online
Theoretical and practical applications of research methods of psychotherapy.
Grade Type: Letter Grade
Prerequisite(s): BEH 383 or equivalent

PSY 534 - Pre- or Post- Practicum

Units: 1
When Offered: Summer & Online
Supervised counseling experience in a professional setting. A required course either for students who begin counseling prior to PSY 555 - Practicum I OR needed to continue in practicum after completing PSY 570 - Practicum II.
Repeatable: May be repeated one (1) time for a maximum of two (2) units
Grade Type: Pass/Fail
Prerequisite(s): PSY 501, 502, 505, 560, and either 511 or 525

PSY 535 - Advanced Psychopathology

Units: 3
When Offered: Fall, Spring, & Online
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.
Grade Type: Letter Grade

PSY 536 - Community Mental Health Counseling

Units: 3
When Offered: Fall & Online
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.
Grade Type: Letter Grade
Pre- or Co- Requisite(s): PSY 535

PSY 537 - Career Counseling

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade

PSY 540 - Psychodiagnostics

Units: 3
When Offered: Fall & Online
Applications of Intelligence Testing and Personality testing to diagnosis and treatment.
Grade Type: Letter Grade
Prerequisite(s): BEH 383 or equivalent

PSY 541 - Empirically-Based Approaches for Treating Adults with Severe Mental Illness

Units: 3
When Offered: Fall & Online
This course exposes students to empirically-based approaches for treating adults with severe mental illness. Students will gain an understanding of the history, goals, techniques, and research outcomes associated with interventions for adults with major depression, schizophrenia, bipolar disorder, obsessive-compulsive disorder, posttraumatic stress disorder, and borderline personality disorder. A specific focus will be on empirically-based approaches for severe mental illness, including acceptance and commitment therapy (ACT), mindfulness-based cognitive therapy (MBCT), and dialectical behavior therapy (DBT).
Grade Type: Letter Grade

PSY 542 - Play Therapy for Special Populations

Units: 3
When Offered: Spring & Online
This course introduces the student to the major theoretical models of play therapy with an emphasis on special populations, including children experiencing grief and loss, children placed in foster care, and children who have been physically abused, sexually abused or neglected.
Grade Type: Letter Grade

PSY 543 - Evaluation and Treatment of Compulsive Disorders

Units: 3
When Offered: Summer & Online
This course offers an intensive study of the biopsychological mechanisms underlying compulsive behaviors. Focus includes eating disorders, sexual compulsions, gambling, and internet addiction. Evidence-based treatment approaches are identified and related to their impact on health, wellness, and recovery.
Grade Type: Letter Grade

PSY 544 - Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders

Units: 3
When Offered: As offered & Online
This course exposes students to empirically based approaches for working with children and adolescents with externalizing disorders, including oppositional defiant disorder, conduct disorder, and intermittent explosive disorder. Students will explore the history, goals, techniques, and research outcomes associated with interventions for children and adolescents with externalizing disorders. A majority of the course will be focused on the collaborative problem

solving (CPS) approach, multisystemic therapy (MST), parent-child interaction training (PCIT), and parent management training (PMT).
Grade Type: Letter Grade

PSY 545 - MFT Counseling: Child and Adolescent

Units: 3
When Offered: Fall & Online
Processes of diagnosis, dynamics, and treatment of children and adolescents.
Grade Type: Letter Grade

PSY 550 - Practicum Forum

Units: 0
When Offered: As offered & Online
This course provides information about the process of securing a practicum training position. It also houses the necessary Board of Behavioral Sciences documents related to pre-degree training hours, and students are able to upload all documents in this forum for record-keeping purposes.
Grade Type: Pass/Fail
Prerequisite(s): PSY 501, 502, 505, 525, and 560

PSY 555 - Practicum I

Units: 3
When Offered: Fall & Online
Supervised counseling experience in professional settings.
Grade Type: Pass/Fail
Fee: Additional testing fee
Prerequisite(s): PSY 501, 502, 505, 560, and either 511 or 525

PSY 560 - Professional Ethics and Law

Units: 3
When Offered: Fall & Online
An examination and explanation of current laws and ethical issues affecting psychotherapists.
Grade Type: Letter Grade

PSY 570 - Practicum II

Units: 3
When Offered: Spring & Online
A continuation of PSY 555 - Practicum I.
Grade Type: Pass/Fail
Prerequisite(s): PSY 555

PSY 576 - Practicum Continuation

Units: 1
When Offered: Online
Supervised counseling experience in a professional setting. A course for students completing required supervised practicum hours beyond those accrued in PSY 555 - Practicum I and PSY 570 - Practicum II.

Repeatable: May be repeated two (2) times for credit
Grade Type: Pass/Fail
Prerequisite(s): PSY 501, 502, 505, 525, and 560

PSY 580 - Family Therapy I

Units: 3
When Offered: Fall & Online
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.
Grade Type: Letter Grade

PSY 585 - Family Therapy II

Units: 3
When Offered: Spring & Online
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.
Grade Type: Letter Grade
Prerequisite(s): PSY 580

PSY 590 - Christian Perspective on Professional Counseling

Units: 2
When Offered: Summer & Online
Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.
Grade Type: Letter Grade

PSY 595 - Psychopharmacology

Units: 3
When Offered: Summer & Online
This course is designed for the non-medical psychotherapist. The major categories of medication used in psychiatric intervention and issues related to consultation and collaboration with treatment teams, including medical staff, will be discussed.
Grade Type: Pass/Fail

PSY 597A - Child Abuse and Neglect: Diagnosis and Treatment

Units: 2
When Offered: Fall, Spring, & Online
Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse.
Grade Type: Pass/Fail

PSY 597B - HIV and AIDS Counseling

Units: 1
When Offered: Summer & Online
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.
Grade Type: Pass/Fail

PSY 597C - Domestic Violence

Units: 1
When Offered: Summer & Online
Examines the characteristics and treatment of the perpetrators and victims of domestic violence.
Grade Type: Pass/Fail

PSY 598A - Addictions Counseling

Units: 3
When Offered: Fall, Spring, Summer, & Online
This course provides the student with an overview of the addictive process, including substance dependency and behavioral compulsions. The course emphasizes the etiology of addiction, the systemic impact of co-occurring disorders, the standard of care treatment modalities, and concepts of resiliency and recovery.
Grade Type: Pass/Fail

PSY 598B - Grief and Loss Counseling

Units: 1
When Offered: Spring & Online
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.
Grade Type: Pass/Fail

PSY 598C - Aging and Mental Health

Units: 2
When Offered: Fall, Spring, & Online
This seminar addresses mental health issues in aging populations.
Grade Type: Pass/Fail

PSY 599 - Special Topics

Units: 1-3
When Offered: As offered
An in-depth seminar on a selected topic within Psychology.
Repeatable: May be repeated for credit with change in topic
Grade Type: Letter Grade

PSY 700 - Theories of Psychotherapy

Units: 3
When Offered: Fall
This course focuses on the major theories of psychotherapy, including supporting research and newer, emerging models in the field. Psychodynamic, humanistic-existential, cognitive-behavioral, postmodern, and systems theories of personality and psychotherapy are explored, applying this understanding to the profession of clinical psychology. Students are exposed to the American Psychological Association's specialty area in clinical psychology.
Grade Type: Letter Grade

PSY 702 - Psychiatric Disorders

Units: 3
When Offered: Fall
This course focuses on psychopathology, including the prevalence, etiology, maintenance, and treatment of DSM-5 diagnoses, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 704 - Statistics in Psychology

Units: 3
When Offered: Fall
This course focuses on statistics within the psychological sciences, including descriptive and inferential statistics, univariate and multivariate analytic strategies, hypothesis testing, power, effect sizes, and estimation, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 711 - Child Abuse Reporting, Assessment, and Treatment

Units: 2
When Offered: Spring
This course focuses on child abuse and neglect, including the assessment and treatment of childhood abuse, applying this understanding to the profession of clinical psychology. Legal and ethical issues are explored, along with physical and behavioral signs of abuse, techniques to intervene, community-based services, and mandatory reporting requirements.
Grade Type: Letter Grade

PSY 712 - Cultural Diversity

Units: 3
When Offered: Spring
This course focuses on individual and cultural diversity (ICD), including the dimensions of culture, race, ethnicity, age, gender, gender identity, sexual orientation, religion, language, socioeconomic status, disability, and national origin, applying this understanding to the profession of clinical psychology. A special emphasis is placed on helping students cultivate the flexibility and self-awareness necessary to see the self as different from others, honoring cultural differences and client self-determination as they learn to work effectively with a wide variety of worldviews in assessment and psychotherapy contexts.
Grade Type: Letter Grade

PSY 713 - Law and Ethics in Clinical Psychology

Units: 3
When Offered: Spring
This course focuses on the APA Ethical Principles and Code of Conduct, California law for mental health professionals, and federal law (e.g., HIPAA), applying this understanding to the profession of clinical psychology. Within this course, applying both law and ethics to clinical practice also involves using peer-reviewed decision-making models, as well as consultation, to arrive at an ethical solution, with the best interest of the client in mind.
Grade Type: Letter Grade

PSY 714 - Research Methods in Psychology

Units: 3
When Offered: Spring
This course focuses on both quantitative and qualitative research methods within the psychological sciences, as well as experimental and non-experimental research designs. Assessment strategies, sampling methods, replication, approaches for testing and validating theories, meta-analyses, and strengths and limitations of the various research methods and designs are explored. This understanding of research is applied to the profession of clinical psychology.
Grade Type: Letter Grade
Prerequisite(s): PSY 704

PSY 720 - Clinical Practice I: Basic Skills

Units: 2
When Offered: Fall
This course focuses on the development of basic helping skills in psychotherapy, including the importance of the client-therapist relationship, the here-and-now, process versus content, self-awareness, empathy, warmth, building and maintaining a therapeutic alliance, establishing treatment goals, and working towards change, applying this skill-set to the profession of clinical psychology. Students receive six hours of training in suicide risk assessment and intervention, and direct observation is used via mock therapy sessions to help students develop foundational clinical skills.
Grade Type: Letter Grade
Fee: Additional clinical fee

PSY 722 - Human Development Across the Lifespan

Units: 3
When Offered: Summer
This course focuses on lifespan development, including a range of theories and empirical models within the developmental psychology literature. The various stages of life, physical, cognitive, and socioemotional development, and death and dying are explored, applying this understanding to the procession of clinical psychology.
Grade Type: Letter Grade

PSY 723 - Psychometrics

Units: 3
When Offered: Summer
This course focuses on psychometrics, including psychological measurement, scale development, strategies to evaluate measurement quality, standardization, measurement theory, reliability, and validity, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade
Prerequisite(s): PSY 714

PSY 725 - History of Psychological Science

Units: 3
When Offered: Fall
This course focuses on the history and systems of psychology, including philosophical foundations, key movements and figures that influenced the field, the formal founding of the discipline of psychology, and current theoretical orientations, specialty areas, and empirical models, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 726 - Cognitive and Affective Bases of Behavior

Units: 3
When Offered: Spring
This course focuses on theoretical and empirical models of emotion, affect, and mood, including the various roles that emotional states play in human behavior, as well as higher order cognitive processes, such as memory, knowledge, learning, and thinking. Cognitive and affective bases of behavior are integrated so as to help students obtain an advanced knowledge base within the discipline of psychology, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 730 - Clinical Practice II: Advanced Skills and Treatment Planning

Units: 2
When Offered: Spring
This course focuses on the continued development of helping skills in psychotherapy, exploring transference and countertransference, process comments, the corrective relational experience, ruptures and repairs in the therapeutic alliance, and working through clients' problematic relational patterns, applying this skill-set to the profession of clinical psychology. Treatment planning and progress note writing are also emphasized, including the various models of documentation used within clinical psychology. Direct observation is used via mock therapy sessions to help students continue to develop clinical skills.
Grade Type: Letter Grade
Prerequisite(s): PSY 720

PSY 735 - Addictive Behavior

Units: 2
When Offered: Fall
This course focuses on addictive behaviors, including the etiology, assessment, and treatment of alcohol and substance use disorders, as well as risk prevention and factors and dual diagnoses, applying this understanding to the profession of clinical psychology. A biopsychosocial-spiritual approach will be emphasized in conceptualizing and treating addictive behaviors.
Grade Type: Letter Grade

PSY 736 - Behavioral Neuroscience

Units: 3
When Offered: Fall
This course focuses on the biological bases of human behavior, exploring the structure and functioning of the brain, neurochemistry, hormones, genetic influences, and biological contributing factors to psychopathology. This understanding of neuroscience is applied to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 740 - Clinical Practicum I: Professionalism

Units: 2
When Offered: Fall
This course is a forum for students to explore practicum-related experiences at an internal practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum I, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of Clinical Practicum II. Clinical Practice I and II serve as the foundation for this course, and students focus on the competencies of professionalism, professional values, and attitudes during the

semester.
Grade Type: Letter Grade
Fee: Additional clinical fee
Prerequisite(s): PSY 700, 702, 712, 713, and 730

PSY 741 - Assessment I: Personality Testing

Units: 3
When Offered: Fall
This course focuses on reliable, valid personality testing instruments, including (but not limited to) the MMPI-2 and newer MMPI-2-RF, MCMI-IV, PAI, and 16PF. Administration, scoring, and interpretation considerations are explored, as well as report writing and strategies for integrating a presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple tests, diagnostic impression, and treatment recommendations into a final assessment report.
Grade Type: Letter Grade
Prerequisite(s): PSY 723

PSY 742 - Assessment II: Intelligence Testing with Lab

Units: 4
When Offered: Spring
This course focuses on intelligence and other forms of cognitive testing, including the Wechsler scales and memory and achievement testing. Students explore cultural and other important considerations when administering, scoring, and interpreting cognitive testing. An additional lab is required that allows students to practice test administration. Report writing strategies are explored, integrating the presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple cognitive tests, diagnostic impression, and treatment considerations into a final assessment report.
Grade Type: Letter Grade
Prerequisite(s): PSY 723

PSY 743 - Assessment III: Projective Testing

Units: 3
When Offered: Summer
This course focuses on projective testing, including the Rorschach (using Exner's scoring system), Thematic Apperception Test (TAT), Human Figure Drawing, House-Tree-Person, and Rotter Incomplete Sentences Blank. Students practice administering, interpreting, and scoring projective tests, and report writing strategies are explored, integrating the presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple cognitive tests, diagnostic impression, and treatment considerations into a final assessment report.
Grade Type: Letter Grade
Prerequisite(s): PSY 723

PSY 745 - Human Social Behavior

Units: 3
When Offered: Spring
This course focuses on social psychology, including social perception, attitudes, biases, group processes, and discrimination, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 746 - Intimate Partner Abuse

Units: 2
When Offered: Spring
This course focuses on spousal and partner abuse assessment and treatment, including theoretical and empirical models of domestic violence, as well as evidence-based treatment programs for offenders and victims and community resources, applying this understanding to the profession of clinical psychology.
Grade Type: Letter Grade

PSY 750 - Clinical Practicum II: Interpersonal Skills

Units: 2
When Offered: Spring
This course is a continued forum for students to explore practicum-related experiences at an internal practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum II, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum I. Clinical Practice I and II serve as the foundation for this course, and students focus on the competencies of relationships and interpersonal skills during the semester.
Grade Type: Letter Grade
Prerequisite(s): PSY 740

PSY 751 - Research Team I

Units: 1
When Offered: Fall
In this course students join a research group within the Center for the Study of Human Behavior, which involves developing an original, empirical research project under the supervision of a faculty team leader and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.
Grade Type: Pass/Fail
Prerequisite(s): PSY 723 and permission of the Program Director

PSY 752 - Research Team II

Units: 1
When Offered: Spring
In this course students continue to work within a research group at the Center for the Study of Human Behavior, which involves continuing to develop an original, empirical research project under the supervision of a faculty team leader and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.
Grade Type: Pass/Fail
Prerequisite(s): PSY 751 and permission of the Program Director

PSY 753 - Research Team III

Units: 1
When Offered: Summer
In this course students continue to work within a research group at the Center for the Study of Human Behavior, which involves continuing to develop an original, empirical research project under the supervision of a faculty team leader

and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.
Grade Type: Pass/Fail
Prerequisite(s): PSY 752 and permission of the Program Director

PSY 755 - Supervision and Consultation in Clinical Psychology

Units: 3
When Offered: Summer
This course focuses on the role of supervisor in clinical practice, including an understanding of the models, expectations, roles, procedures and processes, supervisee knowledge and skill acquisition, and supervisor-supervisee relationship. The role of consultant is also explored, emphasizing consultation-based services. Students learn to recognize the unique role of a consultant as separate from therapists, faculty members, or supervisors, identifying and applying assessment strategies and methods that are grounded in the consultation literature. Taking context into consideration, students focus on properly addressing the referral question so as to offer helpful recommendations.
Grade Type: Letter Grade

PSY 756 - Aging and Long-Term Care

Units: 2
When Offered: Fall
This course focuses on aging and long-term care, including a developmental viewpoint on the biological, psychological, and social factors that contribute to health and dysfunction among older adults, as well as theoretical and empirical treatment approaches in working with older adults in psychotherapy, applying this understanding to the profession of clinical psychology. Community resources are also explored.
Grade Type: Letter Grade

PSY 760 - Clinical Practicum III: Reflective Practice

Units: 2
When Offered: Fall
This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum III, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of Clinical Practicum IV. Students focus on the competencies of reflective practice, self-assessment, and self-care throughout the semester.
Grade Type: Letter Grade
Fee: Additional clinical fee
Prerequisite(s): PSY 750

PSY 761 - Psychology and Christianity I: Theology

Units: 3
When Offered: Fall
As the first of four courses, students focus on understanding and applying Christian theology to the foundations of clinical psychology. Referred to as an "integrationist" approach, students learn to competently integrate a Christian view of God into previously-established theoretical and empirical models within clinical psychology so as to help Christian clients ameliorate suffering. Students also develop the ability to start from a Christian view of the triune God, exploring ways to build theoretical and empirical models that are rooted in the Bible in order to help Christian clients heal, integrating clinical psychology as a way to strengthen a distinctly Christian view of God. Areas of investigation,

from an "integrationist" perspective, include the God image, God attachment, and religious coping literatures, along with "Christian psychology" topics, such as how a view of God's infinite power, wisdom, love, and holiness impacts mental health and the Trinity as a model for human relational functioning. These themes, among others, will be applied to clinical practice, including the assessment and treatment of Christian clients in psychotherapy.
Grade Type: Letter Grade
Prerequisite(s): PSY 700 and 725

PSY 762 - Psychology and Christianity II: Worldview, Ontology, and Epistemology

Units: 3
When Offered: Spring
Building on the first course in this four-course series, students focus on understanding and applying the basics of a Christian worldview to the foundations of clinical psychology, comparing and contrasting these building blocks with the various worldviews in psychology today. Students also explore ontology, before moving on to epistemology. Finally, students review the various epistemologies, applying them to the foundations of clinical psychology. Focusing on three distinct epistemologies-reason, empiricism, and divine revelation-students explore the prioritization of ways of knowing from psychological and Christian perspectives. From an "integrationist" point of view, empiricism is heavily relied upon as a starting point, followed by attempts to integrate divine revelation. On the other hand, "Christian psychology" attempts to begin with divine revelation, turning to empiricism as a way to deepen an understanding of scripture and God's design. Each of these ways of knowing is detailed, along with strategies to apply the various epistemologies to research design and clinical practice, culminating with the effective, ethical, and competent care of Christian clients.
Grade Type: Letter Grade
Prerequisite(s): PSY 761

PSY 763 - Psychology and Christianity III: Biblical Anthropology and Axiology

Units: 3
When Offered: Fall
Building on the first two courses in this four-course series, students explore a biblical anthropology of the self-rooted in the Christian meta-narrative of creation, fall, redemption, and restoration-applying this understanding to the foundations of clinical psychology. Referred to as an "integrationist" approach, students competently integrate a Christian view of the human self into previously-established theoretical and empirical models within clinical psychology so as to help Christian clients ameliorate suffering. Students also develop the ability to start from a Christian view of the self, exploring ways to build theoretical and empirical models that are rooted in the Bible in order to help Christian clients heal, integrating clinical psychology as a way to strengthen a distinctly Christian view of the self. Areas of investigation, from an "integrationist" perspective, include spiritual development models, along with "Christian psychology" topics of consideration, such as human sin, shame, a two- or three-part view of the self, and Jesus' call to self-denial. These themes, among others, are applied to clinical practice, including the assessment and treatment of Christian clients in psychotherapy. Students also review axiological considerations in clinical practice, focusing on biblical values and the similarities and differences between the values promoted within the pages of the Bible and those explicated within clinical psychology. An "integrationist" view is presented, identifying points of overlap between clinical psychology and the Bible, as well as a "Christian psychology" perspective, exploring distinctly Christian understandings on the role that biblical virtues play in enhancing clinical work with Christian clients.
Grade Type: Letter Grade
Prerequisite(s): PSY 762

PSY 764 - Psychology and Christianity IV: Redemption

Units: 3
When Offered: Spring
Concluding the four-course series, students review and apply redemptive considerations to clinical practice, including

God's common and special grace. Focusing primarily on the redemption God offers within the Christian life, students explore the notion of communion with God, including the psychological and spiritual benefits of spiritual formative practices, as well as topics such as mercy, grace, justification, sanctification, divine union, solitude, and fellowship with both God and other Christians in the Body of Christ. Special attention is devoted to Christian contemplative practices, including burgeoning empirical support for contemplative prayer as a Christian alternative to mindfulness-based interventions in psychotherapy.
Grade Type: Letter Grade
Prerequisite(s): PSY 763

PSY 765 - Clinical Psychopharmacology

Units: 2
When Offered: Spring
This course focuses on psychotropic medications, exploring the use of biological interventions for a range of DSM-5 disorders and applying this understanding to the profession of clinical psychology. The neurobiology of mental disorders is emphasized, along with randomized controlled trials on the efficacy of psychotropic medications. Referral considerations are discussed, as are medication side effects and research comparing medication and psychotherapy outcomes for the more common DSM-5 disorders.
Grade Type: Letter Grade

PSY 766 - Human Sexuality, Sexual Disorders, and Treatment

Units: 2
When Offered: Summer
This course focuses on human sexuality, including sexual identity, sexual behaviors, and sexual disorders, applying this understanding to the profession of clinical psychology. The assessment and treatment of sexual disorders are emphasized. A biopsychosocial approach will be employed, with students exploring the biological, psychological, and social-cultural contributing factors to sexual health and dysfunction, as well as contemporary theoretical and empirical models.
Grade Type: Letter Grade

PSY 770 - Clinical Practicum IV: Evidence-Based Practice

Units: 2
When Offered: Spring
This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum IV, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum III. Students focus on the competency of evidence-based practice throughout the semester.
Grade Type: Letter Grade
Prerequisite(s): PSY 760

PSY 771 - Intervention I: Psychodynamic Approaches to Treatment

Units: 3
When Offered: Fall
This course focuses on psychodynamic approaches to treatment in clinical psychology, including theoretical foundations, intervention strategies, and the evaluation of treatment progress. Classical psychoanalysis, object relations, self psychology, intersubjectivity, relational psychoanalysis, and time-limited psychotherapy are covered, as well as

newer developments in the field. Direct observation is used via mock therapy sessions to help students develop psychodynamic intervention skills.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 772 - Intervention II: Cognitive Behavioral Approaches to Treatment

Units: 3
When Offered: Spring
This course focuses on cognitive-behavioral approaches to treatment in clinical psychology, including theoretical foundations, evidence-based intervention strategies, and the evaluation of treatment progress. Behavioral, cognitive-behavioral, as well as mindfulness- and acceptance-based treatments are explored, as are newer trans-diagnostic approaches in clinical psychology. Direct observation is used via mock therapy sessions to help students develop cognitive-behavioral intervention skills.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 773 - Intervention III: Couples Approaches to Treatment

Units: 3
When Offered: Summer
This course focuses on theoretical and empirical models of couples therapy, including (but not limited to) cognitive behavioral, integrative behavioral, emotionally focused, the Gottman method, and psychodynamic approaches. Special issues and populations relevant to couples therapy are covered, as are evaluation strategies for monitoring treatment progress, applying this understanding to the profession of clinical psychology. Students are exposed to the American Psychological Association's specialty area of couple and family psychology, drawing from this body of literature to guide couples work in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with couples.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 774 - Intervention IV: Family Approaches to Treatment

Units: 3
When Offered: Fall
This course focuses on theoretical and empirical models of family therapy, including (but not limited to) cognitive-behavioral, psychodynamic, systemic, postmodern, and other family interventions. Special issues and populations relevant to family therapy are covered, as are evaluation strategies for monitoring treatment progress, applying this understanding to the profession of clinical psychology. Students are exposed to the American Psychological Association's specialty area of couple and family psychology, drawing from this body of literature to guide family interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with families.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 775 - Intervention V: Child and Adolescent Approaches to Treatment

Units: 3
When Offered: Spring
This course focuses on theoretical and empirical models of child and adolescent therapy, including (but not limited to) cognitive-behavioral, psychodynamic, collaborative problem solving, systemic, and postmodern approaches. Students review strategies to evaluate treatment progress, and are exposed to the American Psychological Association's specialty

area of clinical child and adolescent psychology, drawing from this body of literature to guide child and adolescent interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with children and adolescents.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 776 - Intervention VI: Group Approaches to Treatment

Units: 3
When Offered: Summer
This course focuses on theoretical and evidence-based models of group therapy, including (but not limited to) Yalom's eclectic approach and cognitive-behavioral, psychodynamic, and other group-focused theoretical orientations. Students review strategies to evaluate treatment progress, and are exposed to the American Psychological association's specialty area of group therapy, drawing from this body of literature to guide group interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills for groups.
Grade Type: Letter Grade
Prerequisite(s): PSY 700

PSY 780 - Clinical Practicum V: Interdisciplinary Systems

Units: 2
When Offered: Fall
This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum V, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of PSY 790 - Clinical Practicum VI: Client Advocacy. Students focus on the competency of interdisciplinary systems throughout the semester.
Grade Type: Letter Grade
Fee: Additional clinical fee
Prerequisite(s): PSY 770

PSY 781 - Dissertation I

Units: 1
When Offered: Fall
In this course students select one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication. For students conducting a quantitative dissertation, the Research Team course sequence can serve as the catalyst for further empirical study.
Grade Type: Pass/Fail
Prerequisite(s): PSY 753 and permission of the Program Director

PSY 782 - Dissertation II

Units: 1
When Offered: Spring
In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed

version to a peer-reviewed academic journal for publication.
Grade Type: Pass/Fail
Prerequisite(s): PSY 781 and permission of the Program Director

PSY 783 - Dissertation III

Units: 1
When Offered: Summer
In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.
Grade Type: Pass/Fail
Prerequisite(s): PSY 782 and permission of the Program Director

PSY 784 - Dissertation IV

Units: 1
When Offered: Fall
In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.
Grade Type: Pass/Fail
Prerequisite(s): PSY 783 and permission of the Program Director

PSY 785 - Dissertation V

Units: 1
When Offered: Spring
In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.
Grade Type: Pass/Fail
Prerequisite(s): PSY 784 and permission of the Program Director

PSY 786 - Dissertation VI

Units: 1
When Offered: Summer
In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.
Grade Type: Pass/Fail
Prerequisite(s): PSY 785 and permission of the Program Director

PSY 787 - Dissertation Continuation

Units: 1
When Offered: Fall, Spring, Summer
In this elective course, students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, beyond the required dissertation course sequence, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): PSY 786

PSY 790 - Clinical Practicum VI: Client Advocacy

Units: 2
When Offered: Spring
This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum VI, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum V. Students focus on the competency of client advocacy throughout the semester.
Grade Type: Letter Grade
Prerequisite(s): PSY 780

PSY 791 - Clinical Internship I

Units: 1
When Offered: Fall
This course requires a full-time, 12-month internship (or equivalent). Students are advised to secure an APA-accredited or APPIC internship. The internship must be approved by the Director of Clinical Training, and permission to begin the internship year must be granted by the Director of the PsyD Program. Direct observation is used at students' internship sites to help them develop clinical skills.
Grade Type: Pass/Fail
Fee: Additional clinical fee
Prerequisite(s): Permission of the Program Director

PSY 792 - Clinical Internship II

Units: 1
When Offered: Spring
This course corresponds with the second semester of a full-time, 12-month internship (or equivalent). Direct observation is used at students' internship sites to help them develop clinical skills.
Grade Type: Pass/Fail
Prerequisite(s): PSY 791

PSY 793 - Clinical Internship III

Units: 1
When Offered: Summer
This course corresponds to the third and final semester of a full-time, 12-month internship (or equivalent). Direct observation is used at students' internship sites to help them develop clinical skills.

Grade Type: Pass/Fail
Prerequisite(s): PSY 792

PSY 794 - Clinical Practicum Continuation

Units: 1
When Offered: Fall, Spring, Summer
This elective course is a forum for students to explore practicum-related experiences at an external practicum site, beyond the required practicum course sequence, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum Continuation, students must complete at least 225 total hours of practicum experience during each semester for which the student is registered for this repeatable course. Students enrolled in this course will meet individually, in person, at a regularly scheduled time with the assigned faculty member for the course.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): PSY 790

PSY 798 - Continuation

Units: 1
When Offered: Fall, Spring, Summer
Students who are not actually taking units in the Doctor of Psychology in Clinical Psychology program, but still enrolled, are required to enroll in this one-unit continuation course every semester. Examples of situations that may warrant a continuation course include taking a semester off from the program due to an emergency or continuing to work on the dissertation after all other coursework has been completed.
Grade Type: Pass/Fail

Public Administration

DPA 701 - Public Administration Foundations and Theory

Units: 4
When Offered: Online
This course introduces students to the foundational theories and concepts of public administration within the discipline and practice. Historical and seminal works of foundational theorists as well as classical and contemporary perspectives will be addressed as they pertain to efficient and effective practices for both government and non-profit management. Foundational and emerging theories will be studied and applied to organizational constructs of a bureaucracy.
Grade Type: Letter Grade

DPA 710 - Leadership in Public Sector

Units: 4
When Offered: Online
This seminar will examine specific topics that include but are not limited to the focus on how the leader's values and beliefs affect financial and budgetary issues in public sector organizations, collective bargaining, outsourcing, private sector partnering, diversity management leadership, social networking, and media.
Grade Type: Letter Grade
Prerequisite(s): DPA 701

DPA 720 - Ethics and Social Justice

Units: 4
When Offered: Online
In this course, students examine the philosophy of ethics as it relates to issues of social justice and relationships between ethical and moral practices and effective leadership. Theories of economic disparity, power, and privilege and ethical dilemmas will be explored. Attention is focused on accountability in leadership and best practices that result in fair and equitable treatment of employees and service delivery in diverse communities. Current events will be analyzed as well as a variety of moral dilemmas that exist in societies and organizations along with the exploration of key factors in decision-making and ethical principles.
Grade Type: Letter Grade
Prerequisite(s): DPA 710

DPA 725 - Strategic Planning and Management

Units: 4
When Offered: Online
This course presents innovative concepts of strategic planning in relation to an organization's mission, and vision for organizational sustainability. Students will learn practical skills of best practices needed to develop strategic plans that focus on key aspects of resource allocation, implementation, collaboration, and budgeting.
Grade Type: Letter Grade
Prerequisite(s): DPA 720

DPA 740 - Collaboration and Networked Governance

Units: 4
When Offered: Online
This course examines the concepts and practices of managing networks. Theories, analytical skills, and processes of designing, developing, sustaining, and evaluating networks will be addressed. Concepts of successful and challenging collaboration efforts among public, private, and nonprofit organizations will be explored. Integration of budgetary factors will be included as it relates to service delivery.
Grade Type: Letter Grade
Prerequisite(s): DPA 725

DPA 750 - Public Policy, Advocacy, and Economics

Units: 4
When Offered: Online
This course will explore trends, characteristics, imperatives, and consequences of public-policy making. Discussion includes how global economies affect the political climate and how representation of powerful actors, PACS, and institutions are representative factors of collective action, electoral processes, fiscal policy, bureaucracy, regulation and constitutional reforms at the federal, state and local levels.
Grade Type: Letter Grade
Prerequisite(s): DPA 740

DPA 781 - Comprehensive Experience

Units: 4
When Offered: Online
This course is designed to expand upon the transition of a prospectus into a formal dissertation. Official committee formation is expected by the end of this course. Successful completion of a defense experience outlining and defending

Chapters 1-3 of a viable prospectus must be successfully completed in order to progress to DPA 797 - Dissertation Experience.
Grade Type: Pass/Fail
Prerequisite(s): RCH 720

DPA 795 - Public Administration Special Topics

Units: 4
When Offered: Online
This course is designed to complete an outline for the first three chapters of the dissertation. Topic area is determined and preliminary research on topic is explored.
Grade Type: Letter Grade
Prerequisite(s): DPA 750

DPA 796 - Proposal Exploration and Development

Units: 3
When Offered: Online
This course addresses both the theoretical and practical aspects of designing dissertation research. The goal of the course is to assist students with the proposal writing processes and defense expectations. Development of the first three chapters is expected. Committee formation must be executed by the end of this course.
Repeatable: May be repeated for credit
Grade Type: Letter Grade
Prerequisite(s): DPA 795

DPA 797 - Dissertation Experience

Units: 4
When Offered: Online
Students will be guided through the research process after completed dissertation proposal. This will include completion of the five chapter dissertation including introduction, literature review, methodology, findings and conclusions. Students will work with their dissertation committee.
Repeatable: May be repeated for a maximum of thirty-two (32) units
Grade Type: Letter Grade
Prerequisite(s): DPA 781 and permission of the Program Director

DPA 799 - Dissertation Completion

Units: 1
When Offered: Online
Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within DPA 797 - Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and submitted for publication.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Pass/Fail
Prerequisite(s): DPA 797 and permission of the Program Director

MPA 510 - History and Theory of Public Administration

Units: 3
When Offered: Online
This course traces the historical development of the intellectual and theoretical foundations of modern public administration from the country's founding documents through the core theories and the evolution of public administration thought through the decades. This provides a base of knowledge on which students can build a strong understanding of modern public administration. It includes an overview of the role of public administration professionals within a democratic society, and an introduction to ethical issues faced by public administrators.
Grade Type: Letter Grade

MPA 520 - Public Sector Leadership

Units: 3
When Offered: Online
Leaders in government agencies and nonprofit organizations are challenged to lead their organizations toward solutions to complex problems. This course examines administrative leadership theories and concepts from a variety of perspectives and administrative settings.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 530 - Public Finance and Budgeting

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 540 - Human Resource Management for the Public Sector

Units: 3
When Offered: Online
This course provides an overview of human-resource management in public and non-profit organizations. Topics include the historical development of civil-service merit systems, laws that affect operations of personnel systems, analysis of the components of a personnel system, the impact of labor negotiations, and the role of personnel systems as vehicles for social change.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 545 - Conflict Resolution and Labor Negotiations in the Public Sector

Units: 3
When Offered: Online
This course provides a comprehensive approach to conflict resolution with an emphasis on public sector labor negotiations. Students will evaluate and critically analyze theoretical, collaborative and practical approaches associated with conflict resolution, negotiation and consensus building in the workplace. Case study examinations will include root causes and dynamics of conflict, various methods of conflict analysis and resolution techniques, reflective practice, third party roles, and ethics as it applies to the position of the legitimate and accountable administrator.

Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 560 - Research Methods for Public Administrators

Units: 3
When Offered: Online
This course provides an introduction to research methods and statistics as used in public and nonprofit sectors. Qualitative and quantitative designs are explored through the design of program evaluations.
Grade Type: Letter Grade

MPA 570 - Policy Issue Analysis for Public Administration

Units: 3
When Offered: Online
This course introduces theories and approaches to policy analysis. The core of the course follows the policy analysis cycle and includes: problem recognition, problem definition, development of alternative solutions, analysis of alternatives, selection of policy options, policy implementation and evaluation.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 580 - Legal and Ethical Issues in the Public Sector

Units: 3
When Offered: Online
This course examines legal and ethical concepts and challenges facing public administrators. Theoretical concepts provide a foundation on which to build a framework for making responsible decisions in the public sector.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 585 - Political Economy for Public Administrators

Units: 3
When Offered: Online
This course examines the interrelationship of political and economic factors that influence both public political and economic outcomes. Foundational theories are explored through the lens of political and administrative decision making.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 590 - Organizational Theory for Public Administration

Units: 3
When Offered: Online
This course examines theories of organization and behavior in public-sector agencies. Topics include management, bureaucracy, motivation, leadership, and decision-making.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 593 - Professional Presentation for Public Administrators

Units: 3
When Offered: Online
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 written and oral presentation skills. Practical application and demonstration of skills will be required.
Grade Type: Letter Grade
Prerequisite(s): MPA 510

MPA 594 - Comprehensive Examination Seminar for Public Administration

Units: 3
When Offered: Online
As the culminating experience of the program, this course helps student to refresh on the material covered in the program and prepare for the final written and oral exams. Students must demonstrate a mastery of all theories and concepts covered in each class, and demonstrate the ability to write compelling thesis essays and weave together theory and concepts with master-level depth and breadth in live discussions.
Grade Type: Pass/Fail
Fee: Additional exam fee
Prerequisite(s): Permission of the Program Director

Public Relations

PRL 505 - History and Theory of Public Relations

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 510 - Public Relations Research and Evaluation

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 515 - Legal, Ethical, and Social Foundations of Public Relations

Units: 3
When Offered: Online
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 identify, analyze, and prepare responses to ethical and legal situations that arise in the private and public sector.
Grade Type: Letter Grade

PRL 520 - Specialized Writing for Public Relations

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 530 - Critical Thinking and Crisis Management

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 540 - New Media Strategies

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 550 - Public Relations Campaigns: Social and Physical

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 560 - Public Relations Management and Leadership

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 570 - Marketing and Communications Programs

Units: 3
When Offered: Online

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.
Grade Type: Letter Grade

PRL 580 - International Public Relations

Units: 3
When Offered: Online
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.
Grade Type: Letter Grade

PRL 597 - Capstone

Units: 3
When Offered: Online
Student will write a 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 coursework. A minimum of six to eight of the courses content areas should be reflected in the paper.
Grade Type: Letter Grade

Research

RCH 705 - Research Design

Units: 4
When Offered: Online
The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in social science research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, and development of quality hypothesis statements and research questions. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.
Grade Type: Letter Grade
Prerequisite(s): BUS 765, DPA 795, or ORG 750

RCH 710 - Data Analysis and Interpretation

Units: 4
When Offered: Online
The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential statistics can be applied to effectively interpret data. Students will be required to utilize statistical software to select basic statistical tests and interpret results.
Grade Type: Letter Grade
Prerequisite(s): RCH 705

RCH 715 - Quantitative Research

Units: 4
When Offered: Online
The purpose of this course is to present an examination of quantitative methods and designs that are utilized in social science research. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Students will be required to utilize statistical software to select complex statistical tests and interpret results.
Grade Type: Letter Grade
Prerequisite(s): RCH 710

RCH 720 - Qualitative Research

Units: 4
When Offered: Online
This course examines the theoretical foundations of qualitative research methods and techniques applied in social science research. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.
Grade Type: Letter Grade
Prerequisite(s): RCH 715

School Counseling and School Psychology

PPS 501 - Introduction to School Psychology

Units: 2
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to Educational Psychology, School Psychology Credential, or the School Psychology program

PPS 502 - Introduction to School Counseling

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 503 - Counseling Theory

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology, the School Psychology credential, the School Counseling, or the School Psychology program

PPS 508 - Program Design and the ASCA National Model

Units: 3
When Offered: As offered
In this course, students will learn how to design a comprehensive K-12 school counseling program using the ASCA National Model Framework. Students will be able to create developmentally appropriate prevention and intervention activities which align with multi-tiered systems of support (MTSS). Students will gain knowledge and skill on all twelve ASCA elements and as well as the four overarching components of the model in a practical way where they can apply principles to K-12 school settings.
Grade Type: Letter Grade

PPS 510 - Practicum: Role of the School Counselor

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 512 - Counseling Techniques for Exceptional Children

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the School Counseling program

PPS 513 - Advanced Psychopathology

Units: 3
When Offered: As offered
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.

Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology, the School Counseling, or the School Psychology program

PPS 517 - Learning Theory and Academic Interventions

Units: 3
When Offered: Spring
This course is designed to provide school psychology graduate students with the theoretical foundation to implement various evidence-based interventions to promote academic attainment for all students in schools. It is designed to provide an overview of the conceptual models of learning to set the foundation for understanding intervention. Students will be presented course content through lectures, readings, small group discussions, online learning modules, and activities. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.
Grade Type: Letter Grade

PPS 517G - Learning Theory and Academic Interventions Global Practicum

Units: 3
When Offered: As offered
This course is designed to provide school psychology graduate students with the theoretical foundation to implement various evidence-based interventions to promote academic attainment for all students in schools. It is designed to provide an overview of the conceptual learning models to set the foundation for understanding intervention. Students will be presented course content through lectures, readings, small group discussions, online learning modules, and activities. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives. Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education. G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

PPS 520 - Practicum: Counseling Individuals and Groups

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 520G - Practicum: Counseling Individuals and Groups Global Practicum

Units: 1
When Offered: As offered
This course provides students with the opportunity to explore specific counseling techniques and tools school counselors would employ in working directly with individual students and in the group setting. As this is a practicum

course, the majority of your class time will be spent in the field practicing your counseling and clinical skills. You will meet as a class three (3) times during the course of the term.
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education.

G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

PPS 521 - Developing Culturally Competent Practice

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology, the School Counseling, or the School Psychology program

PPS 525 - Practicum: Counseling in the School Setting

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology program

PPS 527 - Schoolwide Behavior Supports

Units: 3
When Offered: Fall
This course is designed to provide students with competencies toward developing knowledge and skills related to varied evidence-based methods in psychology and education to promote the social, emotional, and behavioral health and well-being of youth in schools. It is a graduate-level introductory course for school-based professionals. It is designed to provide an overview of conceptual and service-delivery foundations, evidence- based behavioral interventions across tiers (i.e., school-wide, class/small group, individualized), as well as evaluation and data-based decision making. Students will be presented course content through readings, lectures, small group discussion, and case study activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.
Grade Type: Letter Grade

PPS 528 - School Counseling Leadership and Advocacy

Units: 3
When Offered: As offered
In this course, students will analyze the shifting role of K-12 school counselors as school leaders and learn how to effectively advocate for their programs. Students will be exposed to key components of school leadership and identify ways that school counselors can use their unique knowledge and skill set to lead systemic change that will benefit all students equitably. They will also be able to identify strategies to market their programs to educate and inform key stakeholders.
Grade Type: Letter Grade

PPS 530 - Use of Data and Assessment in School Counseling

Units: 3
When Offered: As offered
In this course, students will actively explore the use of data in K-12 school counseling. Students will be able to identify a variety of achievement and achievement-related data including discipline, attendance, and academics to create needs-based prevention and intervention for all students. They will also learn ways to assess themselves and their programs in order to investigate strengths, gaps, and areas of growth that will serve to increase and improve services for all students.
Grade Type: Letter Grade

PPS 533 - Crisis Response, Behavior Intervention, and Management

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology, the School Counseling, or the School Psychology program

PPS 536 - Practicum

Units: 1-3
When Offered: As offered
This course is comprised of (a) the school psychology fieldwork/practicum; (b) class meetings; and (c) the practicum portfolio. Students will develop competencies in the 10 NASP domains while working in a K-12 school setting 2 days per week (minimum 450 fieldwork hours over the schoolyear) under the direct supervision of a credentialed school psychologist. In addition, students will receive 15 hours of on-campus seminar and group supervision each semester. Students will demonstrate competency through the completion of a Practicum Portfolio. A minimum of 5 units must be completed.
Repeatable: May be repeated for a maximum of five (5) units
Grade Type: Letter Grade
Prerequisite(s): PPS 547 and 563
Concurrent Requisite(s): PPS 551

PPS 536G - Practicum: Global Practicum

Units: 1-3
When Offered: As offered
Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education. G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): PPS 547, 563, program admission and permission of the Dean
Concurrent Requisite(s): PPS 551

PPS 540 - Practicum: Personal and Career Assessment

Units: 1
When Offered: As offered
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 understanding the role of the school counselor.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 541 - Human Communication Group Process

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology or School Counseling program

PPS 542 - Applied Research for School Psychologists

Units: 3
When Offered: As offered
This course examines the theories, techniques, and statistics of psychological measurement including ways to conduct evaluation and critically evaluate data appropriate for use in the educational setting. Students will develop skills as a scientist-practitioner enabling them to review case studies, assessment tools, treatment designs and school-based intervention programs. Additional topics include individual differences, reliability, validity, standard error of measurement, standard scores, scaled scores, demographics, norm-referenced assessment and test construction and refinement.
Grade Type: Letter Grade
Prerequisite(s): Declared School Psychology specialization

PPS 543 - Transition and Career Counseling

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 544 - Individual Intelligence Testing

Units: 2
When Offered: As offered
This course presents the theoretical foundations necessary to develop skills in interpreting and using individual intelligence assessments. Students will be able to describe the components of a variety of theories of intelligence, including the Cattell-Horn-Carroll (CHC) theory of intelligence, and utilize theory to interpret assessment results and write legally-defensible reports.
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): Acceptance to School Psychology program
Concurrent Requisite(s): PPS 547

PPS 545 - Practicum: Counseling and Clinical Diagnosis

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology program

PPS 546 - Counseling in Schools

Units: 3
When Offered: Spring
This course presents students with the theoretical and practical foundations necessary to work with individual and groups of students. Solution-Focused counseling techniques for individual counseling with be introduced and practiced. Cognitive Behavioral Therapy counseling techniques for individual and groups will be introduced and practiced.
Grade Type: Letter Grade
Prerequisite(s): PPS 503

PPS 547 - Individual Intellectual Assessment Lab

Units: 1
When Offered: Summer
This course accompanies PPS 544 - Individual Intelligence Testing providing instruction in administering and scoring intelligence tests. As a result of this lab, students will be able to administer and score with fidelity the WISC-V, WJ-IV COG, KABC-II-NU, DAS-II, and a nonverbal assessment of the student's choosing.
Grade Type: Letter Grade
Concurrent Requisite(s): PPS 544

PPS 548 - Action Research for School Counselors

Units: 3
When Offered: As offered
This course will focus on the variety of action research 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 review research studies, case studies, and school based intervention programs to facilitate positive outcomes for students.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 549 - Statistics, Research Methods, and Program Evaluation

Units: 3
When Offered: Fall
This course presents the theoretical foundations necessary to develop skills in interpreting and using descriptive statistics, research methods, and the psychometrics utilized in school psychology. The course will provide graduate students with an overview of individual and group research designs, the psychometric principles of test construction, and the components of a thorough program evaluation.
Grade Type: Letter Grade

PPS 550 - Practicum: Educational Interventions for Diverse Groups

Units: 1
When Offered: As offered
This practicum is designed to equip students with knowledge and skills necessary to become effective problem solvers in relation to academic issues.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the School Counseling program

PPS 550G - Practicum: Educational Interventions for Diverse Groups Global Practicum

Units: 1
When Offered: As offered
This practicum is designed to provide students with knowledge and skills necessary to becoming effective problem solvers in relation to academic issues. Students will learn to design and administer academic intervention, monitor progress, make accommodation based upon on going progress monitoring and report intervention outcomes. Interventions will be research/evidence- based in nature. Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education. G-Section Training: Students registered for the G section must attend all team trainings. These will include cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

PPS 551 - Advanced Assessment Seminar I

Units: 2
When Offered: Fall
Students will explore assessments related to psychological processing including TAPS, TVPS, and Beery VMI and will

develop competencies in legally and defensible psychoeducational report writing skills.
Grade Type: Letter Grade
Prerequisite(s): PPS 544 and 547
Concurrent Requisite(s): PPS 552

PPS 552 - Advanced Assessment Lab I

Units: 1
When Offered: Fall
This course accompanies PPS 551 - Advanced Assessment Seminar I, providing instruction in administering and scoring processing tests. As a result of this lab, students will be able to administer and score with fidelity the CTOPP-2, TAPS-4, VMI-6, MTVP-4, and TVPS-4 assessments.
Grade Type: Letter Grade
Fee: Additional equipment fee
Prerequisite(s): PPS 544 and 547
Concurrent Requisite(s): PPS 551

PPS 554 - Educational Assessment for School Counseling

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 555 - Intervention, Consultation, and Collaboration

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology, the School Counseling, or the School Psychology program

PPS 561 - Seminar in Program Design and Evaluation

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 563 - Assessment of Emotional and Behavioral Disorders

Units: 3
When Offered: As offered
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. Completion of twenty (20) hours of fieldwork 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.
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): Acceptance to the Educational Psychology or the School Psychology program

PPS 564 - Introduction to School Neuropsychology

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Fee: Additional lab fee
Prerequisite(s): PPS 544 or equivalent course, experience with WISC-IV administration, and acceptance to School Psychology program

PPS 565 - Practicum: Behavioral Assessments and Interventions

Units: 1
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the School Counseling program

PPS 565G - Practicum: Behavioral Assessments and Interventions Global Practicum

Units: 1
When Offered: As offered
Candidates will identify and assess problem behaviors and pathology in a multicultural educational setting; design positive behavioral support plans and develop comprehensive behavioral supports for students who exhibit serious and dangerous behaviors. 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 behavioral problems. Global Fieldwork Experience: This course allows students to observe and experience diverse cultures, including educational systems, religious traditions, food, and people. Activities, discussions, and assignments have been designed from a Biblical worldview. Reflective practices will allow students to assess discipline-specific areas and increase cultural competency to inform their future careers in education. G-Section Training: Students registered for the G section must attend all team trainings. These will include

cross-cultural training appropriate to the country and activities of the specific location. Students are responsible for completing all requirements outlined by the team leaders.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): Program admission and permission of the Dean

PPS 566 - Legal and Ethical Practice for Diverse Groups for School Counselors

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program

PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to the Educational Psychology or the School Psychology program

PPS 568 - Advanced Assessment Seminar II

Units: 2
When Offered: Spring
This course presents the theoretical foundations necessary to develop skills in interpreting and using individual processing assessments. Students will be able to describe the components the Cattell-Horn-Carroll (CHC) theory of intelligence and the Lurian theory of neuropsychology to interpret advanced processing assessment results and write legally-defensible reports.
Grade Type: Letter Grade
Prerequisite(s): PPS 544 and 551
Concurrent Requisite(s): PPS 569

PPS 569 - Advanced Assessment Lab II

Units: 1
When Offered: Spring
This course accompanies PPS 568 - Advanced Assessment Seminar II, providing instruction in administering and scoring processing tests. As a result of this lab, students will be able to administer and score with fidelity the QNST-3R, WRAML, TOMAL, NEPSY-II, D-KEFS, and CAS assessments.
Grade Type: Letter Grade
Fee: Additional equipment fee
Prerequisite(s): PPS 544 and 552
Concurrent Requisite(s): PPS 568

PPS 576 - Final Field Practicum I in School Counseling

Units: 3
When Offered: As offered
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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Counseling program and successful completion of all coursework, including a minimum of 100 hours of practicum experience, and approval of fieldwork site by Program Advisor

PPS 577 - Field Experience/Internship I in School Psychology

Units: 6
When Offered: As offered
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-grade 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. Approval from the School of Education to enroll in the course requires: 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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology program and permission of the Dean

PPS 578 - Final Field Practicum II in School Counseling

Units: 3
When Offered: As offered

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. Approval from the School of Education to enroll in the course requires: 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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology program and permission of the Dean

PPS 579 - Field Experience/Internship II in School Psychology

Units: 6
When Offered: As offered
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. Approval from the School of Education to enroll in the course requires: 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.
Grade Type: Letter Grade
Prerequisite(s): Acceptance to School Psychology program and permission of the Dean

Social Work

SWK 500 - Social Work Practice I

Units: 3
When Offered: Fall
This foundation course is the first of two required courses during the foundation year. The two Social Work Practice Courses (I and II) provide the basic knowledge and skills of generalist Social Work practice needed to serve as the foundation for the advanced practice curriculum. This course explores social work history, theory, ethics, problem solving, and diversity and difference as they relate to social work practice with diverse individual client systems. Students will also gain skills in constructing professional relationships and using interpersonal skills to engage diverse client systems.
Grade Type: Letter Grade
Fee: Additional residency fee

SWK 505 - Social Work Practice II

Units: 3
When Offered: Spring
This course is the second foundation practice course that provides the basic knowledge and skills in generalist Social Work practice needed to serve the foundation for the advanced practice curriculum. In this course, professional ethics, problem solving, and engaging diversity and difference in practice are further explored and applied to client systems on all levels, but specifically with families and groups. Building on the knowledge and skills of engaging client systems learned in Social Work Practice I, interventions, assessment, and evaluation with diverse client systems are addressed and applied in cases.
Grade Type: Letter Grade
Fee: Additional residency fee
Prerequisite(s): SWK 500

SWK 510 - Human Behavior and the Social Environment I

Units: 3
When Offered: Fall
This foundation course is the first of two required human behavior courses that provide a foundation for advanced generalist practice. While both courses focus on how human behavior is shaped by the social environment, this course focuses on human development across the lifespan. Multidisciplinary frameworks for understanding human development and human behavior are presented and applied to Social Work practice situations on micro levels. This course highlights the person-in-environment perspective and addresses how diversity and difference shape the human experience.
Grade Type: Letter Grade

SWK 515 - Human Behavior and the Social Environment II

Units: 3
When Offered: Spring
This is the second foundation human behavior course which presents and critiques theories of human behavior as they relate to mezzo and macro systems, such as family, groups, organizations, and communities. Students will apply knowledge of person-in-environment and other multidisciplinary theoretical frameworks to macro client systems. The effects of marginalization, social injustice, and oppression are examined in relation to human development, culture, and diversity. Students may only earn credit for SWK 515 or SWK %code SWK 515G - Human Behavior in the Social Environment II Global Engagement.
Grade Type: Letter Grade
Prerequisite(s): SWK 510

SWK 515G - Human Behavior in the Social Environment II Global Engagement

Units: 3
When Offered: Spring
This is the second foundation human behavior course which presents and critiques theories of human behavior as they relate to mezzo and macro systems, such as family, groups, organizations, and communities. Students will apply knowledge of person-in-environment and other multidisciplinary theoretical frameworks to macro client systems. The effects of marginalization, social injustice, and oppression are examined in relation to human development, culture, and diversity. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 515 - Human Behavior and the Social Environment II or 515G. Additional fees will apply.
Grade Type: Letter Grade

Fee: Additional trip fee(s)
Prerequisite(s): SWK 510

SWK 520 - Social Welfare Policy

Units: 3
When Offered: Spring
This foundation course examines the history and philosophy of social work and social welfare policy in the United States as it relates to poverty, oppression, and marginalized groups. The course focuses on policy analysis and addresses the role of policy in effective service delivery for vulnerable, marginalized populations. In addition, the course examines the social, cultural, economic, and global influences that affect social policy. Policy practice, as well as the historical role of social work in policy development and advocacy, are highlighted.
Grade Type: Letter Grade

SWK 521 - Field Practicum I

Units: 3
When Offered: Fall
Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.
Grade Type: Letter Grade

SWK 525 - Social Research

Units: 3
When Offered: Spring
This foundation course addresses the principles and methods of social research and prepares students to become competent consumers and producers of research. The course examines qualitative and quantitative research methods, research ethics, evidence-based practice, and focuses on translating research into practice to improve service delivery. Seminal studies, as well as current research in the field, and gaps in research for at-risk populations are examined.
Grade Type: Letter Grade

SWK 530 - Marginalized Populations

Units: 3
When Offered: Fall
This course addresses what it means to be marginalized and presents information on the history and current status of various vulnerable populations domestically and globally. The course highlights the economic, political, and environmental factors that impact marginalization on physical, emotional, and spiritual levels. Dimensions of diversity, as well as theories of marginalization are examined. In addition, cultural competence in engaging, assessing, and intervening with client systems are applied through case studies.
Grade Type: Letter Grade

SWK 535 - Case Management

Units: 3
When Offered: Fall
This foundation course provides an overview of the history of case management and provides an in-depth analysis of

case management from a strengths perspective. Client engagement, assessment, intervention, advocacy, evaluation, and termination are addressed in depth on micro through macro levels. Key concepts of practice, including but not limited to evidence-based practice, supervision and consultation, crisis intervention, motivational interviewing, and professional ethics are discussed and applied throughout the course.
Grade Type: Letter Grade

SWK 541 - Field Practicum II

Units: 3
When Offered: Spring
Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.
Grade Type: Letter Grade

SWK 554 - Social Work Practice with Older Adults

Units: 3
When Offered: Fall
This course provides an in depth examination of the unique and growing social service needs of the aging population. The physical, psychological, cultural, and spiritual aspects of aging are examined and various theories of social work practice with older adults are addressed. The course focuses on the development of assessment and intervention skills for advanced practitioners in obtaining and improving services for older adults. A key feature of the course includes understanding dementia and best practices in communicating with clients with dementia.
Grade Type: Letter Grade

SWK 556 - Elder Abuse

Units: 3
When Offered: As offered
This course focuses on understanding, identifying, assessing, intervening, and preventing elder abuse and neglect. Forms of abuse and neglect, theories of elder abuse and neglect, as well as the epidemiology of abuse are examined on local, state, national and global levels. Clinical interventions with victims and survivors of elder abuse are presented. California state law on elder abuse and neglect is examined in depth, elder advocacy and prevention programs and policies are evaluated from a social work perspective.
Grade Type: Letter Grade

SWK 557 - Advanced Generalist Practice I

Units: 3
When Offered: Fall
Students will become familiar with theories and clinical interventions to work with individuals, families, and groups in direct practice settings. The course focuses on legal and ethical considerations in direct practice and theory-based assessment, planning, and the therapeutic alliance with individuals, families, and treatment groups. Various assessment strategies including spiritual assessments and theoretical case conceptualizations will be covered. Students will learn and demonstrate competency in identifying and implementing appropriate evidence-based interventions. Students will engage in self-reflection as related to the termination and evaluation phases of clinical work with diverse populations. Particular attention will be given to cultural responsiveness, human rights, and social justice issues that impact the clinical process.
Grade Type: Letter Grade

Fee: Additional residency fee
Prerequisite(s): SWK 505
Pre- or Co- Requisite(s): SWK 572

SWK 558 - Grief and Loss

Units: 3
When Offered: Spring
This course examines grief and loss from a cross-cultural perspective. Theories of grief and loss, types of loss, and how grief impacts individual and family functioning are addressed, as well as current strategies to intervene with clients dealing with various types of loss. Specific attention is given to assessing and intervening with geriatric clients and their families suffering from loss in any form (loss of loved ones, abilities, youth, autonomy, etc.). Evidence-based practices are reviewed and applied and current research examined.
Grade Type: Letter Grade

SWK 561 - Field Practicum III

Units: 3
When Offered: Fall
Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.
Grade Type: Letter Grade

SWK 564 - Child and Family Welfare

Units: 3
When Offered: Fall, Spring
This course is designed to foster critical thinking about the welfare of children and their families. Students will be exposed to historical and current policies and perspectives on child maltreatment and empirical literature on the causes and consequences of different forms of child maltreatment. Different child maltreatment system responses and issues unique to particular subgroups in the Child Welfare system (e.g. families who live in poverty and families of color) will be explored. Additionally, the course will focus on assessing child maltreatment and family needs and developing culturally appropriate and theoretically grounded treatment plans. The course will also focus on understanding and applying individual, family, and system-level prevention and intervention models. Special focus will be given to trauma-informed practices and examining child and family welfare through a social justice lens.
Grade Type: Letter Grade

SWK 565 - Special Topics

Units: 3
When Offered: Spring
This course is designed to be an in-depth seminar on a selected topic within social work practice.
Repeatable: May be repeated for credit with a change in topic
Grade Type: Letter Grade
Prerequisite(s): Advanced standing status

SWK 566 - Families in Transition

Units: 3
When Offered: As offered
This course focuses on the changing structure of family systems, the diversity of family systems and how to help serve families in transition as an advanced social work practitioner. Family systems theory, as well as other theories are examined and applied to diverse, relevant cases/scenarios. Evidence-based practices are examined.
Grade Type: Letter Grade

SWK 567 - Advanced Generalist Practice II

Units: 3
When Offered: Spring
This course equips students with advanced community practice skills, grounded in macro social work theory, which prepares them to engage, assess, and intervene in organizational and community practice. This class explores multidisciplinary practice models of community change with vulnerable populations, with special attention given to the role and significance of faith based organizations. Students will emerge from this course with advanced skills to facilitate community change through strengths-based and empowerment paradigms, with a special focus on marginalized populations. The course emphasizes the importance of utilizing anti-oppressive social work practice by understanding social diversity in community assessment, engagement, and intervention.
Grade Type: Letter Grade
Fee: Additional residency fee
Prerequisite(s): SWK 515
Pre- or Co- Requisite(s): SWK 573

SWK 567G - Advanced Generalist Practice II Global Engagement

Units: 3
When Offered: Spring
This course equips students with advanced community practice skills, grounded in macro social work theory, which prepares them to engage, assess, and intervene in organizational and community practice. This class explores multidisciplinary practice models of community change with vulnerable populations, with special attention given to the role and significance of faith-based organizations. Students will emerge from this course with advanced skills to facilitate community change through strengths-based and empowerment paradigms, with a special focus on marginalized populations. The course emphasizes the importance of utilizing anti-oppressive social work practice by understanding social diversity in community assessment, engagement, and intervention. This practical experience includes observation, practice, and service to provide students with opportunities to apply Social Work principles in a global context. Cultural awareness and sensitivity as well as an understanding of Social Work as applied to human rights are key components of this class. Students will apply knowledge acquired through SWK 567G to meet practical needs in international communities. Students cannot earn credit for both SWK 567 - Advanced Generalist Practice II and 567G.
Grade Type: Letter Grade
Fee: Additional trip fee(s)
Prerequisite(s): SWK 515
Pre- or Co- Requisite(s): SWK 573

SWK 568 - Intimate Partner Violence

Units: 3
When Offered: Spring
This course focuses on the identification, assessment, intervention, and prevention of intimate partner violence (IPV). Theories of IPV, prevalence, risk factors and the physical, psychological, social, economic, and spiritual consequences on children and families are examined. Laws, intervention strategies and evaluation of preventions on state, national

and global levels are addressed.
Grade Type: Letter Grade

SWK 572 - Mental Health and Psychopathology

Units: 3
When Offered: Fall
This course provides an in-depth examination of mental health and psychopathology from a social work perspective. Students will examine the history of mental illness, common mental disorders and current research. The course will also address differential diagnosis and differences between the biopsychosocial model and the medical model. Students will examine how environmental factors interact with genetic predispositions in some populations and examine effective treatment options, as well as current issues in the field of mental health.
Grade Type: Letter Grade
Prerequisite(s): SWK 505, 515, and 525

SWK 573 - Social Work Management and Leadership

Units: 3
When Offered: Spring
This course increases students' knowledge and skills for social work macro practice in organizations, particularly in the areas of administration and leadership. Students are prepared for leadership positions as an administrator, manager and supervisor. Students are challenged to consider how an organization should organize and deliver services and manage its diverse human and financial resources in a manner consistent with strengths, empowerment, and global perspectives.
Grade Type: Letter Grade

SWK 574 - Social Work with Survivors of Human Trafficking

Units: 3
When Offered: Fall
This course provides an in-depth look at human trafficking and other forms of modern day slavery in the United States and around the world. The course specifically examines the scope of the problem domestically and globally, as well as the physical, emotional, psychological, and spiritual trauma that victims experience. The role of social workers in working with this vulnerable population is examined in depth. The role of various government, nonprofit, and faith-based organizations in addressing this issue is also examined.
Grade Type: Letter Grade

SWK 576 - Social Work Practice with Displaced Populations

Units: 3
When Offered: Spring
This course examines the unique needs of displaced populations, specifically refugees and immigrants. Social work interventions specific to refugee trauma, adaption and integration are addressed, with a focus on strengths-based, empowerment theory. The course also addresses the diversity of the immigration experiences, acculturation, ethnic identity, and many issues facing immigrant and refugee families and youth, as well as best practices for culturally competent Social Work practice. Students may only earn credit for SWK 576 or SWK 576G - Social Work with Displaced Populations Global Engagement.
Grade Type: Letter Grade

SWK 576G - Social Work with Displaced Populations Global Engagement

Units: 3
When Offered: Spring
This course examines the unique needs of displaced populations, specifically refugees and immigrants. Social work interventions specific to refugee trauma, adaption and integration are addressed, with a focus on strengths-based, empowerment theory. The course also addresses the diversity of the immigration experiences, acculturation, ethnic identity, and many issues facing immigrant and refugee families and youth, as well as best practices for culturally competent Social Work practice. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 576 - Social Work Practice with Displaced Populations or 576G.
Grade Type: Letter Grade
Fee: Additional trip fee(s)

SWK 577 - Program Evaluation

Units: 3
When Offered: Fall
This course is designed to give students the opportunity to demonstrate competence in advanced social work practice by applying all of the CSWE competencies to a client system (micro, mezzo, or macro). This course has two primary purposes: 1) help students understand and apply program evaluation concepts and methods and 2) equip students with program evaluation leadership skills based on biblical principles.
Grade Type: Letter Grade
Fee: Additional testing fee
Prerequisite(s): SWK 505, 515, and 525; or advanced standing status

SWK 578 - Global Human Rights

Units: 3
When Offered: Spring
This course examines human rights on domestic and global levels, with an emphasis on international human rights and the role of the international social worker. The course outlines the history of various human rights issues in the global community and the current human rights crisis in various regions. The role of faith-based organizations, as well as the role of the micro and macro social worker are explored and cases examined. A key feature of the course is understanding human rights from a Christian worldview. Students may only earn credit for SWK 578 or SWK 578G - Global Human Rights Global Engagement.
Grade Type: Letter Grade

SWK 578G - Global Human Rights Global Engagement

Units: 3
When Offered: Spring
This course examines human rights on domestic and global levels, with an emphasis on international human rights and the role of the international social worker. The course outlines the history of various human rights issues in the global community and the current human rights crisis in various regions. The role of faith-based organizations, as well as the role of the micro and macro social worker are explored and cases examined. A key feature of the course is understanding human rights from a Christian worldview. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 578 - Global Human Rights or 578G.
Grade Type: Letter Grade
Fee: Additional trip fee(s)

SWK 581 - Field Practicum IV

Units: 3
When Offered: Spring
Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.
Grade Type: Letter Grade

SWK 584 - Advanced Clinical Social Work Practice in Integrated Healthcare

Units: 3
When Offered: Fall
This is an advanced clinical practice course to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.
Grade Type: Letter Grade

SWK 586 - Integrated Health Policy and Services

Units: 3
When Offered: Spring
This is an advanced social work course that prepares students to understand and address health care policy as it relates to community social work practice in healthcare settings. Students will understand, review, and analyze how policies, such as the Patient Protection and Affordable Car Act (PPACA), impact the delivery of patient care. Students will also evaluate the impact of Medicare and Medicaid systems, as well as employer-sponsored and individually-purchased health insurance on the quality and delivery of patient care. This course will prepare students to examine how legislation can be used as the vehicle to change healthcare and behavioral healthcare systems through integration of services. Students will be prepared to conduct policy analysis, policy implementation, evaluation, and compliance in a variety healthcare settings.
Grade Type: Letter Grade

SWK 701 - Direct Practice with Cultural Humility

Units: 4
When Offered: Fall
The focus of this course is on development of knowledge and skills related to direct social work practice with diverse populations. Students will explore theory driven and evidence-based interventions for individuals, families, groups, organizations, and communities. Particular attention is given to the adaptation of existing interventions and creation of new interventions using models of cultural humility to address the needs of underserved populations. Strategies for faith-integration and biblically based intervention are explored. The course also focuses on understanding and applying biblical concepts of integrity and ethics for social work executives in the public and private social service sector to strengthen their ability to lead others in direct social work practice.
Grade Type: Letter Grade

SWK 705 - Community Engagement and Social Innovation

Units: 4
When Offered: Fall

This course is purposed to expose students to the concepts, and processes, of community engagement and social innovation. Students will examine key theories and research that underlie contemporary thinking about community engagement and explore the practice of community engagement as the vehicle for creating new and more effective strategies to address complex social problems. This course will also focus on examining various models of social innovation, including social entrepreneurship & social movements. Students will be encouraged to develop new approaches for community engagement and social innovation that are grounded in Biblical models of justice and social work values and ethics. Students will engage in both conceptual and applied community work in local and global contexts. Participation in a Residency Intensive is required for this course. This residency will culminate in students developing their Independent Study Plan.
Grade Type: Letter Grade
Fee: Additional residency fee

SWK 710 - Historical and Contemporary Social Action

Units: 4
When Offered: Spring
This course equips students to understand and analyze current and historical trends in the development of innovative responses to social problems. Students examine various social movements in the U.S. and abroad that address issues of poverty, race, oppression, and marginalization. Additionally, students will explore the role of the Christian church in its leaders in the promotion of social movements and reforms, such as Mother Theresa, Dr. Martin Luther King Jr., and Father Greg Boyle.
Grade Type: Letter Grade

SWK 715 - Community-Based Participatory Research Methods

Units: 4
When Offered: Spring
The purpose of this course is to equip DSW students with the knowledge and skills to engage in applied research to advance knowledge and innovate social work practice. It explores Community Based Participatory Research (CBPR) as a model for addressing social problems impacting diverse and marginalized populations. Students will explore research ethics and the strengths and limitations of CBPR and other research methods. Of particular importance will be the students' development of skills for identifying theoretically based research questions and employing a CBPR approach to answer research questions. Students will also be equipped to conduct statistical analysis of program data. Doctoral students will practice descriptive, univariate and bivariate inferential statistics, and multiple regression using SPSS to make data driven decisions.
Grade Type: Letter Grade

SWK 720 - Project Development and Implementation

Units: 4
When Offered: Summer
This course affords Doctor of Social Work students the opportunity to customize their learning experience by pursuing special interests or research specific to their scholarly agenda. The student will complete a rigorous activity with the aid of the instructor who approves the project, supports the student, and evaluates the product of the study. The activity must introduce the student's specific area of scholarship and provides a comprehensive overview of the literature related to the student's chosen topic. Students may complete a systematic review of the literature, meta-analysis, or analyze original or secondary data. The course will focus on helping students develop writing skills to communicate effectively in professional and academic settings. The course must result in a written scholarly product, which the student will use to complete their qualifying exam. Students will also prepare and submit an abstract of their product to a national conference (e.g. CSWE, NACSW, NASW). Students will meet regularly to discuss progress. Participation in a Residency Intensive is required for this course. This residency will culminate in students orally defending their Qualifying exam.

Grade Type: Letter Grade
Fee: Additional residency fee

SWK 725 - Effective Leadership in the 21st Century

Units: 4
When Offered: Summer
Students will examine various examples of effective leadership qualities and models of servant leadership. Students will also glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect a Christian worldview and the values of the social work profession with their application to social service systems, structures, and processes. Students will also explore theories of organizational change, organizational challenges, and organizational effectiveness. The course will equip students to apply leadership theories and models to mobilize churches, communities, non-profits, and other social services providers.
Grade Type: Letter Grade

SWK 730 - Research Dissemination and Scholarship

Units: 4
When Offered: Summer
Through this course students will gain practical skills to communicate and disseminate their scholarship for the purpose of advancing knowledge in social work practice. Students will prepare to present their scholarship orally at local, national, and international professional organizations and conferences. Additionally, students will develop a strategic plan for publication and acquire skills to successfully advance their research agenda in peer-reviewed journals and other professional periodicals. The course will culminate in students submitting a manuscript to a peer-reviewed journal and preparing an oral/poster presentation for a national conference. Participation in a Residency Intensive is required for this course. This residency will culminate in students presenting their initial Comprehensive Project proposal.
Grade Type: Letter Grade

SWK 735 - Answering the Call to Teach

Units: 4
When Offered: Fall
The course will enable the students to critically examine seminal and contemporary works in pedagogy/andragogy. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate theories of teaching and learning in social work. Students will be exposed to best practices in social work education, including field education, with students from diverse and marginalized backgrounds. Advances in online learning and technology enhanced learning will be explored. Special focus will be given to the integration of faith in learning and Biblical worldview. Students will engage in personal reflection and gain biblical insight into teaching as a calling that provides an opportunity to inspire and instruct others. Through this course, students will be prepared to serve as educators in academic and professional settings.
Grade Type: Letter Grade

SWK 740 - Social Work Entrepreneurship

Units: 4
When Offered: Spring
This course focuses on providing Doctor of Social Work students with the knowledge and expertise to perform as entrepreneurs and executive leaders in various human services settings. Specifically, students develop skills to serve as policy analysts, executive directors, managers, and social work entrepreneurs. Students in this course identify and examine Biblical perspectives and the theories and strategies used by leading Biblical figures to develop, implement, execute, and evaluate social work practice and policy. Additionally, students will gain biblically-based strategies to develop and lead complex organizations with special attention given to leading in times of fiscal constraint and political

change. Students will be prepared to effectively manage organizational finances while controlling costs and maximizing efficiency.
Grade Type: Letter Grade

SWK 745 - Justice-Focused Engagement around the Globe

Units: 4
When Offered: Fall
This course will critically examine complex factors related to international outreach, and models of best practices to strategically engage partners around the world. This course examines historical trends associated with global engagement of marginalized populations, individual, as well as systemic efforts to build capacity for community empowerment, equity and self-advocacy, and best practices related to engagement, mobilization and social innovation. Students will gain an understanding and appreciation for the inter-related nature of society, the direct, and indirect impact of global injustices as well as theories and practices related to international social work.
Grade Type: Letter Grade
Fee: Additional residency fee

SWK 745G - Justice-Focused Engagement around the Globe: Global Immersion

Units: 4
When Offered: Fall
This course will critically examine complex factors related to international outreach, and models of best practices to strategically engage partners around the world. This course examines historical trends associated with global engagement of marginalized populations, individual, as well as systemic efforts to build capacity for community empowerment, equity and self-advocacy, and best practices related to engagement, mobilization and social innovation. Students will gain an understanding and appreciation for the inter-related nature of society, the direct, and indirect impact of global injustices as well as theories and practices related to international social work. To support an depth application of course concepts the Global Immersion section will provide additional exposure, support, skills, and opportunities to demonstrate leadership in a global practice or policy setting.
Grade Type: Letter Grade
Fee: Additional trip fee(s)

SWK 796 - Comprehensive I

Units: 4
When Offered: Spring
This course is designed to support the Doctor of Social Work student in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor and focus group members. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral.
Grade Type: Letter Grade
Prerequisite(s): Successful Completion of the Qualifying Examination

SWK 797 - Comprehensive II

Units: 4
When Offered: Summer
This course is designed to support the Doctor of Social Work student in completing their Comprehensive Project which

is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor and focus group members. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral. Participation in a Residency Intensive is required for this course. This residency will culminate in students presenting and defending their Comprehensive Project.
Grade Type: Letter Grade
Fee: Additional residency fee
Prerequisite(s): SWK 796

SWK 798 - Comprehensive Extension

Units: 2
When Offered: As offered
This course is designed to support Doctor of Social Work students in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral.
Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Prerequisite(s): SWK 797 and permission of the Program Director

SWK 799 - Comprehensive Extension

Units: 2
When Offered: As offered
This course is designed to support the DSW student in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for DSW students to become eligible for degree conferral.
Repeatable: May be repeated two (2) times
Grade Type: Letter Grade
Prerequisite(s): SWK 798 and permission of the Program Director

Sport and Performance Psychology

SPP 510 - Advanced Sport and Performance Psychology

Units: 3
When Offered: Fall
This course provides an in-depth application of psychological concepts to sport and performance. Emphasis is placed

on issues of motivation, emotion, associative learning, imagery, spirituality and arousal regulation in regards to their influence on athletic performance and goal achievement. Included in this will be a discussion of the methodologies used to examine sport and performance psychology. This is a hands on course; students should expect to be involved in activities that require light to medium physical activity.
Grade Type: Letter Grade

SPP 520 - Cognitive Bases of Behavior

Units: 3
When Offered: Summer
This course provides an introduction into the structure and processes of the mind, focusing on topics including perception, attention, memory, and decision making. Students will examine the theoretical explanations of these constructs and examine implications of these theories in relation to thought, behavior, and the subjective experience.
Grade Type: Letter Grade

SPP 530 - Team Building and Performance Enhancement Techniques

Units: 3
When Offered: Spring
This is an advanced course for graduate students in the Sport Psychology Program. It provides an in-depth approach to using performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant within a team or individual setting. Students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations within performance. Students will work on going more in-depth in team and individual consulting sessions and the application of mental skills training and team dynamics.
Grade Type: Letter Grade
Prerequisite(s): SPP 510

SPP 535 - Psychology of Injury

Units: 3
When Offered: Fall
This is an advanced course for graduate students in the Sport Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant with an injured athlete or client. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations within performance. Students will work on going more in-depth in team and individual consulting sessions and the application of mental skills training and injury recovery.
Grade Type: Letter Grade
Prerequisite(s): SPP 530

SPP 540 - Sport and Performance Psychology Practicum I

Units: 1
When Offered: Fall
This course provides students with an opportunity to observe the application of concepts learned in the classroom. Students will be observing the practicum instructors and externs as they consult with athletes and/or non-sport performers and then discussing their observations in the classroom.
Grade Type: Pass/Fail
Fee: Additional practicum fee

SPP 560 - Sport and Performance Psychology Practicum II

Units: 1
When Offered: Spring
This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will observe sport and performance consultations and begin their own work with clients under the guidance of mentors. Focus will be on learning sport psychology consultation techniques and presentation skills.
Grade Type: Pass/Fail
Fee: Additional practicum fee
Prerequisite(s): SPP 540

SPP 560G - Sport and Performance Psychology Global Practicum II

Units: 1
When Offered: As offered & Online
This course provides students with a unique educational experience by exploring an international performance culture. This course also provides students with an opportunity to apply concepts and practices learned in the practicum. Students will observe international sport and performance settings, explore international performance facilities, meet professionals in the field, and learning sport performance techniques and presentation skills. Additional practicum fee will be applied to cover travel. Students can not earn credit for both SPP 560 - Sport and Performance Psychology Practicum II and 560G.
Grade Type: Pass/Fail
Fee: Additional trip fee(s)

SPP 580 - Sport and Performance Psychology Practicum III

Units: 1
When Offered: Summer
This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will continue working with clients under the guidance of mentors. Focus will be on continuing providing continuous services for clients as well as beginning to build their own client base. In addition, focus will be placed on professional development and learning the basics of building a brand.
Grade Type: Pass/Fail
Fee: Additional practicum fee
Prerequisite(s): SPP 560

SPP 590 - Sport and Performance Psychology Practicum IV

Units: 1
When Offered: Fall
This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will continue working with clients under the guidance of mentors. Focus will be on continuing providing continuous services for clients, building their own client base, and mentoring the new SPP students. In addition, focus will be placed on professional development and learning to run their own business.
Grade Type: Pass/Fail
Fee: Additional practicum fee
Prerequisite(s): SPP 580

SPP 590G - Sport and Performance Psychology Practicum

Units: 1
When Offered: Fall
This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will continue working with clients under the guidance of mentors. Focus will be on continuing providing continuous services for clients, building their own client base, and mentoring the new SPP students. In addition, focus will be placed on professional development and learning to run their own business. This course includes a trip to the AASP National Conference.
Grade Type: Pass/Fail
Fee: Additional trip fee(s)
Prerequisite(s): SPP 580

SPP 595 - Special Topics in Sport and Performance Psychology

Units: 1-3
When Offered: As offered
An in-depth seminar on a selected topic within Sport and Performance Psychology.
Repeatable: May be repeated for credit with a change in topic
Grade Type: Letter Grade

SPP 596 - Capstone

Units: 3
When Offered: Fall
This course provides in-depth examination of the theories underlying sport and performance psychology and a comprehensive review of techniques used in sport and performance psychology consultation. Preparation for the Association of Applied Sport Psychology certification exam will be a primary focus of this course, as well as integrating the concepts learned throughout the SPP program. Finally, students will work towards building their own consultation business model.
Grade Type: Letter Grade
Prerequisite(s): SPP 580

Statistics

STA 513 - Applied Statistics

Units: 3
When Offered: Spring (even years)
This course provides an introduction to probability, discrete and continuous random variables, probability distributions, expected values, sampling distributions, point estimation, confidence intervals, hypothesis testing and general linear modeling. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on qualitative nonlinear thinking, interpretation and concepts.
Grade Type: Letter Grade

STA 544 - Biostatistics

Units: 3
When Offered: As offered & Online
Biostatistics provides an introduction to selected important topics in bio-statistical concepts and reasoning. This course

represents an introduction to the field and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on interpretation and concepts.
Grade Type: Letter Grade

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2024-2025

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January 10, 2025

May 2, 2025

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Addendum I - October 1, 2024

Office Updates:

- Student Accounts
    - Registrar - Transcript shipping fees increase effective October 1, 2024
- 2024-2025 Academic Calendar
    - Spring 2025 Semester Payment due date updated

Addendum II - January 1, 2025

Course Updates:

- HSC 594G - course added to be offered in Spring 2025
- PPS 536 and 536G - course total units revised to match

Additional Updates:

- Directory - Board of Trustees information updated, effective October 1, 2024
- Student Accounts - Global Pracitcum section has been updated to include a few additional courses, change rate for all global practicum courses, and add statement regarding rate change potential.

Addendum III - April 1, 2025