53RD SESSION

California Baptist University

8432 Magnolia Ave Riverside, California 92504-3297 (909)689-5771 • 1-800-782-3382

AN INSTITUTION OF THE CALIFORNIA SOUTHERN BAPTIST CONVENTION

2002

GRADUATE CATALOG

NONDISCRIMINATION STATEMENT

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, California Baptist University does not illegally discriminate on the basis of race, color, national origin, age, or disability in admissions or in the administration of its education policies, programs, and activities. In compliance with Title IX of the Education Amendments of 1972, the University does not illegally discriminate on the basis of sex in the administration of its education policies, programs and activities.

SPECIAL NOTICE

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

All announcements here are subject to revision.

Editing by Shelly Rupard; typesetting and design by Ovation Graphics. July 2002.

GENERAL CONTENTS

General Contents
Detailed Contents
University Calendar 2002-2003vii
Fall Semester 2002
Spring Semester 2003
Summer Semester 2003
University Calendar 2003 – 2004ix
Fall Semester 2003ix
The University
Student Services
Graduate Programs
Financial Aid
Financial Information
Academic Information
Master of Business Administration
Master of Science Counseling Psychology
Masters in Education
Masters in English
Directory
Directory of Offices
Directory of Administration and Faculty79
Index

DETAILED CONTENTS

Calendars	vii
University Calendar 2002 - 2003	vii
Fall Semester 2002	vii
Spring Semester 2003	
Summer Semester 2003	
University Calendar 2002 – 2003	
Fall Semester 2003	ix
The University	1
President's Letter	
History, Location and Environment	
Mission and Philosophy Statements	
Goals	
Desired Student Outcomes	
Coalition for Christian Colleges and Universities	4
Educational Standings	4
Ctudent Convisor	F
Student Services.	
Philosophy of Student Development Freedom and Responsibility	
Standard of Student Conduct	
Philosophy of Discipline	
Student Services	
Graduate Programs	9
Graduate Admission	10
Change of Degree Program	
International Students	10
Financial Aid	13
The Purpose of Financial Aid	
Applying for Financial Aid	
Requirements for Awarding	
Student Rights and Responsibilities	
Satisfactory Academic Progress	
Federal Financial Aid Programs	17
Financial Information	21
Financial Information	
Business Affairs Contact Personnel	
Student Charges	
Payment of Fees	
Delinguent Accounts	
Refunds	
Repayment of Financial Aid	
Policy for Student Organization Funds	
Academic Information	
Academic Affairs Division Contact Personnel	
Academic Information	
Attendance and Withdrawal Policies	
Other Academic Information	

Master of Business Administration	35
National Business Accreditation	
Admission Requirements	36
Student Status	
Appeals	
MBA Prerequisites	
MBA Requirements	
Core Requirements	
Management Concentration	
Management Information Systems Concentration	
Church Business Administration Concentration	
Course Descriptions	
Master of Science Counseling Psychology	43
Marriage and Family Therapy Program	
Admission Requirements	
Prerequisites	
Student Status	
Appeals	
Psychotherapy Requirement	
Practicum Admission	
Comprehensive Examination	
MFT Graduate Course Sequence	
Course Descriptions	47
Masters in Education	
Graduate Program in Education	
Admission Requirements	
Student Status	
Appeals	
Graduate Education Programs	
Requirements for Graduation	
Master of Science in Education: Specialization in Educational Leadership for Public Institutions	
Prerequisites for Administrative Services Credential	
Master of Science in Education: Specialization in Educational Leadership for Faith-Based Institutions	
Master of Science in Education: Specialization in Teaching	
Master of Science in Education: Specialization in Reading	
Reading Certificate Program	54
Master of Science in Education: Specialization in Sport Leadership	
Master of Science in Education: Specialization in Educational Technology	55
Master of Science in Education: Specialization in Special Education with Education Specialist Credential in	
Mild/Moderate Disabilities - Level 1	
Master of Science in Education: Specialization: Special Education in Mild/Moderate Disabilities Non Creden	ntial
Master of Art in Education: Specialization in Cross-cultural, Language & Academic Development (CLAD)	
Master of Art in Education: Specialization in English Education	
Teacher Education Credential Program	
Single Subject Credential	
Multiple Subject Credential	
Multiple or Single Subject Credential with CLAD Emphasis	
Student Teaching	
Professional Clear Credential	
Course Descriptions	61

Masters in English	1
Admission Requirements	
Student Status	/3
Appeals	/3
Prerequisite Coursework	/3
Master of Arts in English Degree 74	
Graduate English Coursework	'5
Directory7	7
Directory of Offices	
Directory of Administration and Faculty	79
Index	3

University Calendar 2002 – 2003

FALL SEMESTER 2	002	
Assessed		
August		
20	New Graduate Student Orientation (6:00 p.m.)	
29	Semester opens	
September		
2	Labor Day Holiday (no classes, offices closed)	
4	Last day to add a class for credit*	
6	Fall Faculty Convocation	
9	Last day to drop a class with refund*	
27	Board of Trustees meeting	
November		
1	Last day to withdraw from a class with "W", no refund*	
1	Graduation Application Deadline for December 2002 graduation	
27-29	Thanksgiving Holiday (no classes, offices closed 28-29)	
December		
2	Classes resume, offices open	
6	Board of Trustees meeting	
	Semester closes	
	Christmas Holiday begins	
77.71		
23-31	Offices Closed	

*Add, Drop, and Withdraw dates vary with certain classes and are listed on the course schedule. Schedules are available at www.calbaptist.edu/schedules.

SPRING SEMESTER 2003

January	
1	Offices Closed
2	Offices open
7	Semester opens
10	Last day to add a class for credit*
17	Last day to drop a class with refund*
20	Martin Luther King Jr. Holiday (no classes, offices closed)
February	
3	Graduation Application Deadline for May and August 2003 graduation
18	President's Day Holiday (no classes, offices closed)
March	
2	Priority postmark deadline for FAFSA
3-7	Spring Vacation (no classes, offices open)
10	Classes resume
14	Last day to withdraw from a class with "W", no refund*
April	
17-18	Easter Observance (no classes, offices closed)
21	Classes resume, offices open
Мау	
2	Semester closes
2	Board of Trustees meeting

3	Commencement Exercise and Activities

*Add, Drop and Withdraw dates vary with certain classes and are listed on the class schedule. Schedules are available at www.calbaptist.edu/schedules.

University Calendar 2003 – 2004

SUMMER SEMESTER 2003		
Мау		
·	5	Semester opens
	26	Memorial Day Holiday (no classes, offices closed)
July		
	4	Independence Day Holiday (no classes, offices closed)
August		
	22	Semester closes

Add Drop and Withdraw dates for the summer semester are listed on the class schedule, which is available at www.calbaptist.edu/schedules. University Calendar 2003 – 2004

California Baptist University • 2002 - 2003

University Calendar 2003 – 2004

FALL SEMESTER 20	03
August	
29	Semester opens
September	
1	Labor Day Holiday (no classes, offices closed)
5	Last day to add a class for credit*
6	Last day to drop a class with refund*
October	
31	Last day to withdraw from a class with "W", no refund*
November	
26-28	Thanksgiving Holiday (no classes)
27-29	Offices closed
December	
1	Classes resume, offices open
Semester closes	
Christmas Holiday be	egins
22-31Offices closed	
January	

Offices closed
Offices open

*Add, Drop, and Withdraw dates vary with certain classes and are listed on the class schedule. Schedules are available at www.calbaptist.edu/schedules.

California Baptist University

Dr. Ronald L. Ellis *President*

Ann Cramer Administrative Assistant to the President Phone (909) 343-4210 FAX (909) 343-4511

CALIFORNIA BAPTIST UNIVERSITY

Dr. Ronald L. Ellis *President*

Ann Cramer *Administrative Assistant to the President* Phone (909) 343-4210 FAX (909) 343-4511



Dear Friend:

Welcome! On September 29, 2000, California Baptist University celebrated fifty years of ministry through education. Since 1950, commitment to the Great Commission has been a significant component of our vision and passion. In Matthew 28:19, Christ commanded His followers to: "Go ye therefore, and teach...." Teaching is at the very heart of the mission of California Baptist University. Our focus is to serve humanity primarily through teaching within our Christian understanding of service. We provide education at the graduate level in Education, English, Behavioral Science, and Business. This is an exciting time to be a part of California Baptist University. Again welcome.

May God continue to bless!

Your Brother in Christ,

Rovald I. Elli

Ronald L. Ellis, Ph.D. President

The University

History

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

In 1955, after four years of continued growth, the college relocated to larger facilities in Riverside. Today, the Spanish-style buildings, which include classrooms, campus housing, a library, offices, maintenance and athletic facilities are located on the eighty-two-acre campus. Growth in all areas paved the way for the institution to become a university on September 25, 1998. California Baptist University continues the tradition of liberal arts education in a Christian environment.

Location and Environment

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

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

Mission Statement

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

Philosophy Statement

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

Educational Standings

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

California Baptist University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)*. California Baptist University, through its Business Administration Division, is nationally accredited by the Association of Collegiate Business Schools and Programs.

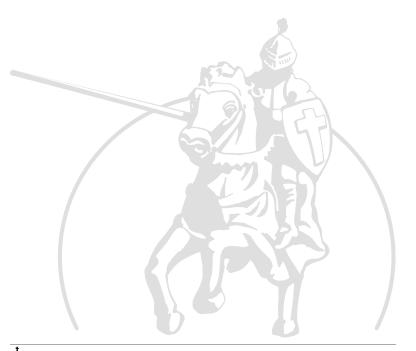
Cal Baptist is accredited for teacher education by the State of California Board of Education. Approval has been given to its multiple-subject and single-subject credential programs from the California State Commission for Teacher Preparation and Licensing in accordance with California Senate Bill 148 (Bergeson Act).

The University is also a member of the Western College Association and holds membership in the Association of Southern Baptist Colleges and Schools, the Association of Collegiate Business Schools and Programs, the Coalition for Christian Colleges and Universities, and the Service members Opportunity Colleges. The University holds membership in the National Association of Schools of Music.

Accreditation letters may be viewed in the Office of the Vice President for Academic Affairs.

 * Western Association of Schools & Colleges Association of Senior Colleges & Universities Accrediting Commission for Senior Colleges & Universities 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 Phone: (510) 748-9001 Fax: (510) 748-9797 Web Site: www.wascweb.org

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



CALIFORNIA BAPTIST UNIVERSITY Student Services

Mr. Kent Dacus *Vice President for Student Services*

Anthony Lammons *Dean of Students*

Kristine Smith Administrative Assistant Phone (909) 343-4217 FAX (909) 343-4576

Student Services

Mr. Kent Dacus *Vice President for Student Services*

Anthony Lammons *Dean of Students*

Kristine Smith Administrative Assistant Phone (909) 343-4217 FAX (909) 343-4576

PHILOSOPHY of STUDENT DEVELOPMENT

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

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

Students at Cal Baptist 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 Cal Baptist students so that they are assisted in becoming autonomous, competent, responsible, and interdependent individuals who use their intellects and skills with wisdom and integrity.

FREEDOM and RESPONSIBILITY

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

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

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

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

STANDARD of STUDENT CONDUCT

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

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

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

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

PHILOSOPHY of DISCIPLINE

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

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

STUDENT SERVICES

Student Employment and Career Services

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

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

- DBMTM (Drake Beam Morin) provides graduating seniors and alumni a comprehensive portfolio of career-enhancing programs including job leads, networking opportunities, professional seminars
- CCCUTM a resource provided by the Council of Christian Colleges and Universities, includes employers who are specifically seeking graduates from Christian colleges and universities
- · MonsterTRAKTM provides full-time, part-time, temporary, and internship employment opportunities to students and alumni
- Local job and ministry postings
- Internships
- Individual employment and career consultation
- · Interactive computer software on topics of career exploration, self-assessment, interview techniques, and résumé writing
- Seasonal employment and ministry opportunities locally, nationally and abroad
- Access to salary and job trend projections, both locally and nationally
- Directories of employers, including literature and audiovisual material
- Directory of current employment opportunities in business, government, industry, and other agencies
- Brochures and periodicals
- Graduate and professional school catalogs

To further equip students and encourage professional development, the Center offers Business Etiquette Dinners and Dress for Success Seminars. Students may attend these events for a nominal fee.

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

International Student Services

The Student Services Office assists students from other countries in making a successful transition into the American culture and in understanding institutional expectations. In addition to collaboratively processing U.S. Immigration and Naturalization (I.N.S.) documents related to the California Baptist University admissions and enrollment process, the Dean of Students and Dean of Enrollment Services process arrival and departure documents.

Upon student completion of the initial enrollment process, an International Student Advisor counsels students regarding I.N.S. regulations and procedures (i.e. Practical Training, Work Permits), and coordinates the sponsoring of activities that promote campus awareness and appreciation for international students.

Student Services

Public Safety

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

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

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

The Department of Public Safety provides twenty-four hour assistance to the campus community. All areas of the campus are regularly patrolled, and Public Safety Officers may be contacted by dialing 4311 from an on-campus phone or (909) 343-4311 from an off-campus phone. Public Safety may also be contacted by using courtesy phones located on campus.

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

Campus Housing

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

Counseling Services

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

A full-time director and supervised Marriage and Family Therapy Program counselor interns and trainees staff the Counseling Center, located on campus in the Lambeth House, at the corner of Magnolia and Adams Street.

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

Individual intelligence and personality instruments, as well as, personnel trained to administer them, are available through the Counseling Center. Test results are kept confidential and released to authorized personnel at the discretion of the Counseling Center personnel.

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

Student Health Services

Graduate Students who are enrolled in 5 units or more each semester may be eligible to participate in CBU's health plan. Participation in the Health Care Plan requires pre-payment and pre-enrollment. Participating students requiring medical attention within the Riverside area should report to the designated University Student Health Care Provider, Parkview Community Hospital, located at 9041 Magnolia Avenue. Urgent Care hours are 7 a.m.–11 p.m., Monday–Friday, and 9 a.m.-11 p.m., Saturday and Sunday. Emergency Room service is available at all times. A valid student identification card and an insurance card must be presented in order to receive medical attention.

The purchase of student medical insurance is optional for students who are enrolled in graduate programs.

California Baptist University

Graduate Programs

> Gail Ronveaux Associate Dean of Enrollment Services

Jody Turney Assistant Director of Graduate Services Phone (909) 343-4249 Toll free (877) 228-8877

GRADUATE PROGRAMS

Gail Ronveaux

Associate Dean of Enrollment Services

Jody Turney

Assistant Director of Graduate Services Phone (909) 343-4249 Toll free (877) 228-8877

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

Graduate Admission

California Baptist University maintains a rolling admissions policy. Applications may be submitted as early as one year prior to the beginning of the term for which the applicant wishes to be approved. New students are admitted annually prior to the beginning of each term. Application must be made on the form provided by the Office of Graduate Services and must be accompanied by a \$45 non-refundable application fee. All application materials are to be sent to the Office of Graduate Services.

Applicants must submit official transcripts from each institution of higher education attended. An official transcript is one the University receives directly from that institution and bears an official seal.

Individual programs require additional application materials. Consult the program section in the catalog for specific application procedures, requirements and prerequisites.

Change of Degree Program

Admission to graduate work at California Baptist University is degree-specific. If a student changes plans and wishes to enroll in course work toward a degree other than the one to which he or she was accepted, then the student must file a written request with the Office of Graduate Services. This request must be accompanied by all admissions materials required for consideration by the new degree program. No credit toward the new degree will be granted before written approval for admission to the new program has been secured.

International Students

An international student who wishes to apply for admission to a graduate program at California Baptist University must:

- 1. Submit an international student application.
- 2. Submit an application for the desired graduate program.
- 3. Submit U.S. \$45 as a non-refundable application fee.
- 4. Application deadlines for international students are as follows:

To Enter This Session	Completed Application & Fees Must be Received By
Fall Semester	July 15
Spring Semester	November 1
Summer	March 15

5. Applicants must have the equivalency of a bachelor's degree from a regionally accredited college or university. Academic Credentials for applicants to other than the credential programs are evaluated by the Program Director. Applicants who attended non-American institutions must have their transcripts translated and evaluated by the International Education Research Foundation, Inc. An official "Detailed Report for Academic Credentials" must be mailed to the Office of Graduate Services. Applicants are responsible for all aspects of having their transcripts evaluated, including payment of fees and submission of documents to IERF. IERF application forms are available on line at: http://www.ierf.org/application.htm

- 6. The student's adequate use of English must be certified by a minimum score of 550 (213 on the computerized version) on the Test of English as a Foreign Language (TOEFL) which is administered worldwide by Educational Testing Service, P.O. Box 592, Princeton, New Jersey 08540, USA. The original certificate with the score must be sent to the Office of Graduate Services.
- 7. To verify the ability of the applicant to meet all financial obligations, California Baptist University requires the completion and approval of the Declaration of Financial Support for Educational Expenses. The Declaration must be signed by bank officials, guarantors, and the applicant. Funds must be guaranteed for the first year and evidence must be presented showing that funding will be available for the second year.
- 8. All international students must pay school expenses in full at the time of registration for classes each semester. It is recommended that a deposit of U.S. \$21,600 be made in advance to the Cal Baptist Business Office to facilitate payment. The deposit is refundable if the student does not attend California Baptist University.

International Students - Approval and Form I-20

When the above procedures have been completed, the applicant's file will be evaluated. If the applicant is approved, a letter of acceptance and Form I-20 will be issued.

International Students - Clearance for Enrollment

An international graduate student shall not be eligible for admission unless the student establishes that the school specified in the student's visa is the one destined to attend. In all cases, the name of the school a student is authorized to attend must be endorsed by the examining immigration officer on the student's Form I-94.

Upon arriving at Cal Baptist, and before beginning the registration process, the student must submit Form I-94 and passport to the Office of Graduate Services to verify Immigration and Naturalization Service approval.



CALIFORNIA BAPTIST UNIVERSITY

FINANCIAL AID

Eileen Terry

Director of Financial Aid Phone (909) 343-4236 Toll free (877) 228-8855 FAX (909) 343-4518

FINANCIAL AID

Eileen Terry

Director of Financial Aid Phone (909) 343-4236 Toll free (877) 228-8855 FAX (909) 343-4518

The Purpose of Financial Aid

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

Applying for Financial Aid

Students who apply for federal, state, or private aid must complete a Free Application for Federal Student Aid (FAFSA) each year. This form is available from the Financial Aid Office or on the web at www.fafsa.ed.gov. Continuing students may receive a renewal FAFSA in the mail in December. The renewal FAFSA can also be done on the web.

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

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

Requirements for Awarding

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

STUDENT RIGHTS AND RESPONSIBILITIES

Offer of Financial Aid

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

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

Disbursement

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

Withdrawal from the University

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

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

The withdrawal process begins with the completion of an official Student Withdrawal Form that is available in the Registrar's Office. Please refer to the Academic section of this catalog for further details of the process.

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

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

SATISFACTORY ACADEMIC PROGRESS

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

SAP Requirements

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

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

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

Satisfactory Academic Progress (SAP) Contract

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

On the first non-consecutive occurrence, the student will be sent a SAP Probation Contract informing them that to receive aid the following semester they must sign the contract agreeing to achieve the requirements by the end of that semester.

On the second consecutive occurrence (while on probation), the student will receive a Termination Notice indicating that since they failed to meet the terms of the contract they will not be eligible for aid (federal or state) the following semester.

Appeal and Reinstatement Process

Upon discovery that a student has fallen below the cumulative GPA requirement, completes less than the number of units for which they obtained aid, or has reached the graduation time limits the following will occur:

On the first non-consecutive occurrence, the student will be required to sign a SAP Probation Contract. To receive aid the following semester, the student must sign the contract agreeing to achieve the requirements by the end of that semester. Failure to sign the contract does not prevent the probation.

On the second consecutive occurrence (while on probation), the student will receive a Termination Notice indicating the failure to meet the terms of the contract. The student will not be eligible for aid (federal or state) the following semester.

Financial Aid

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

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

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

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

Units Completed/Not Completed

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

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

Graduation Time Limit

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

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

Concurrent Enrollment

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

FEDERAL FINANCIAL AID PROGRAMS

Common Requirements for all Federal Programs

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

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

Federal Work Study Program

Description

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

Eligibility

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

Award

• Federal Work Study funds are not disbursed separately to the student; they are included in the student's regular paycheck. Work Study awards indicate a maximum amount for which a student is eligible. Work Study awards represent the amount of federal funds to be applied to the student's earnings.

Procedure

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

ANNUAL AND AGGREGATE LOAN LIMITS Federal Stafford Loans

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

Federal Subsidized Stafford Loan

Description

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

Eligibility

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

Award

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

Federal Unsubsidized Stafford Loan for Independent Students.

Description

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

Financial Aid

Eligibility

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

Award

• Under the federal unsubsidized loan program, a graduate student may be eligible to borrow up to \$10,000 per academic year (two semesters).

Federal Perkins Loan

Description

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

Eligibility

- Eligibility is determined by a student's financial need. Priority will be given to students with exceptional financial need who have met the March 2 deadline.
- All recipients must complete an entrance interview before any funds can be disbursed. Upon withdrawal from school or graduation, all recipients must also complete an exit interview.
- All recipients must complete a promissory note and additional forms as required by the institution before any funds can be disbursed.

Award

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

Procedure

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

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

Description

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

Eligibility

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

Assumption Program of Loans for Education (Graduate APLE)

Description

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

Eligibility

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

Cal Grant T - Teaching Credential Grant

Description

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

Eligibility

- A student's financial need and cumulative GPA determines eligibility. Please consult the Financial Aid Office for further information regarding eligibility and funding levels.
- FAFSA and GPA Verification form must be submitted by posted deadline in order to qualify.

Award

• Based on eligibility, Cal T awards are awarded to cover up to the amount of tuition and fees only.



California Baptist University

FINANCIAL INFORMATION

> **Mr. Mark Howe** Vice President for Finance and Administration

> **Dee Dee Foxworth** *Administrative Assistant to the Vice President for Finance and Administration* Phone (909) 343-4211 FAX (909) 343-4568

FINANCIAL INFORMATION

Mr. Mark Howe Vice President for Finance and Administration

Dee Dee Foxworth *Administrative Assistant to the Vice President for Finance and Administration* Phone (909) 343-4211 FAX (909) 343-4568

Business Affairs Division Contact Personnel

Jackie Gonzales	Director of Accounting
Calvin Sparkman	Director of Financial Services
Heidi Pendleton	Student Accounts Manager
Diane Switzer	Senior Student Accounts Counselor
Sheila Woodworth	Student Accounts Counselor
Kelly Marley	Student Accounts Counselor
Cindy Olson	Accounts Receivable Representative
Therese Coming	Staff Accountant
Georgia Fruh	Accounts Payable
Linda Ammeraal	Accounts Payable
Tracy Burgess	Payroll
Mary Daniels	Title IV Funds Coordinator
Linda Ludvickson	

The Student Accounts Office is open:

Monday, Wednesday and Friday	8:00 a.m 5:00 p.m.
Tuesday	8:00 a.m 6:00 p.m.
Thursday	8:00 a.m 7:00 p.m.

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

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

Student Charges in U.S. Dollars

Tuition

Graduate (per unit)	
Masters in Education	\$379
Masters in English	379
Master of Science in Counseling Psychology	435
Master of Business Administration	379
Traditional courses numbered 0-499	460
Evening College courses numbered 0-499	413

Non-refundable Fees

Admissions

Graduate	\$45
Late Application Fee	55
Re-admission	25
Tuition Deposit (New CBU students only)	100

Registrar

Audit (per unit)	\$70
Incomplete Fee	30
Late Registration (per week)	10
Add/Drop (per course)	10
Grade Change (per grade)	15
Graduation	150
Re-application for Graduation	25
Official Transcript	6
Unofficial Transcript	3
Faxed Transcript Fee (per fax)	15
Rush (same day) transcript fee	25
Next Day (24 hours) transcript fee	10

Academic Affairs

Education Lab	\$100
Thesis/Project Reading Fee (per unit)	100
Comprehensive Exam Fee	100
Directed/Independent Study Fee (per unit, in addition to tuition)	100
Waiver Evaluation Fee	
CBU Student	75
Non-CBU Student	125

Business Office

General Fee	
Students with 5 or more units	\$235
Students with 4 or less units	100
FACTS Enrollment (payment plan)	
ACH (per semester)	25
FlexEXTRA (per semester)	30
Lost Key	50
Dishonored Check (limit two)	30

Housing

University Place Apartments - gas (except as noted), water and trash included (per month).

Deposit	\$350
Studio	445
Jr. 1 Bedroom	475
1 Bedroom (gas not included)	560
2 Bedroom (gas not included)	675
2 Bedroom Townhouse	705
Late Rent Fee (per day)	5

Policy for Student Accounts

Student charges are due and payable at the time of registration for all students. Tuition, fees, room and board become the liability and obligation of the student in accordance with the Drop/Refund provisions.

Two Payment Plans

Plan 1 (Cash)

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

Plan 2 (FACTS Payment Plan)

Plan 2 enables you to pay all or part of your annual charges in installments without interest. Your monthly payments are calculated on an amount that is equal to the total expenses less grants, scholarships, or direct payments made to the University. FACTS gives students the option to pay through automatic bank draft (ACH), credit card, or with a modified checking option called FlexExtra. The plan requires a \$25 per semester enrollment fee for students using the ACH option and a \$30 per semester enrollment fee for students using the credit card or FlexExtra option. Please call the Student Accounts Office at 1-800-782-3382 ext. 4371 for more information.

Delinquent Accounts

Delinquent accounts are those in which monthly payments are past due. Interest is charged on all delinquent accounts at a rate of 1.25% per month. In the event an account becomes delinquent and the account is turned over to a collection service, the cost of the service and reasonable attorneys' fees will be added to the account. Failure to make payments of any indebtedness to the University when due, including, but not limited to tuition, housing or rental charges, student loans, special fees, library or parking fines, is considered sufficient cause, until the debt is settled, to:

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

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

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

Refund policies at California Baptist University are established in compliance with federal and state regulations. These regulations are subject to change at any time. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a copy of refund policy requirements and calculations, please contact Student Accounts.

Refunds are calculated from the date of official withdrawal. A withdrawal is considered official when a completed Student Withdrawal Form has been submitted to the Registrar's Office. The Registrar must approve withdrawals for all students.

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

Tuition

Withdrawal from a course

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

Withdrawal from the University

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

Within add/drop period100%After add/drop periodNo refund

Refer to the current course schedule for add/drop and withdrawal dates. Course schedules may be obtained in the Academic Services Center, in room 103 of the James Building.

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

Ceasing to attend does not constitute an official withdrawal from a course or from the University.

Room and Board

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

Repayment of Financial Aid

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

Policy for Student Organization Funds

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



California Baptist University

ACADEMIC INFORMATION

> **Dr. Jonathan K. Parker** *Provost Vice President for Academic Affairs*

Ms. Lynette Risner Administrative Assistant for the Provost Phone (909) 343-4213 FAX (909) 343-4572 email: lrisner@calbaptist.edu

ACADEMIC INFORMATION

Dr. Jonathan K. Parker Provost *Vice President for Academic Affairs*

Ms. Lynette Risner Administrative Assistant to the Vice President for Academic Affairs Phone (909) 343-4213 FAX (909) 343-4572 email: lrisner@calbaptist.edu

Academic Affairs Division Contact Personnel

Ms. Amy Stumpf

Dean of Academic Services Registrar (909) 343-4213 astumpf@calbaptist.edu

Mr. Phil Martinez

Director of Assessment and Retention (909) 343-4346 pmartine@calbaptist.edu

Ms. Cora Quezada Staley

Coordinator of the Academic Resources Center (909) 343-4463 cstaley@calbaptist.edu

Ms. Debbie Passalacqua

Graduate Academic Advisor, Academic Services Center (909) 343-4505 dpassala@calbaptist.edu

Graduation Under a Particular Catalog

Students must adhere to graduation requirements listed in the catalog in effect at the time of matriculation. A student may choose to use any newer catalog, provided that the catalog used is no more than five years old. The catalog remains in effect for the student until degree completion, a leave of absence longer than two semesters, suspension, or catalog expiration at the end of five years. All students who are re-admitted to programs at California Baptist University after officially or unofficially withdrawing or any lapse of enrollment longer than two semesters will be placed under the catalog current at the time of re-admission.

Continuation under the catalog holds ONLY degree requirements; it does NOT hold policies, tuition and fees, and other information, which may change annually. It is the responsibility of the student to attend to changes in policies, tuition and fees and other information. Updates regarding current policies, tuition and fees and other information is available from the Academic Services Center and program representatives.

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

Academic Information

California Baptist University offers three undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Applied Theology; and five graduate degree programs: Master of Science in Counseling Psychology, Master of Science in Education, Master of Arts in Education, Master of Arts in English, and Master of Business Administration. Additionally, CBU offers Single Subject, Multiple Subject, and Preliminary Administrative Services Credential Programs and the Education Specialist Credential Program in Mild/Moderate Disabilities- Level 1.

Scholastic Regulations

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

A student who fails to maintain the 3.0 GPA (cumulative and/or term) is academically suspended. A student who has been suspended must reapply for possible re-admission by appealing the suspension. Re-admitted students will be on probation and must attain a minimum term GPA of 3.0. Failure to attain a 3.0 GPA during the probationary semester will result in a terminal suspension. All re-admitted students are placed under the catalog current at the time of re-admission. Written appeals should be directed to the Chair of the Admissions and Retention Committee. Satisfactory academic progress is required for eligibility to receive Financial Aid.

Student Load Limits

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

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

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

Approval for Graduation

Students preparing for graduation must submit a Graduation Application to the Office of the Registrar. Upon verification of eligibility to graduate and approval by the faculty, a student may participate in ceremonies. Failure to complete degree requirements by the designated posting date will require re-application and an additional fee will be assessed.

Academic Information

Degree Posting Dates

The University posts degrees three times each year, regardless of the specific date all work is completed. All degree requirements must be met prior to the posting date. The three 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 (first day in August). Degrees completed between posting dates will be posted at the next scheduled date.

Work in Residence

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

Transfer Restrictions

With the approval of the program director, a maximum of nine (9) graduate semester units may be accepted in transfer toward fulfilling degree requirements. Courses must have been completed within the last five years. Only coursework completed with grades of B- or better from regionally accredited institutions is transferable. California Baptist University does not accept transfer work that was not designated as degree-applicable by the issuing institution.

Transfer Guidelines

To be accepted for transfer credit, a course from another regionally accredited institution must be approved by the director of the graduate program and the registrar as covering essentially the same material as a similar course on campus. The student may be asked to submit a syllabus and/or textbooks for the course in question. A transfer student may be required to submit a letter from the academic institution verifying they left in good standing. Transfer Request forms may be obtained in the Academic Services Center.

Enrollment at Other Institutions

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

Post Baccalaureate Credit

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

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

Attendance and Withdrawal Policies

Completion of the registration process constitutes a contract and obligates the student for full payment. The student must secure the appropriate form from the Academic Services Center (ASC) to add, drop or withdraw from a course. To withdraw from the University, the student must submit a Petition to Withdraw to the Registrar's Office. Students should consult the University calendar, Schedule of Classes, and Academic Services Center for course and semester add, drop, and withdraw dates.

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

Adding a Course

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

Dropping a Course

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

Withdrawal from a Course

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

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

Withdrawal from the University and Semester

Complete withdrawal from the University and semester is permitted through the last day of the final examination period. Students requesting full withdrawal from the University and semester must complete an official Petition to Withdraw form available in the Registrar's Office. The student must also complete the Exit Interview process through the Financial Aid Office and reconcile their account balance in the Student Accounts Office.

Failure to comply with these regulations will result in failing grades being entered on the student's permanent record and dismissal will be recorded as unofficial.

Refer to the Financial Information and Financial Aid sections in this catalog for additional information regarding the effects of withdrawing.

Incomplete Grade Policy

A Petition for Incomplete Work is filed only in cases of extreme and unforeseen emergencies. Students receiving financial aid may adversely affect aid eligibility by taking an Incomplete. If a grade of I is not raised to a passing grade by the end of the sixth week of the following semester, the grade automatically becomes F and credit for the course may be obtained only by repeating the course. Forms for initiating an Incomplete may be obtained from the Dean of the school in which the course is offered. An Incomplete fee is charged for all approved incomplete petitions. It is the responsibility of the student to initiate and complete the process for incomplete work prior to the end of the semester. A grade change fee is charged when an incomplete grade is made up.

Directed Study and Independent Study

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

- No student may take more than a total of three units of Directed/Independent Study in any given semester.
- · Faculty members are not to offer more than two areas of Directed/Independent Study in any given semester.
- A form for Directed/Independent Study may be obtained from the Academic Services Center. It must be completed with the appropriate faculty member and submitted to the Dean for Academic Services for approval.
- A maximum of 9 units of Directed/Independent Study may be applied towards degree requirements.

Repeating Courses for Grade Replacement

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

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

Auditing a Course

Courses that are audited are not graded and 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 grade.

Size of Classes

Before a class can be offered, there must be an enrollment of at least ten students, or approval of the Provost must be secured.

Unit Value

The unit value of each course is indicated in the schedule of classes and in the course descriptions provided in this catalog.

Quality of work in a course is indicated as follows:

Grade of A	Indicates the highest quality of work and is reserved for outstanding achievement.
Grade of B	Indicates definitely superior work done in a sustained and intelligent manner.
Grade of C	Indicates average university-level work satisfactorily performed.
Grade of D	Indicates the lowest passing grade.
Grade of F	Indicates a failing grade.
Grade of P	Indicates a passing grade.
Grade of CR	Indicates work attempted under the "Credit/No Credit" grading option and completed at the C- level or better.
Grade of NC	Indicates work attempted under the "Credit/No Credit" grading option that was below the C- level.
Grade of W	Indicates a withdrawal from the class. A written petition signed by the professor and advisor is required.
Grade of UW	Indicates an unofficial 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	<u> Quality Points</u>
А	4.0	D +	1.3
A–	3.7	D	1.0
B +	3.3	D –	0.7
В	3.0	F	0.0
В –	2.7	P (Pass)	0.0
C +	2.3	CR (Credit)	0.0
С	2.0	NC (No Credit)	0.0
C –	1.7	W (Withdrawal)	0.0
D +	1.3	I (Incomplete)	0.0
D	1.0	SP (Satisfactory Progress) 0.0
		UW Unofficial Withdrawa	al 0.0

Grade Reports

Grade reports will be mailed to students upon completion of each semester. Only one grade report will be provided per semester. Students with a student account hold will not receive a grade report.

Grade Changes

Students who believe a grade is in error have the responsibility to initiate a grade change request with the instructor. The grade change process must be completed within one year of the course in question. No grade changes will be permitted once the degree has been posted. A grade change fee will be charged for all approved grade changes except when an error has been made in calculating or recording the grade.

Academic Dishonesty

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to the office of the Provost. A first incident of cheating may be handled at the discretion of the professor in consultation with the Provost. A possible penalty for a first offense is failure in the course in which the offense occurred. Second and subsequent violations shall be referred to the Provost and the Dean of Students for formal disciplinary procedures and may include dismissal from the University. A detailed discussion of academic dishonesty is located in the Student Handbook.

Grievance Policy

A student who believes there has been an unjust evaluation or decision may appeal that evaluation or decision through the grievance process listed below:

The student should first discuss the problem with the individual who allegedly made the unjust decision. Most decisions can easily be resolved at this level. If the student is not satisfied with the discussion and continues to believe an unjust decision was made (s)he should then meet with the Program Director and/or the dean of the school. If the issue is still unresolved, the dean may involve the Provost for arbitration. The decision of the Provost is final.

Examinations/Make-up Tests

Students are expected to take all tests at the regularly scheduled time. In the case of serious illness or extreme emergency, a faculty member may allow the student to take a make-up test WITHIN TWO WEEKS of the originally scheduled test date. If the test is not made up within two weeks, the student will receive no credit for that test. It is the responsibility of the student to arrange for a make-up test by securing permission of the instructor IN ADVANCE of the test to be missed. The student must then schedule a make-up test appointment with the Academic Resources Center (ARC). A student who misses their testing appointment at the ARC will not be permitted to take the test at a later time. A \$5 fee will be charged for all make-up tests. A student is allowed a maximum of two make-up tests in any one class and a maximum of five make-up tests for any semester. Students who attempt to exceed these limits may be placed on an Academic Contract with the Director of Assessment and Retention. Failure to abide by contract stipulations may result in suspension.

Academic Services Center

The Academic Services Center (ASC) provides scheduling services and registration for all students. The ASC staff works in cooperation with faculty advisors in each graduate program. A member of the ASC advising staff will meet at least twice a year with each student to develop the appropriate academic schedules and review the student's academic course plan. Students are encouraged to make appointments to discuss degree requirements, academic scheduling, graduation evaluation, and pre-graduation checks. All academic forms, pre-registration and registration are processed through the ASC.

Other Academic Information

Academic Computing

The University offers access to computer labs as well as coursework in computer technology, and supports the computer as a tool to success in the overall graduate curriculum. Labs are located in the Annie Gabriel Library and W.E. James Building. A valid student identification card is required for access to the computer labs. Labs are open from 8:00 a.m. to 10:00 p.m., Monday through Saturday.

Academic Resources Center

The Academic Resources Center is responsible for providing support services to help students acquire skills essential to achieve academic and personal success. These services include CBEST preparation workshops, research documentation workshops, study skills seminars, and make-up testing services.

The ARC does not provide testing for learning disabilities, but may assist in the coordination of necessary accommodations and services associated with the student's documented learning disability. Students are responsible for providing the University with current documentation (no more than three years old) of the learning disability, as the ARC does not provide testing for learning disabilities.

Annie Gabriel Library

The purpose of the library is to enhance the quality of the academic experience available at California Baptist University by supporting the instructional, learning and research activities of the faculty and students. In addition to over 76,000 volumes, the library currently subscribes to more than 500 journals, with a number of bound and microfilm titles dating back to the last century. Networked research computers provide access to numerous CD ROMS, the Internet and other on-line databases. To facilitate research through the use of library resources, automated library services such as the Unicorn system have been implemented, providing on-line public access catalogs for patron use. Participation in several local, regional and national information networks offer students and faculty access to the collection of numerous area libraries through the Inland Empire Academic Library Cooperative (IEALC). Library materials from more than 85 public, academic, special and other libraries are available through local library organizations and loan networks. The Annie Gabriel Library also houses the General Use Computer Lab and the Modern Language Lab. Among the special collections in the University's library are the Virginia Hyatt Memorial Collection for Baptist Studies, P. Boyd Smith Hymnology Collection, D. Eugene Wallace Collection, and the Nie Wieder Collection.

Veterans Information

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

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

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

Privacy of Student Records

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

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

Change of Address

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

CALIFORNIA BAPTIST UNIVERSITY Master of Business

ADMINISTRATION

Dr. Gary Barfoot *Interim Dean, School of Business*

Ms. Cathy Buchanan MBA Program Secretary Phone (909) 343-4329 FAX (909) 343-4533

Dr. Gary Barfoot

Interim Dean, School Business MBA Program Director

Ms. Cathy Buchanan

MBA Program Secretary Phone (909) 343-4329 FAX (909) 343-4533

Faculty

Gary Barfoot, Ph.D., M.Ed.	Management • International
John Bonagofsky, Ph.D.	Accounting • Marketing
Deena Chapman, Ph.D	
Andy Herrity, M.B.A.	Finance • Management
Robert Jabs, Ph.D.	Management • Marketing
Charles Kelley, M.B.A., M.S.	Information Systems • Quantitative
Ken Phillips, M.B.A.	Information Technology

Graduate Program in Business Administration

The Master of Business Administration degree program is designed primarily for working professionals in both profit and non-profit organizations. This program allows students to integrate knowledge gained from the traditional disciplines with technology for today's business.

The MBA program emphasizes Christian values and biblical principles that can be effectively incorporated within the workplace. The program will serve the educational needs of individuals who seek advanced professional careers in the fields of business management, business ownership, business formations, and the managing of information systems.

The courses in the program address a strategic approach to business and organizations. Concentrations are in Management, Management of Information Systems, and Church Business Administration.

National Business Accreditation

California Baptist University, through its School of Business and MBA program, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Admission Requirements

Admission to the Master of Business Administration program requires:

- 1.A written application including a statement of personal purpose for entering the program and a current resume, with non- refundable graduate application fee.
- 2. Official transcripts of all college coursework verifying completion of a Bachelor's degree from a regionally accredited college or university, with a minimum Grade Point Average of 2.75 for the last 60 semester (or 90 quarter) units. Applicants with a GPA below 2.75 who have met the following requirements will also be considered:
 - Documentation of significant experience in the field of business.
- GMAT score of 500.
- GRE minimum combined score of 1000 on verbal and quantitative sections (Analytical score will not be counted).

3. Two letters of recommendation from work related sources.

4. Possess the following common body of knowledge from prerequisite courses (with grades of C or better) or approved work related experience in:

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

5. Interview with the Director of the MBA program.

Student Status

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

- 1. Unconditional Graduate Standing—Applicants with a GPA of 2.75 or higher who have completed the necessary prerequisites and have provided the Graduate Services Office with all the required forms and fees may be admitted as a student with full graduate standing.
- 2. Conditional Graduate Standing—Applicants who are lacking the undergraduate prerequisite courses or who show a deficiency in any of the admission requirements may be admitted on a conditional basis, but must:
- a. Maintain a 3.0 GPA.
- b. Remove prerequisite deficiencies.
- c. Have the recommendation of the graduate program director in order to attain full graduate standing.
- d. Provide Graduate Services Office with any lacking documents, forms or fees.
- 3. Special Student Status Under the status of Special Student no more than a total of 6 graduate units may be completed. To continue beyond 6 graduate units the student status will need to be changed from Special Graduate Student to Regular Graduate Student by successfully completing the Admission Requirements for Regular Graduate Students.

NOTE: Special Students are not eligible for Financial Aid.

4. Denial—Denial may occur when a person does not qualify for admission in any of the above categories. California Baptist University reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University.

Appeals

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

MBA Prerequisites

BUS 218 Macroeconomics (3) A common sense approach to economics, covering basic economic laws and how they apply to our world and everyday life. The course is expected to give the student a sufficient grounding in the terminology, basic concepts, and issues of economics to stimulate interest in further study and provide background in the business field.

BUS 254 Principles of Accounting I (3)

An introduction to financial accounting, involving its basic structure, the accounting cycles for service and merchandising enterprises, assets, liabilities, and accounting systems.

BUS 264 Principles of Accounting II (3)

Continuation of BUS 254 with emphasis on managerial accounting involved with corporations, control accounting, and decision making. Recommended for sophomores only. Prerequisite: Principles of Accounting I.

BUS 313 Microeconomics (3)

A study of microeconomics analysis, price theory, market structures, analysis of the firm, and current microeconomic problems. Recommended for students planning to do graduate study in business or planning to take further upper-division economic courses.

BUS 315 Business Statistics (3)

This course includes the assembling and presentation of statistical data, probability distributions, sampling techniques, time series analysis, index numbers, and forecasting. A project with practical problem solving is required.

BUS 358 Fundamentals of Business Law (3)

Covers law of sales, contracts, negotiable instruments, agency and partnerships, corporations, insurance, real and personal property, estates, and bankruptcy.

MBA Requirements

Core Requirements (30 Units)

- BUS 512 Management of Information Systems
- BUS 515 Organization Behavior, Leadership, Development, and Change
- BUS 520 Business Ethics
- BUS 530 Marketing Management
- BUS 535 Economic Issues and Analysis for the Changing Business Environment
- BUS 541 Financial Statement Analysis
- BUS 545 International Business Management
- BUS 547 Strategic Management
- BUS 550 Human Relations: Managing and Valuing Diversity
- BUS 596 Capstone Research Project

Management Concentration

The human element is vital to the effective and efficient operation of any organization. The Management concentration covers concepts and theories for understanding and resolving human problems in organizational settings. The Management concentration covers a wide range of current business topics, including interpersonal group behavior, recruitment, leadership styles, the motivation of employees, evaluation, training, compensation, affirmative action, strategic management, valuing diversity, and continuous improvement. This concentration is designed to provide the students with the practical experience and the theoretical foundation needed to become an effective manager.

Requirements for Management Concentration: (12 Units)

- BUS 505 Entrepreneurial/Intrapreneurial Management
- BUS 519 Conflict Resolution Management
- BUS 525 Government Regulations of Business
- BUS 542 Quantitative Business Modeling

Management Information Systems Concentration

The Management Information Systems concentration is specifically designed to provide graduate students with in-depth, hands-on understanding of the fundamentals of managing information systems. The purpose is to develop graduate-level business students who are not only skilled in basic business fundamentals, but also have a strong grounding in current information systems technology. Students learn how to apply MIS technology to help create business organizations capable of effectively competing in a global environment.

Requirements for Management Information Systems Concentration: (12 Units)

- BUS 506 Systems Analysis and Design
- BUS 516 Database Management
- BUS 536 Programming Techniques in Information Systems
- BUS 546 Networking Systems

Church Business Administration Concentration

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

Requirements for Church Business Administration Concentration: (24 Units)

- BUS 507 Church Growth Management
- BUS 517 Not-for-Profit Accounting
- BUS 527 Executive Development and Career Management
- BUS 537 Legal and Tax Environment of the Ministry
- BUS 547 Strategic Management
- BUS 557 Risk Management for Church Administration
- BUS 567 Facilities Management
- BUS 577 Mediation/Negotiations for Church Administration

Course Descriptions

BUS 505 Entrepreneurial and Intrapreneurial Management (3)

An introduction to new enterprise formation and management. Practical issues are covered in detail: market planning, business plan preparation, effective team building, and capital acquisition. A survey of the innovation-oriented department or strategic business unit. An examination of the factors which enable an entire unit of a large organization to become more creative and dynamic.

BUS 506 Systems Analysis and Design (3)

Emphasis on system analysis, planning, design, and features selection necessary to meet particular display and manipulation requirements of databases. The course is designed to provide students with a basic understanding of database management.

BUS 507 Church Growth Management (3)

This course will explore the church organization and focus upon growth, principles and marketing required for growth of modern churches. Graduate students will focus upon leadership requirements for church growth, organizational requirements for church growth, and develop an understanding of the internal training required.

BUS 512 Management Information Systems (3)

Build a basic understanding of the value and uses of information systems for business operation, management decision making, and strategic advantage. Thus, it will provide students with an understanding of the ways in which they can utilize information systems as end user managers. It concentrates on providing the tools needed for mastery of the information systems concepts and terms that are important to end user managers. This course is designed for business students who are NOT information systems majors, but who expect to be managerial end users on information systems.

BUS 515 Organization Behavior, Leadership, Development, and Change (3)

This course focuses on the relationships of individuals and groups within the organizational framework as it involves the nature, performance, and structure of organizational life. The course examines principles and methods in organizational development with special emphasis on leading and implementing successful change efforts in organizations.

BUS 516 Database Management (3)

This course will focus on Database Management Systems. Emphasis on planning, design, and features selection necessary to meet particular display and manipulation requirements of databases. The course is designed to provide graduate students with an understanding of database management, database concepts, rational database models, and components. Practical guide to database design and implementation will be covered.

BUS 517 Not-for-Profit Accounting (3)

This course covers theoretical and practical aspects of not-for-profit accounting and ministry financial planning and budgeting. Theory will cover such areas as fund accounting, statistical and economic foundations of financial planning and budgeting. Practical topics may include fund accounting rules, accounting for gifts and donations, cash versus accrual accounting. Prerequisite: BUS 254 and BUS 264

BUS 519 Conflict Resolution Management (3)

The curriculum focuses upon decision making and problem solving found within small and large businesses. The course plans to spend considerable time dealing with legal and technical issues affecting businesses in the 21st Century.

BUS 520 Business Ethics (3)

Covers ethical reasoning as it applies to business situations. Specific topics include corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. Develops an awareness of and appreciation for cultural diversity in the workplace. Prerequisite: BUS 358 Business Law

BUS 525 Government Regulation of Business (3)

Identifies the major areas of past and present government regulations impacting business. The emphasis is on the highly relevant legal mandates and restrictions affecting managers in all business sectors. Prerequisite: BUS 358

BUS 527 Executive Development and Career Management (3)

This course covers theoretical and practical aspects of personal career management and personnel/staff development for ministry and non-profit business administrators. Theory to be covered includes theories of human development, personality, and managerial effectiveness in the organization.

Master of Business Administration

BUS 530 Marketing Management (3)

Formulation and implementation of effective, efficient, and ethical long-term and current plans for market development. This course introduces the substantive and procedural aspects of marketing, sharpens skills for critical analytical thinking, and promotes effective communication.

BUS 532 Market Research and Planning (3)

Application of primary and secondary market data to marketing decision-making, surveys, focus groups, Management Information Systems (MIS) methods, and appropriate computer software for business ventures and entrepreneurial efforts. Prerequisite: BUS 315

BUS 535 Economic Issues & Analysis for the Changing Business Environment (3)

The role of business and economic cycles for the management of an enterprise. Covers a survey of the many factors and considerations that pertain to the free enterprise and market system. Movements of interest rates, GNP growth, and understanding of economic indicators will be presented. Prerequisite: BUS 218 or BUS 313

BUS 536 Programming Techniques in Information Systems (3)

This course provides information relative to programming with an emphasis on MS Windows environment programming using the Visual Basic (VB) language. In particular, this course focuses on the conceptual problem solving approach using modern methods such as visual and object-oriented. As a programming tool, it will make use of the fundamental capabilities of VB, including use of the graphical program design, event driven programming, properties, methods invocation, structural and modular program design, and object-oriented approach to programming.

BUS 537 Legal and Tax Environment of the Ministry (3)

This course will provide an in-depth study and application of both traditional and computer-based tax research tools available to the practicing church business administrator and of relevant practice and procedural mechanisms affecting taxation and legal matters of church ministry. Prerequisite: BUS 358

BUS 541 Financial Statement Analysis (3)

Application of sound accounting principles of management decision making, especially for new venture activities. Designed to facilitate analytical and problem solving abilities for mergers and acquisitions as well as the capital requirements needed for businesses.

Prerequisite: BUS 254 & BUS 264

BUS 542 Quantitative Business Modeling (3)

A course in business computer applications for the manager. Computer models will be created to aid in forecasting, budgeting, and other decision-making processes. Emphasis will be placed on pro-forma financial statements as well as cash flow analysis. Prerequisite: Basic knowledge of Microsoft Excel.

BUS 545 International Business Management (3)

This course focuses upon perspectives such as cultural, political, legal, and organizational issues in international business. Considers the strategy of international diversification, management of multinational enterprises, international economic relations, comparative national systems and global economy.

BUS 546 Networking Systems (3)

This course will focus on the technical aspects of network systems. It will explain the concept of networks, network systems, network devices, printers, and software linked by communications cabling. The course will present the purpose of having a network and how sharing software and computer equipment can increase user productivity.

BUS 547 Strategic Management (3)

The curriculum focuses upon decision making and controlling the allocations of business economics resources in the operational environment. Discussions are on application of quantitative tools needed for effective decisions in operations. Issues of integration and interaction of operations function with other systems within the organization are examined.

BUS 550 Human Relations: Managing and Valuing Diversity (3)

A case-based course that focuses on issues related to management systems and structures. The course develops an awareness and appreciation for cultural diversity in the work force. Emphasis is focused on creating a corporate culture that embraces diversity of the work force; building cohesive, multicultural work teams; and issues of hiring, training, and promoting a diverse work force.

BUS 557 Risk Management for Church Administration (3)

This course will provide a critical evaluation of the use of risk management in establishing policy and program management for the church environment. Risk assessment, hazard and vulnerability assessment, cost/benefit analysis, decision analysis strategies and the use of research in decision-making will be emphasized. Students will develop a risk management model in an area of interest relative to church administration.

BUS 567 Facilities Management (3)

A course that explores the requirements for facilities management. Will help the graduate student understand facilities based plans when dealing with growth, how to organize facilities management teams, understand the issues dealing with parking, custodial care, building and exterior up-keep, remodeling considerations, and financial implications dealing with facilities management.

BUS 577 Mediation/Negotiation for Church Administration (3)

This course focuses on the cooperative process used to prepare, conduct, and successfully resolve issues through the application of mediation and negotiating skills and techniques. This course uses processes and methods developed by members of the Harvard Negotiation Project, International Negotiation Institute, and leaders in the field of conflict resolution.

BUS 596 Capstone Research Project (3)

This course will review the requirements that will be necessary to create a comprehensive business. The course plans to cover all the functional areas of an enterprise, including topics such as marketing, finance, human resources, production, and quality control. Emphasis will also be placed on business research as a foundation of the project.



CALIFORNIA BAPTIST UNIVERSITY Master of Science: Counseling Psychology

Dr. H Bruce Stokes Dean, School of Behavioral Sciences

Dr. Gary G. Collins *MFT Program Director*

Debbie Jahant *MFT Program Secretary* Phone (909) 343-4287 FAX (909) 343-4569

Dr. H Bruce Stokes

Dean, School of Behavioral Sciences

Dr. Gary G. Collins

MFT Program Director

Debbie Jahant

MFT Program Secretary Phone (909) 343-4287 FAX (909) 343-4569

Faculty

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

Marriage and Family Therapy Program

The Master of Science Degree program in Counseling Psychology at California Baptist University is designed for those interested in counseling in a private or community agency with couples, families, children, and individuals. Students graduating with a Master of Science degree in Counseling Psychology will have completed curriculum designed to meet the academic requirements for MFT licensing as mandated by The Board of Behavioral Science. The program emphasizes an understanding of human behavior based on psychological theory and practice, as well as scriptural principles. Sixty (60) approved graduate units are required for this degree.

The graduate program relates academic studies to practical experience in both inpatient and outpatient settings. Students in the program will have the opportunity to receive clinical experience on campus and in other appropriate clinical settings. See the Graduate Bulletin, available from the Behavioral Science Division, for program details.

Admission Requirements

To qualify for admission to the Counseling Psychology Program at California Baptist University, the following are required:

1.A written application including a statement of personal purpose for entering the program, with a non-refundable graduate application fee.

2. Official transcripts of all college coursework verifying completion of a Bachelor's degree from a regionally accredited college or university, with a minimum Grade Point Average of 2.75 for the last 60 semester (or 90 quarter) units*

3. Documents verifying the completion of the MMPI (Minnesota Multiphasic Personality Inventory) and the Myers Briggs Personality Inventory

4. Three letters of recommendation

5. Interview with the Director of the MFT program

Prerequisites

Students entering the program are required to have completed the following undergraduate courses:

1. Developmental Psychology or Human Behavior and the Social Environment or a similar course

2. Theories of Personality

3. Statistics

Conditional acceptance is possible for those lacking any of the prerequisite courses, providing those courses are made up prior to or concurrent with the student's graduate studies.

*NOTE: A minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam may be used to overcome a low grade point average.

Student Status

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

- 1. Unconditional Graduate Standing An applicant with a GPA of 3.0 or higher in their undergraduate studies who has completed the prerequisite undergraduate courses and has provided the Graduate Services office with all of the required forms, fees, and test results may be admitted as a student with full graduate standing.
- 2. Conditional Graduate Standing Applicants with a GPA between 2.75 and 3.0 in their undergraduate studies or lacking the undergraduate prerequisite courses, or who show a deficiency in any of the admissions requirements may be admitted on a conditional basis, but must:
- a. Maintain a 3.0 GPA.
- b. Complete the undergraduate prerequisite courses prior to or during the first two semesters of graduate study.
- c. Have the recommendation of the graduate program faculty to attain full graduate standing.
- d. Provide the Graduate Services Office with any lacking documents, forms or fees.
- 3. Special Student Status Under the status of Special Student no more than a total of 6 graduate units may be completed. To continue beyond 6 graduate units the student status will need to be changed from Special Graduate Student to Regular Graduate Student by successfully completing the Admission Requirements for Regular Graduate Students. Special students must submit the results of the MMPI and Myers Briggs tests to the Office of Graduate Services.

NOTE: Special Students are not eligible for Financial Aid.

4. Denial — Denial may occur when a person does not qualify for admission in any of the above categories. California Baptist University reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University or does not fit the purpose of the program.

Appeals

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

Psychotherapy Requirement

Students entering the Graduate Program in Counseling Psychology at California Baptist University will be required to complete 24 hours of individual psychotherapy or 50 hours of group psychotherapy with a licensed psychotherapist. This therapy must be done outside the campus community and may not include therapists who have any teaching relationship with California Baptist University. The psychotherapy requirement must be completed within the first year of the program or prior to registering for Practicum I.

Students completing the psychotherapy requirement may obtain the psychotherapy form in the Behavioral Science office.

Practicum Admission

Students entering Practicum must complete the following requirements:

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

Comprehensive Examination

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

MFT Graduate Course Sequence*

Year 1	
Fall	
PSY 501s	Professional Practice Seminar I
PSY 505	MFT Counseling Theory
PSY 510	Human Growth & Development
PSY 580	Family Therapy I
PSY 597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY 597b	HIV and AIDS Counseling**
PSY 597c	Domestic Violence**
Spring	
PSY 502s	Professional Practice Seminar II
PSY 525	MFT Counseling Techniques
PSY 535	Advanced Psychopathology
PSY 585	Family Therapy II
PSY 598a	Chemical Dependency: Diagnosis & Treatment**
May term	
PSY 560	Professional Ethics and Law
PSY595s	Psychopharmacology**
June term	
PSY 500	Cross Cultural Values and Ethics**
Year 2	
Fall	
PSY 540	Psychodiagnostics
PSY 545	MFT Counseling (Child and Adolescent)
PSY 555	Practicum I
PSY 597a	Child Abuse and Neglect: Diagnosis & Treatment**
PSY 597b	HIV and AIDS Counseling**
PSY 597c	Domestic Violence**
Spring	
PSY 520	Human Communication in Group
PSY 530	Advanced Research Methodology
PSY 570	Practicum II
PSY 598a	Chemical Dependency: Diagnosis & Treatment**
May term	
PSY 515	Human Sexuality**
PSY 595s	Psychopharmacology**
June term	

PSY 590 Integration Colloquium**

*Full-time students can complete the program in two years; part-time students have up to six years to finish. **May be taken either year 1 or year 2

PSY 500 Cross Cultural Ethics and Values (3) June term Examination of the effects of therapeutic interventions on culturally distinct populations. Prerequisite: PSY 505. PSY 501s Professional Practice Seminar I (2) Fall Emphasis on empathy training and the structure of the therapeutic process through a lecture/discussion/small group format. Students will videotape simulated sessions with one another. Meets two hours per week. Students will be assigned an on-going case. PSY 502s Professional Practice Seminar II (2) Spring Continuation of PSY 501S. Emphasis on various clinical and legal issues related to the practice of psychotherapy. Enables the student to develop the skills necessary to obtain a practicum placement. Prerequisite: PSY501s PSY 504 Psychopathic Mind (3) This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers, serial rapists, and terrorist. Cross-listed PSY404 PSY 505 MFT Counseling Theory (3) Fall The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory. PSY 510 Human Growth and Development (3) Fall A study of the developmental cycle of the human organism from a cognitive, psychological, sociological, and moral perspective. Emphasis is placed on theories and research related to child development. PSY 515 Human Sexuality (3) May term Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology. PSY 520 Human Communications in Group Process (3) Spring Application of group treatment models to various forms of interpersonal communication. PSY 525 MFT Counseling Techniques (3) Spring Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference. PSY 530 Advanced Research Methodology (3) Spring Theoretical and practical applications of research methods of psychotherapy. Prerequisite: PSY 383 (Statistical Techniques in Social Science) or equivalent. PSY 535 Advanced Psychopathology (3) Spring Nature and causes of reactions to social, biological and psychological stress, maladaptive development, and faulty learning. Includes an in depth study of anxiety disorders, character disorders, and the psychoses. PSY 540 Psychodiagnostics (3) Fall Applications of Intelligence Testing and Personality tests to diagnosis and therapy. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent. PSY 545 MFT Counseling (Child and Adolescent) (3) Fall Processes of diagnosis, dynamics, and treatment of children and adolescents. PSY 555 Practicum I (3) Fall Supervised counseling experience in professional settings. Prerequisites: PSY 501s, 502s, 505, 525, 560, and 24 hours of Psychotherapy. PSY 560 Professional Ethics and Law (3) May term An examination and explanation of current laws and ethical issues affecting psychotherapists. PSY 570 Practicum II (3) Spring A continuation of PSY 555. Prerequisite: PSY 555. PSY 580 Family Therapy I (3) Fall 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.

Course Descriptions

Master of Science in Counseling Psychology

PSY 585	Family Therapy II (3) Sprin	na
	Concentration on the therapeutic techniques of the various schools of family therapy discussed in Family Therapy I. Students encouraged to develop specific family therapy skills through the use of videotape feedback, coaching, and classroom demonstrat Prerequisite: PSY 580.	s are
PSY 590	Integration Colloquium (3) June terr Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.	m
PSY 595s	Psychopharmacology (2) May ter This is a presentation/discussion workshop designed for the non-medical psychotherapist. The major categories of medication u in psychiatric intervention will be described and referral issues will be discussed.	
PSY 597a	Child Abuse and Neglect: Diagnosis and Treatment (2) Fa Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse. Fa	all
PSY 597b	HIV and AIDS Counseling (1) This seminar examines the clinical, social and ethical issues in counseling persons with AIDS-related problems. In addition to lecture/discussion format, opportunity for supervised role-playing may be provided.	all o the
PSY 597c	Domestic Violence (1) Examines the characteristics and treatment of the perpetrators and victims of domestic violence.	all
PSY 598a	Chemical Dependency: Diagnosis and Treatment (2) Fall and Sprir An examination of the theoretical, diagnostic, and treatment issues related to the various types of chemical abuse and dependent	•
PSY 598b	Grief and Loss Counseling (1) Elective This seminar explores the impact of grief and loss as it affects the individual and the family system. A lecture discussion form utilized.	

California Baptist University

MASTERS IN EDUCATION

Dr. Mary Crist Dean of the School of Education Director, Master's Programs in Education

Dr. Gail Reeder Associate Dean of the School of Education

Mrs. Mary Martin Administrative Secretary Phone (909) 343-4313 FAX (909) 343-4553

Mrs. Mary Homan Administrative Assistant Phone (909) 343-4286 FAX (909) 343-4553

MASTERS IN EDUCATION

Dr. Mary Crist

Dean of the School of Education Director, Master's Programs in Education

Dr. Gail Reeder

Associate Dean of the School of Education

Mrs. Mary Martin

Administrative Secretary Phone (909) 343-4313 FAX (909) 343-4553

Mrs. Mary Homan

Administrative Assistant Phone (909) 343-4286 FAX (909) 343-4553

Faculty

,	
Mary Crist, Ed.D.	Education • Special Education
Barbara Cockerham, M.S	Education • Reading • Multiple Subject Credential
Joe De Vol, M.A	
Georgia Hill, M.A.	Education • C.L.A.D. • Multiple Subject Credential
James Heyman, Ed.D	Education • Educational Leadership
Karin Johnson, Ph.D.	Education • Educational Technology
David King, Ed.D	Education • Kinesiology
Glen Newman, Ed.D	Education • Educational Leadership
David Pearson, M.S.	Kinesiology
Gail Reeder, Ph.D	Education • Administrative Services • Single Subject Credential
Susan Studer, Ph.D.	
Rachel Timmons, M.A.	
David Wiebe, Ed.D	

Graduate Program in Education

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

Admission Requirements

Admission to the graduate program in Education requires:

- 1. Completion of application for admission with non-refundable graduate application fee.
- 2. Official transcripts of all college coursework verifying completion of bachelor's degree from a regionally accredited college or university with a minimum Grade Point Average of 2.75 for the last 60 semester (or 90 quarter) units.*

- 3. Three letters of recommendation.
- 4. Prerequisites: Twelve (12) undergraduate or graduate semester hours in education. (Three hours of prerequisite credit may be waived for each year of full-time teaching experience up to six hours.)
- 5. Acceptance for admission by the director of the graduate program in education.
- 6. Those students applying for any credential/master's option must also submit an official letter of acceptance into the credential program. This process requires a separate application packet to the credential program director.

*Note: The presentation of a minimum combined score of 1,000 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the MSAT or SSAT/PRAXIS may be used to overcome a low grade point average.

Student Status

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

- 1. Unconditional Graduate Standing—Applicants with a GPA of 3.0 or higher who have completed the necessary prerequisites and whose admission file is complete may be admitted as a student with full graduate standing.
- 2. Conditional Graduate Standing—Applicants with a GPA between 2.75 and 3.0, or who possess undergraduate prerequisite deficiencies, or who show a deficiency in any of the admissions requirements may be admitted on a conditional basis, but must:
- a. Maintain a cumulative 3.0 GPA.
- b. Remove prerequisite deficiencies.
- c. Have the recommendation of the graduate program director in order to attain full graduate standing.
- d. Provide Graduate Services with any lacking documents, forms or fees.
- 3. Special Student Status Individuals may be permitted to enroll in up to two courses (6 units) before being accepted for admission to the graduate program in Education. Permission of the director of the graduate program in education is required. Enrollment in these classes does not guarantee or imply later admission to the program, but credit for these courses may be counted toward graduation requirements following admission to the program. Admission to the graduate program is required before the student is permitted to enroll in more than two courses (or six units). NOTE: Special students are not eligible for Financial Aid.
- 4. Denial—Denial may occur when a person does not qualify for admission in any of the above categories. California Baptist University reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University.

Appeals

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

Graduate Education Programs

California Baptist University offers a Master of Arts and a Master of Science degree in Education and a state approved teacher education program for the following credentials: Preliminary or Professional Clear Single or Multiple Subject credential, Preliminary Administrative Services credential and Education Specialist Credential in Mild/Moderate Disabilities-Level 1. The Level II Education Specialist Credential has been submitted to the California Commission on Teacher Credentialing for approval. Please contact the School of Education for more information. Students may complete a master's degree, a credential program or both. The Graduate Academic Advisor, the Education Advisors and the Credential Analyst are available to assist in course selection, degree check and other academic information.

Requirements for Graduation (M.A./M.S. in Education)

1. Completion of all degree requirements with a minimum grade of B- or better in each course.

2. Successful completion of one of the following:

- a. A comprehensive examination
- b. An approved project
- c. An approved thesis

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

3. Successful completion of a portfolio.

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

- a. Human growth and development
- b. Theories of learning
- c. Rationales and models for curriculum design
- d. Current trends and programs in their field and methods of evaluating their value in a specific setting.
- e. Different cultures and the individual needs of students
- f. Research methods and techniques
- 4. The student and the faculty advisor will develop an appropriate program of study for each student. By the end of the first term after admission, the student must complete a program of study plan for graduation and have it approved by the faculty advisor, graduate coordinator, and the registrar. The program of study may be modified with the approval of the faculty advisor, graduate coordinator, and the registrar, but the program of study must be completed successfully prior to graduation.

Master of Science in Education:

Specialization in Educational Leadership for Public Institutions (35-38 units)

Students completing this degree will meet requirements for the PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL. Students who already have a Master's degree may pursue the Preliminary Administrative Credential without additional degree requirements. See Program Coordinator for additional information.

Prerequisites for Administrative Services Credential

- Valid California Teaching Credential
- 3 years full-time teaching experience
- Minimum cum GPA of 3.0

Core (10-11 units)

		/	
EDU	520	Current Issues Seminar	1-2 units
EDU	521	Theories of Learning and Teaching	3 units
OR			
EDU	542	Models of Teaching	3 units
EDL	522	Curriculum Theory and Development	3 units
EDL	525	Survey of Educational Research	3 units
Speciali	zatior	n (13-15 units)	
EDL	530	Introduction to Education Leadership	2-3 units
EDL	535	Analysis of Teaching Behavior	3 units
EDL	544	Supervision and Staff Development	3 units
EDL	556	School Law and Finance	3 units
EDL	558	Policy, Governance & Community Relations	2-3 units
Capstor	ne (9 u	inits)	
EDL	560	School Site Leadership & Org. Behavior	3 units
EDL	580	Fieldwork	6 units
Final (3	units)	Choose one of the following options:	

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

Master of Science in Education:

Specialization in Educational Leadership for Faith-Based Institutions (33 Units)

Students completing this degree will meet the education requirements for the Association of Christian Schools International's Professional Administrator's Credential.

3 units

Core (15 Units) On Line using Blackboard, Fall and Spring Semesters

	on Line using blackboard, rail and Spring Sen	lesters
EDL 522	Curriculum Theory and Development	3 units
EDL 522L	Spiritual Integration for Curriculum Theory and Dev.	1 unit
EDL 525	Survey of Educational Research	3 units
EDL 535	Analysis of Teaching Behavior	3 unit
EDL 535L	Spiritual Integration for Analysis of Teaching Behavior	1 unit
EDL 544	Supervision and Staff Development	3 units
EDL 544L	Spiritual Integration for Supervision and Staff Dev.	1 unit
Specialization	(12 Units) On Site, Faith-Based Summer Institut	e
EDL 531	Philosophy of Education, Biblical Leadership, and	
	Spiritual Integration for Faith-Based Schools	3 units
EDL 557	Law, Finance, and Development for Faith-Based Schools	3 units
EDL 559	Faith-Based Governance, Policy, Marketing,	
	Community Relations, and Current Issues	3 Units
EDL 561	Management and Organizational Behavior for	
	Faith-Based Schools	3 units
Capstone (3 U	nits)	

EDL 581 Fieldwork in Faith-Based Schools

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

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective

- 2. Project and EDU 596 Research Seminar
- 3. Thesis and EDU 596 Research Seminar

Master of Science in Education:

Specialization in Teaching (33-34 units)

Core (10-11 units) EDU 520 Current Issues Seminar 1-2 units 3 units EDU 521 Theories of Learning and Teaching OR EDU 542 3 units Models of Teaching EDU 522 Curriculum Theory and Development 3 units EDU 525 Survey of Educational Research 3 units Specialization (9 units) EDL 530 Introduction to Educational Leadership 2-3 units EDU 546 Analysis of Teaching Behavior 3 units EDU Supervision of Instruction 544 3 units Multiethnic Literature for Children/Young Adults EDU 545 3 units EDU Multiethnic Education 548 OR EDU 530 Cultural Anthropology for Educators 3 units Teaching Gifted and Talented EDU 554 3 units ART Aesthetics in the Classroom 515 3 units ETC 505 Educational Computing - Level 1 3 units Educational Computing - Level 2 ETC 520 3 units

Electives (11 units)

i C			
	Professional methods courses may also be used.		
	RDG	535	Diagnosis of Reading Problems
	KIN	560	School Health Education
	ETC	515	Selection & Utilization of Instructional Media
	ETC	520	Educational Computing – Level 2
	ETC	525	Instructional Design and Development
	ETC	535	Telecommunications for Educators
	ETC	555	Educational Desktop Publishing
	ENG	563	Linguistics

- EDU541The Exceptional ChildEDU560Teaching Language Arts in Jr. & Sr. HighEDU565Multiple Intelligences
- EDU 595 Special Topics

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

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

Master of Science in Education:

Specialization in Reading (37-38 units without Reading Certificate; 43-44 with Reading Certificate)

3 units 2 units 3 units 3 units 3 units 3 units 3 units 3 units

3 units

3 units

2 units

1-3 units

Core (10-11 units)

S

	EDU	520	Current Issues Seminar	1-2 units
	EDU	521	Theories of Learning and Teaching	
	OR			
	EDU	542	Models of Teaching	3 units
	EDU	522	Curriculum Theory and Development	3 units
	EDU	525	Survey of Educational Research	3 units
Spe	ecializ	ation	(24 units)	
	RDG51	5	Reading and Writing in the Content Area	3 units
	RDG 5	16	Reading and Phonics	3 units
	RDG 53	30	Mechanics of Reading and Writing	3 units
	RDG 53	35	Diagnosis of Reading Problems	3 units
	RDG 54	40	Models and Processes of Teaching Reading	3 units
	RDG 54	45	Multiethnic Literature Child/Young Adult	3 units
	RDG 59	90	Clinical Experiences in Teaching Reading	4 units
	RDG 59	95	Special Topics in Reading Instruction	2 units

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

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

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

Individuals may complete the Reading Certificate without earning the Master's degree. Three years of teaching experience is required to apply for the certificate.

Prerequisite Courses: EDU 515, EDU 516

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

Master of Science in Education:

Specialization in Sport Leadership (33-34 units)

Coi	re (10	-11 ui	nits)		
	EDU	520	Current Issues Seminar	1-2 units	
	EDU	521	Theories of Learning and Teaching	3 units	
	OR				
	EDU	542	Models of Teaching	3 units	
	EDU	522	Curriculum Theory and Development	3 units	
	EDU	525	Survey of Educational Research	3 units	
Spe	ecializ	ation	(18 units)		
	KIN	500	Sport Leadership in Education	2 units	
	KIN	510	Ethics in Sport	2 units	
	KIN	530	Management of Sport Programs	2 units	
	KIN	535	Sport Facility Design & Management	2 units	
	KIN	540	Contest & Game Management	2 units	
	KIN	545	Sport Promotion & Marketing	2 units	
	KIN	550	Legal Aspects in Sports	3 units	
	KIN	555	Sport & Educational Finance	3 units	
Ele	Electives (2 units)				
	KIN	560	School Health Education	2 units	
	KIN	590	Sport Leadership Internship	1-3 units	
- .					

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

1. EDU 594 Comprehensive Exam and 3.0 units of approved elective

- 2. Project and EDU 596 Research Seminar
- 3. Thesis and EDU 596 Research Seminar

Master of Science in Education:

Specialization in Educational Technology (33-34 units)

Core (10 -11units)

EDU	520	Current Issues Seminar	1-2 units
EDU	521	Theories of Learning and Teaching	3 units
OR			
EDU	542	Models of Teaching	3 units
EDU	522	Curriculum Theory and Development	3 units
EDU	525	Survey of Educational Research	3 units
Speciali	zatior	n (20 units)	
*ETC	505	Educational Computing: Level 1	3 units
ETC	510	Foundations/Research in Educational Tech.	3 units
ETC	515	Selection & Utilization of Instructional Media	3 units
ETC	520	Educational Computing: Level 2	3 units
ETC	525	Instructional Design & Development	3 units
ETC	530	Technology Management Issues	3 units
ETC	535	Internet for Educators	3 units
ETC	545	Introduction to Interactive Multimedia	3 units
ETC	550	Advanced Interactive Multimedia	3 units
ETC	555	Educational Desktop Publishing	3 units
ETC	595	Internship in Educational Technology	1-3 units
ETC	599	Independent Study in Ed Technology	1-3 units
*Prere	equisite	for all other specialization courses.	

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

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

Master of Science in Education:

Specialization in Special Education with Education Specialist Credential in Mild/Moderate Disabilities - Level 1 (34 units plus student teaching)

This program is designed for candidates seeking the Education Specialist Credential in Mild/Moderate Disabilities - Level 1. Admission requirements for the credential program are additional to those for the degree. Individuals who already possess a Master's degree or those who do not wish to earn a Master's degree may pursue the credential without a degree. Individuals may also pursue the Master's degree in special education without completing all of the credential requirements.

Additional Requirements for Credential

- Completion of an application for admission to the Teacher Education Program and acceptance by the Teacher Education Committee.
- Interview with the Program Coordinator and/or other appropriate faculty.
- Completion of 9 units of undergraduate pre-requisites: EDU 300 American Public School and EDU 302 Growth, Development and Learning or PSY 320 Human Growth and Development and ETC505 Educational Computing Level 1.
- Student Teaching 15 units (These may be split equally between mainstream and special education to earn both the Level 1 Education Specialist Credential and the Preliminary Multiple Subject Credential or completed in special education only.)

Courses Required for the Education Specialist Credential:

Mild/Moderate Disabilities Level I (39 units, including student teaching)

EDU	505	Teaching Mathematics and Science(3)	3 units
EDU	512	Teaching Social Studies and Language Arts(3)	3 units
EDU	516	Teaching Reading and Phonics(3)	3 units
SPE	518	Classroom Management & Discipline (EDU 518) (2)	3 units
SPE	541	The Exceptional Child (or EDU 541)(1)	3 units
SPE	553	Educational Assessment*	3 units
SPE	555	Collaboration and Consultation**	3 units
SPE	590	Diagnostic & Remedial Techniques in Reading***	3 units
SPE	580	Student Teaching in Special Education	8-15 units
(1)Als	so count	ts for Professional Clear Credential	
(2)Als	so count	ts for Multiple Subject and Single Subject Credential	

(3)Also counts for Multiple Subject Credential

Additional Core Courses Required for the Master's Degree (10-11 units)

EDU	520	Current Issues Seminar	1-2 units
EDU	521	Theories of Learning and Teaching	
OR			
EDU	542	Models of Teaching	3 units
EDU	522	Curriculum Theory and Development	3 units
EDU	525	Survey of Educational Research	3 units

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

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

Master of Science in Education Specialization in Special Education in Mild/Moderate Disabilities Non Credential Option (34-35 units)

Core (10-11 units)

			,	
	EDU	520	Current Issues Seminar	1-2 units
	EDU	521	Theories of Learning and Teaching	3 units
	OR			
	EDU	542	Models of Teaching	3 units
	EDU	522	Curriculum Theory and Development	3 units
	EDU	525	Survey of Educational Research	3 units
Sp	eciali	zatior	n Courses (15 units)	
	SPE	518	Classroom Management & Discipline (EDU 518) (2,3)	3 units
	SPE	541	The Exceptional Child (or EDU 541) (1, 3)	3 units
	SPE	553	Educational Assessment (3) *	3 units
	SPE	555	Collaboration and Consultation (3) **	3 units
	SPE	590	Diagnostic & Remedial Techniques in Reading(3)***	3 units
	(1) Als	so coun	ts for Professional Clear Credential	
	$(2) \ 1$		te for Multiple Subject and Single Subject Credential	

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

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

*Prerequisite EDU/SPE 541

**Prerequisite: 6 units in Special Education

***Prerequisite EDU 516

Approved Electives (6 units)

Approved electives may include graduate level courses required for the CLAD Certificate, the Multiple Subject Credential, and other graduate programs.

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

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

Master of Art in Education: Specialization in Cross-cultural, Language & Academic Development (C.L.A.D.) (34-35 units)

				-			
Core	e (10	-11 u	nits)				
E	EDU	520	Current Issues Seminar	1-2 units			
Е	EDU	521	Theories of Learning and Teaching	3 units			
0)R						
Е	EDU	542	Models of Teaching	3 units			
Е	EDU	522	Curriculum Theory and Development	3 units			
E	EDU	525	Survey of Educational Research	3 units			
Spec	Specialization (12 units)						
E	EDU	563	Introduction to Linguistics	3 units			
Е	DU	530	Cultural Anthropology for Educators	3 units			
Е	DU	551	Language Acquisition	3 units			
E	EDU	550	Bilingual Issues and Methods	3 units			
Spec	ializ	ation	Course Substitutions (approval required)				
E	DU	548	Multiethnic Education	3 units			
Б	DU	545	Multiothnic Lit for Children and Young Adults	3 unite			

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

Electives (9 units)

Choose any graduate level education courses.

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

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

Additional CLAD Certificate Requirements:

2 semesters/3quarters of same foreign language

Notes:

1. Student must take an approved degree specialization substitution course to replace each CLAD Specialization undergraduate level course.

2. The CLAD Masters Degree Specialization courses meet State of California CLAD Certificate requirements with 2 semesters/3quarters of the same foreign language. Contact the Credential Analyst for information regarding State requirements.

Master of Art in Education: Specialization in English Education (33-34 units)

Core (10-11 units)

co						
	EDU	520	Current Issues Seminar	1-2 units		
	EDU	521	Theories of Learning and Teaching	3 units		
	OR					
	EDU	542	Models of Teaching	3 units		
	EDU	522	Curriculum Theory and Development	3 units		
	EDU	525	Survey of Educational Research	3 units		
Sp	eciali	zatior	n (12 units)			
	ENG	510	Comparative Mythology	3 units		
	ENG	520	Narrative Literature & Theory	3 units		
	ENG	530	Multicultural Lit, Critical Theory & Pedagogy	3 units		
	ENG	540	Teaching and Learning Grammar in Context	3 units		
Ele	Electives (8 units)					
	ENG	563	Introduction to Linguistics	3 units		
	EDU	542	Models of Teaching	3 units		
	EDU	544	Supervision of Instruction	3 units		
	EDU	545	Multiethnic Literature: Children/Young Adult	3 units		
	EDU	546	Analysis of Teaching Behavior	3 units		
	EDU	551	Language Acquisition	3 units		
	EDU	550	Bilingual Issues & Methods	3 units		
	EDU	565	Multiple Intelligences	3 units		
	EDU	599	Special Topics	1-3 units		
	RDG	535	Diagnosis of Reading Problems	3 units		
	ETC	520	Educational Computing: Level 2	3 units		
	ART	515	Aesthetics in the Classroom	3 units		

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

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

Teacher Education Credential Program

Each credential program offered by California Baptist University is a state approved program and is subject to revision at any time by state law. The program consists of a Single Subject Credential, which authorizes the holder to teach all subjects in grades kindergarten through twelve in departmentalized classrooms, and the Multiple Subject Credential, which authorizes the holder to teach all subjects in grades kindergarten through twelve in self-contained classes. Each credential has unique subject matter requirements and professional preparation requirements. All credential candidates must take the state-administered California Basic Educational Skills Test (CBEST) before being admitted to the program. All credential candidates must pass the state-administered CBEST before student teaching.

When the student has successfully completed an approved Liberal Studies major or approved Single Subject preparation program, the University requirements for the baccalaureate degree, and the professional education courses, a Preliminary Credential may be obtained. This credential is valid for five years. Within this five-year period, an additional thirty semester hours, and all other legislated requirements, must be completed to obtain a Professional Clear Credential. The recommendation of a college or university is necessary in order to obtain this credential. Since credential legislation and regulations are subject to change, it is the student's responsibility to contact the Education Department about current regulations.

Screening Procedures for Teacher Education Candidates

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

- 1. Complete or be enrolled in a Bachelor's degree program at a regionally accredited college or university.
- 2. Take the state-administered California Basic Education Skills Test (CBEST).
- 3. File an application (\$10 non-refundable application fee), and obtain approval from the Education Committee.
- 4. Have a minimum GPA of 2.75 on a four-point scale, which is documented by official transcripts.
- 5. Submit three letters of recommendation indicating suitability for teaching. (Forms are available in the Teacher-Education Office.)
- 6. Have a satisfactory interview with an Education faculty member.

Single Subject Credential

The Preliminary Single Subject Credential program requires completion of an approved program in one of the subject areas taught in secondary schools. Each Single Subject Credential program has its own additional requirements beyond the subject major. These requirements can be obtained from the Education Department or the department or program chair of the particular Single Subject credential program.

Candidates who have not completed an approved subject matter preparation program may qualify for the credential by achieving a passing score on the relevant subject area SSAT/Praxis examinations and fulfilling the state requirements related to the U.S. Constitution. The following units of professional education coursework are necessary to complete requirements for this credential:

Prerequisites to being admitted to the program are listed below. (These courses must be taken before the methods courses in the professional sequence).

Prerequisites

EI	DU 3	300	American Public School	3 units
EI	DU 3	302	Growth, Development and Learning	3 units
EI	ГС .	305/505	Educational Computing - Level 1	3 units
Profe	ssio	nal Se	quence	
EI	DU !	515	Reading and Writing in the Content Areas	3 units
EI	DU !	518	Classroom Management and Discipline	3 units
EI	DU !	519	Curriculum and Instruction: Subject Area	3 units
EI	DU !	514	Curriculum and Instruction: Methods of Teaching	3 units
			in the Junior High & High School	
EI	DU !	580	Student Teaching and Seminar	15 units
			Courses listed above are prerequisites for Student Teaching	

Multiple Subject Credential

The Preliminary Multiple Subject Credential program requires completion of an approved Liberal Studies major. A list of requirements for this major is available in the Education Department. Candidates who have a Bachelor's degree with a major in an area other than Liberal Studies may qualify by passing the MSAT exam and fulfilling the U.S. Constitution requirement. The following units of professional education coursework are necessary to complete requirements for this credential:

Prerequisites to being admitted to the program are listed below. (These courses must be taken before the methods courses in the professional sequence).

Prerequisites

EDU	300	American Public School	3 units
EDU	302	Growth, Development and Learning	3 units
ETC	305/505	Educational Computing - Level 1	3 units

Professional Sequence					
EDU	516	Elementary Curriculum and Methods: Reading and Phonics	3 units		
EDU	505	Elementary Curriculum and Instruction: Math and Science	3 units		
EDU	512	Elementary Curriculum and Instruction: Language	3 units		
		Arts and Social Studies			
EDU	518	Classroom Management and Discipline	3 units		
EDU	580	Student Teaching and Seminar	15 units		
		Courses listed above are prerequisites for Student Teaching			

Multiple or Single Subject Credential with CLAD Emphasis

Either the Multiple or Single subject teaching credential may be pursued with an emphasis in CLAD (Cross-cultural, Language and Academic Development). This emphasis equips the candidate with the knowledge, attitudes and skills necessary to work with non-English proficient and limited English proficient K-12 student populations.

To obtain this emphasis concurrent with the Multiple Subject or Single Subject Credential, students will take the following courses as part of their pre-professional coursework. Application for the CLAD emphasis must be made not later than one year from date of issue of the Preliminary Credential. In order to receive the CLAD emphasis, all of the following coursework must be completed at the time of application for the initial-issued credential, or within one calendar year of the issue date of the initial-issued credential.

BEH	225	Cultural Anthropology	3 u	inits
OR				
EDU	530	Cultural Anthropology for Educators	3 u	inits
ENG	463/563	Introduction to Linguistics	3 u	inits
EDU	551	Language Acquisition and Development	3 u	inits
ally, the	following	course is added to the professional sequence:		

EDU 550 Bilingual Issues and Methods 3 units

Student Teaching

Additiona

Student teachers devote one full semester to student teaching. Fifteen (15) credits are earned during the semester for student teaching and the accompanying weekly seminar. Student teaching is a full-time university load in which the student teacher spends five full days a week for one semester teaching in the public school at two different grade levels. Student teaching for the Multiple Subject credential is divided equally between a primary and intermediate grade level experience. Student teaching for the Single Subject Credential occurs at the secondary level with the teaching experience in two different grade levels in the student's major field(s).

Prerequisites for Student Teaching

- 1. Complete the required education classes for a Multiple Subject, Single Subject, or Special Education credential, maintaining an overall grade point average of 3.0 in all education classes. No grade lower than a C is acceptable.
- 2. Submit a passing score on the California Basic Educational Skills Test (CBEST).
- 3. Apply for student teaching by March 15 for the Summer term, by May 15 for the Fall semester, and by October 15 for the Spring semester.
- 4. Be re-evaluated and approved by the Teacher Education Committee at the conclusion of all required methods courses.

5. Satisfy subject matter competency.

Professional Clear Credential

The Professional Clear Credential requires thirty (30) post-baccalaureate units in an approved fifth-year program and the recommendation of an approved college or university. The California Commission on Teacher Credentialing has approved California Baptist University for the Professional Clear Credential.

Credential candidates must meet California credential requirements, which include Special Education (EDU 541 or SPE 541), Health Education (KIN 100), Computer Education (ETC 520), and CPR certification. Advisors in the Education Department are available to help with individual programs.

Prerequisite Coursework

EDU 300 American Public School (3)

Exploring the educational paradigm historically and philosophically, students survey curriculum practices, teacher effectiveness, learner needs of the public schools, and classroom management to understand the challenges teaching today. Emphasis is placed upon cultural diversity and a dynamic society. Prerequisite for all other education courses. Cultural Plunge plus ten hours of fieldwork are required.

EDU 302 Growth, Development and Learning (3)

This course is a study of human growth and development during the first two decades of life. Emphasis is placed on how teachers apply theoretical foundations of the learning process, cultural forces affecting behavior, testing, grouping of students, and inclusion.

ETC 505/305 Educational Computing - Level 1 (3)

A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level 1 requirements for a Preliminary Credential.

Course Descriptions

ART515 Aesthetics and the Classroom (3)

An upper division and graduate level course for the classroom teacher and liberal studies major. Studies assumptions we make about art, investigates our difficulties in understanding art, builds skill in perceiving and communicating about art, and connects lessons learned to practical classroom application.

EDL 522 Curriculum Theory and Development (3)

An overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning. Crosslisted with EDU 522 and KIN 522.

EDL 522L Spiritual Integration for Curriculum Theory and Development (1)

The integration of Biblical teaching, concepts, and points of view into curriculum theory and development. Explicit spiritual formation and character development through the curriculum design.

EDL 525 Survey of Educational Research (3)

An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become a cquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on action research will provide a basis for assignment. Crosslisted with EDU 525 and KIN 525.

EDL 530 Introduction to Educational Leadership (2-3)

Introductory seminar that includes legal, fiscal and administrative bases for school organization; leadership theories, the governance and relationship of local school districts with county, state, federal agencies and other political entities.

EDL 531 Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools (3)

What is a philosophy of Christian education, why it is a valid question, and how to develop the scriptural case for a truly Christian education. Scriptural models of Christian leadership and the spiritual integration of learning and faith.

EDL 535 Analysis of Teaching Behavior (3)

A systematic study of the teaching process. Examination of the research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of teacher evaluation research for the classroom. Crosslisted with EDU 546. Prerequisite: EDL530.

EDL 535L Spiritual Integration for Analysis of Teaching Behavior (1)

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 of students.

EDL 544 Supervision and Staff Development (3)

Identification of basic components needed by teachers, staff developers, and administrators to improve their instructional and supervisory skills. Includes applied practice in analyzing the instructional process and developing staff development activities for instructional improvement. Prerequisite: EDL 530 and EDL 535. Crosslisted with EDU 544.

EDL 545L Spiritual Integration for Supervision and Staff Development (1)

Administrator as spiritual model, mentor, and evangel and the explicit spiritual formation and character development of staff and personnel.

EDL 556 School Law and Finance (3)

Legal and fiscal aspects of school operation for beginning administrators. Overview of forces, which shape legislative provisions, case law, and funding patterns at local, state and national levels. Prerequisite: EDL530.

EDL 557 Law, Finance, and Development for Faith Based Schools (3)

Legal issues and their administrative impact in Christian education regarding school policies, financial operations and development practices. Financial management, budgetary processes, and development plans.

EDL 558 Governance, Policy and Community Relations (2)

A study of the factors that determine public policy with regard to education, the different levels of governmental involvement in public education, techniques for working with different interest groups and communicating effectively with community constituencies. Prerequisite: EDL530.

EDL 559 Faith Based Governance, Policy, Marketing, Community Relations, and Current Issues (3)

Governance, policy, and marketing issues in Christian education and their interrelations with a faith based philosophy of education and educational leadership. How school policies are initiated, researched, and created. Board, staff, volunteer, student, and parent, policy handbooks.

EDL 560 School Site Leadership and Organizational Behavior (3)

A capstone course for Administrative Services Credential candidates. Addresses basic operational tools and procedures for prospective principals. Situational analysis of administrative problems. Prerequisites: All educational leadership coursework 522-558 or approval of program director.

EDL 561 Management and Organizational Behavior for Faith Based Schools (3)

Christian models of management and organizational behavior for board, administration, staff, faculty, parents, students, volunteers, and community. Institutional and teaching models, assessment, accreditation, extra-curriculars, and automation from a Christian worldview perspective.

EDL 580 Fieldwork (3)

Field study at the elementary and secondary level school sites designed to give candidates an opportunity to perform duties and responsibilities authorized by the Preliminary Administrative Services Credential. Candidates will register for two 3-unit assignments to be performed at different sites. Graded on a Credit/No Credit basis only.

EDL 581 Fieldwork in Faith Based Schools (3)

Field study designed to give students an opportunity to perform duties and responsibilities of an administrator in a private, faith based school with special emphasis on explicit spiritual integration. Graded on a Credit/No Credit basis.

EDU 505 Elementary Curriculum & Instruction: Math and Science (3)

This course prepares future teachers to meet the California State requirements for the Multiple Subject Credential in math and science and to equip diverse students with knowledge and methodologies necessary for the successful integration and teaching of these subjects. This course consists of the study of current best practice techniques and curriculum development used in teaching mathematics and science in the public schools. Emphasis is placed on effective instructional methods and evaluation procedures. A minimum of 20 hours of observation and participation in math and science classrooms is required with the purpose of providing students with opportunities to apply methods learned in this course to public school settings. Crosslisted with EDU 405. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC505.

EDU 512 Elementary Curriculum & Instruction: Language Arts & Social Studies (3)

This course prepares future teachers to meet the California state requirements for certification in language arts and social studies and to equip students with knowledge and skills necessary for the successful teaching of these subjects. It is a study of the scope, the organization, and the instructional procedures used to teach social studies and language arts. Students learn how to design and develop interdisciplinary units of study, how to write and assess instructional objectives, and how to organize and integrate social studies and language arts instruction for diverse learners in the public classroom. Twenty hours of fieldwork is required. Crosslisted with EDU 412. Prerequisite courses: EDU300, EDU302 or equivalent, and ETC505.

EDU 514 Curriculum & Instruction: Methods of Teaching in the Junior High & High School (3)

Various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private, are examined. Thirty hours of structured observation is required, equally divided between the middle school and high school classroom. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC505. Crosslisted with EDU 497

EDU 515 Reading and Writing in the Content Areas (3)

Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using the PAR framework: prereading, assistance, and reflection. Students are also introduced to beginning reader strategies. Crosslisted with EDU 315 & RDG 515. Prerequisite courses: EDU 300 and EDU 302 or equivalent, and ETC505.

EDU 516 Elementary Curriculum & Instruction: Reading and Phonics (3)

This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week (or 20 hours), at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Crosslisted with EDU 416 & RDG 516. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC505.

EDU 518 Classroom Management and Discipline (3)

This course is a study of the techniques, procedures and discipline models that can help make the difficult tasks of managing and disciplining much easier. Students will learn how to establish and maintain a classroom environment where positive behavior support is practiced. The classroom will be free from coercion and punishment. Interventions will be positive, proactive, and respectful of students. The course will also examine classroom discipline dimension: teacher responses to inappropriate behavior, the differences between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies. Students will evaluate a variety of behavior management methods including functional analysis assessment. They will design their own behavior plan based on functional behavior analysis. The course will aid special education and mainstream education teachers in maximizing educational experiences for all students, including those with serious behavior disorders. Ten hours of fieldwork required. Required for both Multiple Subjects and Single Subject Credentials. Crosslisted with EDU 440 & SPE 518. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC505.

EDU 519 Curriculum & Instruction: Subject Area Specialization (3)

Working almost exclusively in small groups or one-on-one with the instructor, students focus only on the strategies and methods designed specifically for their subject areas. In addition to the 30 hours of observation required, divided equally between middle school and high school, students in this course will teach three mini lessons, which are directly supervised by a master teacher, visit Open House night, sit in on a parent teacher conference, and tutor students. Crosslisted with EDU 490. Prerequisite courses: EDU 300 and EDU 302 or equivalent, EDU 514 and ETC505.

EDU 520 Current Issues Seminar (1-2)

Investigation of current problems and topics relative to research in curriculum and instruction as well as an introduction to the graduate programs in education. Recommended as the first course in the program. Crossslisted with KIN 520.

EDU 521 Theories of Learning and Teaching (3)

Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories. Crosslisted with KIN 521.

EDU 522 Curriculum Theory and Development (3)

This course is an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning. Crosslisted with EDL 522 & KIN 522.

EDU 525 Survey of Educational Research (3)

An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on the teacher as researcher will provide a basis for assignments. Crosslisted with EDL 525 & KIN 525.

Masters in Education

EDU 530 Cultural Anthropology for Educators (3)

A study of the cultural factors that affect human behavior. Topics include language, art, religion, subsistence and cultural change. Approved by the California Commission of Teacher Credentialing to satisfy requirements for CLAD certification.

EDU 541 The Exceptional Child (3)

This course is cross-listed as SPE 541. The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential. Crosslisted with EDU 341 & SPE 541.

EDU 542 Models of Teaching (3)

Students explore varied strategies of instruction from four families of teaching models: behavioral, social, personal, and information processing. Students will identify and study sixteen unique models of teaching, which provide the student with a wide repertoire of teaching models for classroom practice. Students examine relationships among theories of learning and instruction as well as various instructional alternatives. Prerequisite: EDU 300, EDU 302, and teaching experience or permission of the instructor.

EDU 544 Supervision of Instruction (3)

Identification of basic components needed by teachers, staff developers, and administrators to improve their instructional and supervisory skills is the major facet in this course, which includes principles of learning applied to supervision and applied practice in analyzing the instructional process. Recommended for those teachers who wish to supervise student teachers. Prerequisite: EDL 530 and EDU 546. Crosslisted with EDL 544.

EDU 545 Multiethnic Literature for Children and Young Adults (3)

Students will focus on t identification and study of literature written by and about ethnic minorities in the United States. The course also provides an in-depth study of a variety of books appropriate for use in the classroom. Prerequisite: A course in children's literature recommended. Crosslisted with RDG 545.

EDU 546 Analysis of Teaching Behavior (3)

This course is a systematic study of the teaching process, in which candidates examine research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom. Crosslisted with EDL 535.

EDU 548 Multiethnic Education (3)

A course to help in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices.

EDU 550 Bilingual Issues and Methods (3)

This course provides an in-depth study of the legal, ethical, social and cultural issues surrounding the field of bilingual education. Students will study and develop methods of delivering academic content in English in order to provide bilingual students with equal access to the curriculum. Prerequisite: EDU 551. Crosslisted with EDU 450.

EDU 551 Language Acquisition and Development (3)

A course in which students study primary language development, second language acquisition, dual language instructional models, language transfer and aspects of culture on the learning of a second language. Prerequisite: ENG 463/563 Introduction to Linguistics.

EDU 554 Teaching the Gifted and Talented: Nature and Needs of Gifted Children (3)

A study of the nature and needs of gifted and talented children in the school setting will be examined. Models of human intelligence, including Multiple Intelligences Theory, and ways to identify and serve talented students in diverse populations, including American Indian children, will be addressed. Crosslisted with SPE 554.

EDU563	Introduction to Linguistics (3) Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture. Crosslisted with ENG 463.
EDU 565	Multiple Intelligences in the Classroom (2) An understanding of Gardner's Theory of Multiple Intelligences and how to put it to use in the classroom is the focus of this course. Class presentations will include an exploration of the theory and its relationship to the human brain, ways in which MI theory can assist teachers in developing curricula, choice of teaching strategies, and improvement of the classroom environment.
EDU 580	Student Teaching and Seminar (8-15) Teaching experience in the public school under guidance of University supervisor with cooperation of a master credentialed teacher in the public school. Open to Multiple Subject, Single Subject, and Learning Handicapped credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be submitted by February 15 for the summer; March 15th for the fall semester, and by October 15th for the spring semester. Weekly seminar accompanies student teaching. Crosslisted with EDU 498.
EDU 594	Comprehensive Exam (0) Registration in EDU 594 is required for students wishing to take a comprehensive exam to complete degree requirements for a Master of Education degree.
EDU 595	Special Topics (1-3) Focuses on special subjects of interest to current teachers. May be repeated for credit.
EDU 596	Research Seminar (3) The seminar requires students to engage in preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project or thesis. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results. Prerequisite: EDU 525.
EDU 597	Project (1) Continuing enrollment for those not completing a project while enrolled in EDU 596.
EDU 598	Thesis (1) Continuing enrollment for those not completing a thesis while enrolled in EDU 596.
EDU 599	Independent Graduate Research (1-3) This is an independent inquiry into a topic not currently available in regular program offerings.
ETC 505	Educational Computing - Level 1 (3) A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level 1 requirements for a Preliminary Credential. Required as a prerequisite for all Educational Technology courses. Crosslisted with ETC 305.
ETC 510	Foundations/Research in Educational Technology (3) An introductory course emphasizing historical, philosophical, psychological and sociological foundations of educational technology. Students will also examine and critique different types of research studies in educational technology. Prerequisite: ETC 505.
ETC 515	Selection and Utilization of Instructional Media (3) This course will investigate the selection, utilization, and evaluation of instructional materials to improve learning and communication. Basic instructional development techniques are learned to develop microteaching sessions. Prerequisite: ETC505.
ETC 520	Educational Computing: Level 2 (3) This course explores the application of computer technology to the school curriculum, Internet and other telecommunications resources. Computer-assisted instruction, computer-managed instruction, teacher productivity, teaching strategies using computer technology, emerging technologies, and issues related to the use of computer technology for instruction are addressed in the course. Approved by the California Commission on Teacher Credentialing to meet Level 2 requirements for a Clear Credential. Prerequisite: ETC 505.
ETC 525	Instructional Design and Development (3) This course emphasizes the application of instructional development principles and procedures. Students explore the process of instructional development and develop an instructional design. Development and evaluation of the instructional designs are emphasized. Prerequisite: ETC 505.

Masters in Education

ETC 530 Technology Management Issues (3)

This course focuses on the design and management of technology facilities, introduces networking basics, grant-writing issues, and includes an overview of distance education foundations. Prerequisite: ETC 505.

ETC 535 Internet for Educators (3)

This course provides an overview of approaches to using telecommunications and the Internet for educational goals. Students utilize various tools to develop home pages for the World Wide Web. Prerequisite: ETC505.

ETC 545 Introduction to Interactive Multimedia Design (3)

This course focuses on the foundations, design, and development of interactive multimedia. Students will learn how to incorporate sound, video, text, graphics and still images into a learning package. Prerequisite: ETC 505.

ETC 550 Advanced Interactive Multimedia Design (3)

This advanced course focuses on the systematic design and development of interactive multimedia. The course emphasizes planning, designing, and developing more complex instructional designs in a multimedia format. Prerequisites: ETC 505, ETC 535, and ETC 545.

ETC 555 Educational Desktop Publishing (3)

This course explores the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. Prerequisite: ETC 505.

ETC 595 Internship in Educational Technology (1-3)

Students are assigned to work as field trainees in school media centers or in other appropriate settings under joint supervision of a designated supervisor and university faculty. Requires approval of program director.

ETC 599 Independent Study in Educational Technology (1-3) Individual and supervised study of research problems and special projects in specific areas of educational technology.

KIN 500 Sport Leadership in Education (2)

This course covers historical and philosophical roles of sport programs in education. Also included are leadership styles, roles, and challenges.

KIN 510 Ethics in Sport (2)

A study of contemporary historical value systems and the role of ethical leadership in sport. Current ethical issues in modern sport organizations are examined.

KIN 520 Current Issues Seminar (1-2)

Investigation of current problems and topics relative to research in curriculum and instruction as well as an introduction to the graduate programs in education. Recommended as the first course in the program. Crosslisted with EDU 520.

KIN 521 Theories of Learning and Teaching (3)

Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive and social theories. Crosslisted with EDU 521.

KIN 522 Curriculum Theory and Development (3)

An overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to investigate procedures for organizing the curriculum for effective learning, and to examine philosophical bases for curriculum development. Crosslisted with EDU 522 & EDL 522.

KIN 525 Survey of Educational Research (3)

An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on the teacher as researcher will provide a basis for assignments. Crosslisted with EDU 525 & EDL 525.

KIN 530 Management of Sport Programs (2)

Areas covered include: policy development and implementation, management philosophy and style, and personnel management. Also covered will be the interaction of sport leaders with governing boards, educational administrators, students, and interested constituencies.

KIN 535 Sport Facility Design and Management (2)

This course covers the planning, development, management, maintenance, and staffing of both indoor and outdoor facilities. Content will include standards and resources for a variety of facilities.

KIN 540 Contest and Game Management (2)

A study of the skills, equipment, and staffing needed for contest management. This will include a variety of sport contests and include actual experience. All aspects of preparation for home contests will be examined.

KIN 545 Sport Promotion and Marketing (2)

This course covers a variety of promotional and marketing strategies for sport programs and facilities. The course content will include the application of these strategies in education settings. Also included will be the relationships of sport leaders and news media.

KIN 550 Legal Aspects in Sport (3)

This course covers legal terms, liability, risk management, Title IX, affirmative action, and gender equity.

KIN 555 Sport and Educational Finance (3)

A study of the funding basis for sport programs in education. This includes the development, implementation, and management of budgets. Also studied will be a philosophical basis for funding sport programs and facilities.

KIN 560 School Health Education (2)

School health, drug and tobacco education, family living, community health, safety education and strategy, and teaching philosophy. Current research on various health topics will be examined. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential.

KIN 590 Sport Leadership Internship (1-3)

RDG 515 Reading and Writing in the Content Areas (3) *

Supervised work in Sport Leadership positions.

Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining reading readiness, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using PAR: prereading, assistance during reading and reflection after reading. Students are also introduced to beginning reader strategies. Crosslisted with EDU 315 & EDU 515. Prerequisite courses: EDU 300 and EDU 302 or equivalent and ETC505.

RDG 516 Elementary Curriculum & Instruction: Teaching Reading and Phonics (3)*

This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing for the production of a balanced literacy program in public/private schools. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week (or 20 hours), at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Crosslisted with EDU 416 and EDU 516. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC505.

RDG 530 Mechanics of Reading and Writing (3)

Hands-on methodology instruction for teachers in areas such as decoding, spelling and structural analysis. This class features an examination of numerous commercial programs that have been promoted to increase reading ability through phonics instruction. Software programs are also examined and evaluated. Comprehensive instruction in the writing process and application for classes across the curriculum will be included. Prerequisite: RDG 515 and 516.

RDG 535 Diagnosis of Reading Problems (3)

This course examines diagnostic procedures and techniques used to determine reading problems. Methods of reading instruction, to include linguistic and phonics approaches, will be examined and prescriptive plans for the improvement of reading will be taught based on ongoing assessment. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.

RDG 536 Diagnosis of Reading Problems Fieldwork (3)

A weekly seminar and 45 hours of fieldwork are required for this course. Fieldwork is focused on bridging components of theory and practice in the diagnosis and remediation of reading problems in settings which provide a balanced, comprehensive reading program for all learners. To be taken concurrently with RDG 535: Diagnosis of Reading Problems. Prerequisites: RDG 515, RDG 516, RDG 530

Masters in Education

RDG 538 Advanced Assessment and Intervention Strategies in Reading and Language Arts (3)

This course is designed to enable teachers to gain advanced knowledge and skill in the use of assessment and evaluation techniques and to develop alternative intervention strategies based on sound theory and research with all learners. Prerequisites: RDG 515, RDG 516, RDG 530 or special permission of the program coordinator.

RDG 540 Models and Processes of Teaching Reading (3)

An examination of the theoretical models and processes involved in teaching reading. Special emphasis on linguistic, perceptual, affective and cognitive components of reading as well as historical trends, factors affecting reading achievement and implications for instruction. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.

RDG 545 Multiethnic Literature for Children and Young Adults (3)

The identification and study of literature written by and about ethnic minorities in the United States. An in-depth study of a variety of books appropriate for use in diverse classrooms as well as literacy strategies recommended for all learners. Prerequisite: A course in children's literature recommended. Crosslisted with EDU 545.

RDG 590 Clinical Experiences in the Teaching of Reading (4) Clinical (4 units) experience to involve diagnosis of individual reading problems, the guided design of prescriptive plans to meet the needs of individual clients and a supervised implementation of remediation techniques for the improvement of client reading deficiencies. Prerequisites: RDG 530, 535, and 540.

RDG 595 Special Topics in Reading Instruction (2)

The examination of research in areas such as Emergent Literacy, Vocabulary Acquisition, Comprehension, Discourse Analysis and Cognitive Processing models. Focus will be on interpretation of reading and language arts research as it relates to practice. The Internet will be used to access professional reading organizations and current investigations in reading.

SPE 518 Classroom Management and Discipline (3)

support, and age-appropriate least intrusive strategies. Students will evaluate a variety of behavior management methods including functional analysis assessment. They will design their own behavior plan based on functional behavior analysis. The course will aid special education and mainstream education teachers in maximizing educational experiences for all students, including those with serious behavior disorders. Ten (10) hours of fieldwork required. Required for both Multiple Subjects and Single Subject Credentials. Crosslisted as EDU 440 & EDU 518. Prerequisite courses: EDU300, EDU302 or equivalent, and ETC505.

SPE 541 The Exceptional Child (3)

This course is cross-listed as EDU 541. The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents , cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential. Crosslisted with EDU 341 & EDU 541.

SPE 552 Instructional Theories and Methods for Students with Learning Handicaps (3)

A study of the curriculum development for individuals with learning handicaps, including the impact of legislation on curriculum and instruction. Interpretation of assessment results and their instructional implications for improvement of academic performance will be examined. Twenty hours of field observation of selected methods applicable in resource and mainstream classrooms will be required. Prerequisite: EDU 341, EDU 541, or SPE 541

SPE 553 Educational Assessment (3)

This course will introduce students to specific assessment and educational testing techniques, strategies, and instruments appropriate for use in identifying and placing special education students, measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment; basic concepts of measurement; and ethnic and cultural aspects of assessment. Other areas to be covered are: assessment of specific domains such as intelligence, sensory acuity, oral language, perceptual-motor skills, personality, and academic achievement; assessment of young children, teacher-made tests, and application of assessment information in decision-making. Twenty hours of fieldwork is required for this course. Prerequisite: EDU 341 or EDU/SPE 541

SPE 554 Teaching the Gifted and Talented: Nature and Needs of Gifted Children (3)

A study of the nature and needs of gifted and talented children in the school setting will be examined. Models of human intelligence, including Multiple Intelligences Theory, and ways to identify and serve talented students in diverse populations, including American Indian children, will be addressed. Crosslisted with EDU 554.

SPE 555 Collaboration and Consultation (3)

This course will focus on the basic aspects of effective communication between special education professionals and others involved in the education and care of individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team-building, knowledge of community resources, and advocacy. They will learn how to promote self advocacy for persons in special education. Ten hours of fieldwork is required for this course. Prerequisite: 6 units of SPE coursework.

SPE 580Student Teaching in Special Education (8-15 units)
Teaching experience in the public school under guidance of a University Supervisor with cooperation of a credentialed Master
Teacher. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.

SPE 590 Diagnostic and Remedial Techniques in Reading (3)

This course will focus on the various causes of reading disabilities, including severe visual and phonological dyslexia; formal and informal methods for diagnosing reading problems; and the application of the results of assessment in IEP design. Instruments such as the Wide Range Achievement Test, Informal Phonics Inventory, Fry's High Frequency Sight Word Test, the Steiglitz Informal Reading Inventory, and the Woodcock Reading Inventory will be covered. Students will also examine various instructional procedures, strategies, and materials for remediating reading disabilities in students in special educational classrooms and mainstream classrooms. A clinical practicum of 20 hours is included in which students assess, plan, and tutor individuals with severe reading disabilities. Prerequisite: EDU 516 Teaching Reading and Phonics.



California Baptist University

MASTERS IN ENGLISH

Dr. James Lu, Chair *Modern Languages and Literatures*

Dr. DawnEllen Jacobs *MA, English Program Director*

Ms. Barbara Robertson Department of Modern Languages and Literature Secretary Phone (909) 343-4590 FAX (909) 343-4520

MASTERS IN ENGLISH

Dr. James Lu, Chair

Modern Languages and Literatures

Dr. DawnEllen Jacobs

MA, English Program Director

Ms. Barbara Robertson

Department of Modern Languages and Literature Secretary Phone (909) 343-4590 FAX (909) 343-4520

Faculty

Toni Dingman, M.A.	Rhetoric • Composition
Helen Huntley, M.A.	Composition
David Isaacs, M.A.	Rhetoric • Composition
DawnEllen Jacobs, Ph.D.	Literature • Linguistics
Cheryl Langdell, Ph.D.	Literature • Composition
James Lu, Ph.D.	Multicultural Literature
Stan Orr, Ph.D.	American and Film Literature
Gilbert Perez, M.A.	Spanish
Carmen Romig, M.A.	Spanish

Graduate Program in English

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

Admission Requirements

Admission to the graduate program in English requires:

- 1. Completion of the application for admission with non-refundable graduate application fee;
- 2. Official transcripts of all college coursework verifying completion of a bachelor's degree from a regionally accredited college or university, with a minimum Grade Point Average of 2.75 for the last 60 semester (or 90 quarter) units.*
- 3. Three personal references;
- 4. Successful demonstration of writing competence;
- 5. A minimum of 18 semester units of study in English beyond the level of freshman composition with the grade of C or better;
- 6. Acceptance for admission by the graduate program director.
- * The presentation of a minimum combined score of 1,000 or higher on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the SSAT/PRAXIS may be used to overcome a low grade point average.

Student Status

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

- 1. Unconditional Graduate Standing—Applicants with a G.P.A. of 3.0 or higher who have completed the necessary prerequisites and whose admissions file is complete may be admitted as a student with full graduate standing.
- 2. Conditional Graduate Standing—Applicants with a G.P.A. between 2.75 and 3.0 or possessing undergraduate prerequisite deficiencies may be admitted on a conditional basis, but must
- a. Maintain a 3.0 GPA,
- b. Remove prerequisite deficiencies,
- c. Have the recommendation of the graduate program director in order to attain full graduate standing, and
- d. Provide Graduate Services with lacking documents, forms or fees.
- 3. Special Student Status—Graduate students may be permitted to enroll for up to two courses (6 units) before being accepted for admission to the graduate program. Permission of the director of the graduate program is required. Enrollment in these classes does not guarantee or imply later admission to the program, but credit for these courses may be counted toward graduation requirements following admission to the program. Admission to the graduate program is required before the student is permitted to enroll in more than two courses (6 units). Note: Special Students are not eligible for financial aid.
- 4. Denial—Denial may occur when a student does not qualify for admission in any of the above categories. California Baptist University reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University.

Appeals

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

Prerequisite Coursework

ENG 350 Research and Writing in Literature and Language (3)

Introduction to research topics, methods, and materials in the field of language and literature for application in a series of scholarly papers and presentations of various types and lengths. (May be required for students with deficient writing skills. May not be applied to master's degree.)

ENG 401 Literary Theory and Criticism (3) Advanced study in theories of imaginative literature and in the issues of interpreting literary texts. (May be required for students lacking skills in literary theory. May not be applied to a master's degree.)

Masters in English

Master of Arts in English (36 units)

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

Competency 1

ENG 500 Advanced Research and Writing

Core (12 units)

- ENG 501 Critical Theories and Traditions OR
- ENG 520 Narrative Theory and Criticism
- ENG 510 Comparative Mythology
- ENG 530 Multicultural Theory and Pedagogy
- ENG 540 Contextual Approaches to Grammar

Breadth and Perspective Courses (12 units)

ENG 525 Non-Western Literature Seminar

TWO of the following

- ENG 550 British Literature Seminar
- ENG 560 American Literature Seminar
- ENG 570 World Literature Seminar
- ONE of the following
- ENG 580 Film Theory
- ENG 581 Topics in Film Studies
- ENG 582 Literature and Film

Research Courses (3 units)

ENG 596 Research Seminar (2 units)

- ONE of the following
- ENG 594 Exam Preparation (1 unit ongoing until completed)
- ENG 597 Project Preparation (1 unit ongoing until completed)
- ENG 598 Thesis Preparation (1 unit ongoing until completed)

Elective Courses (9 units)²

- ENG 563 Introduction to Linguistics
- EDU 551 Language Acquisition
- EDU 530 Cultural Anthropology for Educators
- EDU 515 Reading and Writing in the Content Areas
- EDU 545 Multi-ethnic Literature for Children and Young Adults
- ENG 545 Teaching Writing
- ENG 548 Tutorial Methods in Writing
- SPA 500 Spanish for Reading Knowledge I
- SPA 505 Spanish for Reading Knowledge II

¹Students who demonstrate proficiency will be waived from this requirement; additional elective courses will be needed to meet the 36 unit degree requirement.

²Approved Education courses may be used to meet elective requirement.

English Coursework

ENG 500 Advanced Research and Writing

This course provides advanced study in grammar, writing and research techniques and styles.

ENG 501 Critical Theories and Traditions (3)

Students will become familiar with critical literary trends and traditions from the classic to the contemporary. A sequential survey of classical traditions will begin with Plato and move through literary criticism as practiced in the Renaissance, Romantic and modern eras. Contemporary trends will include Marxist criticism, formalism, structuralism and semiotics, poststructuralism, feminist literary criticism, and reader-response criticism. Issues of canonicity and authorial intent will also be discussed.

ENG 510 Comparative Mythology (3)

Students will become acquainted with the discipline of mythology from a variety of perspectives: from augmenting basic cultural literacy and identifying deities and stories to investigating the philosophy and universalism of myths. The emphasis will be placed on Greek and Roman myths, but will also examine other mythologies such as Mesopotamian, Nordic, and Native American, and modern assimilations of myth into Western literature and film. This course blends literary content with teaching methods.

ENG 520 Narrative Literature and Theory (3)

Selected readings will examine underlying structures and values of different literary expressions. Class discussions, lectures, and reading assignments will provide opportunities and relevant theories within and beyond the course reading list.

ENG 525 Non-Western Literature Seminar (3)

Examines literature from a particular non-Western culture or region of the world. The course may take a topical, canonical, critical or genre approach. Students should see the instructor for the current semester's focus.

ENG 530 Multicultural Literatures, Critical Theories and Pedagogies (3)

Students will become acquainted with some of the methodologies, literatures, and pedagogical applications surrounding the multicultural perspective. The seminar will provide immediate applications to daily secondary teaching experiences and literary study. A significant portion of course addresses strategies for working within the parameters of the secondary teaching situation to utilize existing materials toward the end of a multi-culturally sensitive curriculum.

ENG 540 Contextual Approaches To Grammar (3)

This advanced course will provide an in-depth look at grammar from a linguistic perspective. The purpose of the course is twofold: to provide students with a sound knowledge of English grammar from a linguistic perspective, and to equip students with an understanding of the relationship between the linguistic and grammatical approaches to language. Ultimately, students will be able to apply linguistic understanding to the teaching of grammar as prescribed by the California State Framework for English.

ENG 545 Research in Writing and Rhetorical Techniques (3)

Students will gain experience with the principal texts and methods of research in composition. Students will read current research dealing with both theory and pedagogy, evaluating which approaches best work for various levels of writing. Students will explore a variety of writing styles—expository, creative, technical, etc.—in order to develop a broad background for use in the classroom.

ENG 548 Tutorial Methods in Writing (3)

This course is designed to prepare students to tutor writing. Course materials and activities focus around current composition, learning, and tutoring theories. Students will apply theory, interning six hours in the Academic Resources Center (ARC) at CBU or another tutoring center with consent of the instructor.

ENG 563 Introduction to Linguistics (3)

Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture.

ENG 5— World Literature Seminar (3)

Each literature seminar is designed to familiarize students with various periods of literature within the national canon under investigation. The course will take a topical approach to literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.

ENG 581 Topics in Film Studies (3)

Students will be exposed to the critical skills and practical knowledge needed to engage in a cross-cultural study of cinema from a global perspective. Special attention will be given to the themes, techniques, genres, actors/actresses, directors, and audience-

Masters in English

receptions of the national cinemas of the culture under investigation. Approaches from different angles will be encouraged, including those of cultural studies, arts, music, sociology, psychology, philosophy, business, education, as well as language and literature. Students should see the instructor for the focus of the current semester.

ENG 582 Literature and Film (3)

Addresses issues surrounding the relationship between literature and film. Special attention will be directed toward the deployment of cinematic texts in the English secondary context. Emphasis given to genre (such as the western), a movement (such as Fourth Cinema), an auteur (such as Orson Welles), or a transgeneric logic (such as film noir).

ENG594 Exam Preparation

An on-going directed study designed to prepare the student for completion of the Exam.

ENG 596 Research Seminar (2)

Graduate students will become acquainted with research methods, trends, and critical issues in the study of literature and language. It is assumed that students are already familiar with basic research tools available to the literature scholar. The seminar will introduce students to the required elements of the Exam, Thesis or Project and equip students to conduct scholarly research and produce scholarly papers and presentations worthy of publication in referred journals and other professional forums. Students lacking basic research skills may be required to take ENG 350 as a program pre-requisite.

ENG597 Project Preparation (1)

An on-going directed study designed to prepare the student for completion of the Project.

ENG 598 Thesis Preparation (1)

An on-going directed study designed to prepare the student for completion of the Thesis.

SPA 500 Spanish for Reading Knowledge I (3)

The first of a semester course sequence for the student with a minimum of one year of college level Spanish or equivalent experience with the language who seeks reading knowledge of the language primarily for the purpose of literary study.

SPA 505 Spanish for Reading Knowledge II (3)

The second of a two semester course for the student who seeks reading knowledge of the language primarily for the purpose of literary study. Prerequisite: SPA500.

Note: Additional courses may be offered. Course descriptions will be included in the syllabus.

California Baptist University

DIRECTORY

DIRECTORY OF OFFICES

The offices below, unless otherwise noted, are located in the James Building. The telephone and fax numbers are in the 909 area code.

Office/Location	Phone	Fax	E-mail address
Academic Resource Center, rm. 256	343-4349		cstaley@calbaptist.edu
Academic Services Center, rms. 103 & 106	343-5098		asc@calbaptist.edu
Alumni Affairs, Lambeth Complex	343-4405	343-4544	wprice@calbaptist.edu
College of Arts and Sciences, rm. 366	343-4363	343-4520	lhood@calbaptist.edu
Counseling Psychology Program (MFT), rm. 252	343-4287	343-4569	djahant@calbaptist.edu
Credential Analyst, rm. 180	343-4268	343-4516	droscoe@calbaptist.edu
Education Program Advisors, rm. 170			
(A-G)	343-4307	343-4563	mbauman@calbaptist.edu
(H-O)	343-4225	343-4563	lsolano@calbaptist.edu
(P-Z)	343-4375	343-4563	dbrosa@calbpatist.edu
Financial Aid, rm. 156	343-4236	343-4518	finaid@calbaptist.edu
Graduate Education Program, rm.270	343-4313	343-4553	mmartin@calbaptist.edu
Graduate English Program, rm. 264	343-4590	343-4520	djacobs@calbaptist.edu
Graduate Services Office, rm. 155	343-4249	343-5095	gradservice@calbaptist.edu
Housing, rm. 133	343-4300	343-4576	jdunlap@calbaptist.edu
MBA Program, Mission Hall	343-4329	343-4533	cbuchana@calbaptist.edu
Registrar, rm. 112	343-4213	343-4539	astumpf@calbaptist.edu
School of Behavioral Sciences, rm. 250	343-4487	343-4569	bfarrier@calbaptist.edu
School of Business, Mission Hall	343-4574	343-4533	ckjohnso@calbaptist.edu
School of Education, rm. 270	343-4313	343-4553	mmartin@calbaptist.edu
Student Accounts, rm. 123	343-4371	343-4515	hpendlet@calbaptist.edu
Student Services, rm.134A	343-4217	343-4576	klsmith@calbaptist.edu
Transcripts, rm. 103	343-4567	343-4539	asc@calbapist.edu
University Counseling Center, Lambeth Complex	343-5030		lpitts@calbaptist.edu
Veteran's Admin. Rep., rm. 112	343-4461	343-4539	banderse@calbaptist.edu

DIRECTORY: ADMINISTRATION & FACULTY

Board of Trustees: California Baptist University

Regular Meetings of the Board of Trustees

2002-2003 December 6, 2002 May 2, 2003 September 26, 2003

Dr. William Hall, Chairperson

Term Expiring 2002	
Mr. Steve Berzansky	Riverside, CA
Mr. Charles Doremus	Bakersfield, CA
Mr. Rick Herman	Riverside, CA
Dr. Herb Hollinger	Brentwood, TN
Dr. Phoebe Lambeth	Orange, CA
Mrs. Judith Logan	Fresno, CA
Dr. Patrick Moody	La Mesa, CA
Dr. David Robertson	Three Rivers, CA
Mr. Mike Staver	Fernandina Beach, FL
Rev. Milton Steck	Vacaville, CA
Mr. Jerry Todd	Escondido, CA
Term Expiring 2003	
Mrs. June Burns	Carrollton, TX
Rev. Phillip Busbee	San Francisco, CA
	San Francisco, CA Lafayette, LA
Rev. Phillip Busbee Mrs. Margaret S. Danna	San Francisco, CA Lafayette, LA Union City, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields Dr. William K. Hall	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA Bakersfield, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields Dr. William K. Hall Dr. Bill Hogue	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA Bakersfield, CA Mentone, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields Dr. William K. Hall Dr. Bill Hogue Dr. Jerrold Longerbeam	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA Bakersfield, CA Mentone, CA La Puente, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields Dr. William K. Hall Dr. Bill Hogue Dr. Jerrold Longerbeam Dr. E.W. McCall	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA Bakersfield, CA Mentone, CA La Puente, CA
Rev. Phillip Busbee Mrs. Margaret S. Danna Rev. Ted Fields Dr. William K. Hall Dr. Bill Hogue Dr. Jerrold Longerbeam Dr. E.W. McCall Dr. Walter Price	San Francisco, CA Lafayette, LA Union City, CA San Clemente, CA Bakersfield, CA Mentone, CA La Puente, CA La Puente, CA La Puente, CA La Puente, CA

Directory

Term Expiring 2004	
Rev. Lyman Alexander	Anaheim, CA Tustin, CA
Rev. Dudley Bristow	Tustin, CA
Mr. Walt Carney	Lake Elsinore, CA Grover Beach, CA
Rev. Gil De La Rosa	Grover Beach, CA
Mr. John Funk	Westlake Village, CA
Rev. Chuck Horner	Hayward, CA
Rev. Claybon Lea, Jr	Suisun City, CA
Dr. L. Dean Lowe	Fresno, CA
Dr. Bonnie Metcalf	Louisville, KY
Rev. James Morton	Grass Valley, CA
Rev. Zac Patnaik	Calcutta, India
Rev. R. Wayne Stacks	Fair Oaks, CA
Dr. Fermín A. Whittaker	
	California Southern Baptist Convention, Fresno, CA
Dr. Montia Setzler,	President
	California Southern Baptist Convention, Riverside, CA

Executive Council

Ronald L. Ellis, B.A., M.S., Ph.D.	President
	Provost
Kent Dacus, B.S., M.S	Vice President for Student Services
Bruce Hitchcock, B.S., M.S	Vice President for Institutional Advancement
Mark Howe, B.S., M.B.A.	Vice President for Finance and Administration
Mark Wyatt, B.A., M.Div., D.Min	Vice President for Marketing and Communication

Emeriti

Loyed Simmons; B.A., Th.M., Th.D	President Emeritus
James R. Staples; B.A., B.D., Ed.D	
Russell R. Tuck; B.S., M.S., Ph.D., D.H	President Emeritus
Bonnie G. Metcalf, B.A., M.A., Ed.D	Vice President Emeritus
Donald J. Evans, B.A., M.A., Ed.D.	
Margaret Dana; B.A., M.A., Ph.D	English
Ken Futch; B.A., M.A., Ph.D	English
Cecil M. Hyatt; B.A., Th.M., Th.D	Religion
Frances Sharp Jennings; B.A., M.R.E.	
George Jennings; B.A., Th.M., Th.D	Religion
Raquel Lebredo; B.A., M.A., Ph.D	Spanish
James MacWhinney; B.A., M.S., Ed.D.	Education
Bonnie G. Metcalf; B.A., M.A., Ed.D	Education
Robert Roth; B.A., M.A	Biology
Edwin A. Reed; B.A., B.D., M.A., Th.M	History
Genevieve Snavely Thompson; B.A., M.A., Ph.D	Psychology
Helen E. Walker; B.A., M.M.	Music
Richard C. Whorton; B.A., M.S.	Mathematics and Physics
LeVern B. Young; B.S., M.S., Ph.D	Natural Science
Esther Harden,	
J.L. Harden,	
-	

Carole Arnold

Professor of Psychology

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

Gary Barfoot

Assistant Professor of Business Administration B.A., William Jewell College; M.Ed., University of Massachusetts; Ph.D., Capella University.

John Bonagofsky

Associate Professor of Business Administration B.S., M.B.A., University of Phoenix; Ph.D., Walden University.

Mack Brandon

Professor of Visual Arts

B.F.A., University of Texas; M.A., University of New Mexico; M.F.A., California State University, Long Beach.

Deena Chapman

Assistant Professor of Information Systems Management B.A., California State University, San Bernardino; M.A., California State University, Fullerton; Ph.D., Claremont Graduate School

Barbara Cockerham

Assistant Professor of Education B.A., Southern California College (Vanguard University); M.A., Pepperdine University; M.A., National University

Gary G. Collins

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

Mary F. Crist

Professor of Education

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

Joseph DeVol

Assistant Professor of Education

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

Ronald L. Ellis

Professor of Education

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

Kathryn Fagan

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

Virgo Handojo

Assistant Professor of Behavioral Sciences B.A., Diponegroro University; M.A., M.A., M.A., Ph.D., Fuller Theological Seminary

Andrew C. Herrity

Assistant Professor of Business Administration

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

James Heyman

Assistant Professor of Education

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

Georgia Hill

Assistant Professor of Education

B.A., California Baptist College; M.A., Fresno Pacific College; M.R.E., Southwestern Baptist Theological Seminary.

Robert K. Jabs

Professor of Business Administration B.A., B.S., Valparaiso University; M.B.E., Ph.D., Claremont Graduate School.

DawnEllen Jacobs

Associate Professor of Modern Language and Literature B.A., Northern Illinois University; M.A., Ph.D., University of California, Riverside.

Karin Johnson

Professor of Education

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

Charles Kelley

Assistant Professor of Business Administration B.S., M.B.A., California Baptist University; M.S., Chapman University

David King

Associate Professor of Education

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

Directory

Cheryl Colby Langdell

Associate Professor of Modern Language and Literature B.A., Boston University; M.A., Ph.D., University of Southern California

Nathan Lewis

Professor of Psychology

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

James J. Lu

Associate Professor of English

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

Nicole MacDonald

Assistant Professor of Kinesiology B.S., Point Loma Nazarene University; M.S., Loma Linda University

Mary Marcinko

Associate Professor of Kinesiology

B.S., Loma Linda University, M.D., University of the Witwatersrand Medical School Board Certification, University of Southern California

Alan McThomas

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

Glen Newman

Professor of Education

B.A., Central State, Edmond, OK; M.A.T., University of Redlands; M.A., California State University, Fullerton; Ed.D., University of Southern California.

Stanley D. Orr

Associate Professor of English B.A., University of California, Riverside; Ph.D., University of California, Los Angeles.

Jonathan K. Parker

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

Ken Pearce

Associate Professor of Psychology B.A., M.S.Ed., Central State University; Ph.D., Oklahoma State University.

David Pearson

Assistant Professor of Kinesiology B.S., M.S.A., West Chester University.

Ken Phillips

Assistant Professor of Information Systems Management B.A., California State University, Fullerton; M.B.A, National University.

Gail Reeder

Associate Professor of Education; B.S., University of Nebraska; M.Ed., Ph.D., University of Nebraska.

Mischa Routon

Assistant Professor of Psychology B.A., M.S., California Baptist College

Duncan Simcoe

Associate Professor of Visual Arts and Humanities B.A., California Baptist College; M.F.A., California State University, Long Beach.

H Bruce Stokes

Professor of Behavioral Sciences

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

Susan Studer

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

Rachel Timmons

Assistant Professor of Education B.S., Concordia Teacher's College; M.A., Michigan State University.

David Wiebe

Professor of Education

B.S., Ball State Teachers College; M.A., Ball State University; Ed.D., United States International University.

Academic Affairs Division, 28 Academic Dishonesty, 33 Academic Information, 29 Academic Resources Center, 33 Academic Services Center, 33 Accreditation, 3 Adding a Course, 30 Address Change, 34 Administrative Services Credential Program, 52 Admissions, Graduate, 10 Appeals (Termination of Financial Aid), 15 Association of Collegiate Business Schools and Programs (ACBSP), 36 Assumption Program of Loans for Education (APLE), 18 Attendance and Withdrawal Policies, 30 Auditing a Course, 32 Board of Trustees, 79 Board of Trustees Regular Meeting Dates, 79 **Business Affairs Division**, 22 Cal Grant T, 19 Calendar, vii-x Campus Housing, 8, 24 Catalog Expiration, 29 Change of Address, 34 Change of Degree Program, 10 Cheating, 32 Church Business Administration Concentration, 38 Clearance for Enrollment, International Student, 11 Computer Labs, 33 Concurrent Enrollment, 16, 30 Counseling Psychology Course Descriptions, 47 Counseling Psychology Program, 44 Counseling Services, 8 Credential Program, 58 Cross-cultural, Language & Academic Development (CLAD) Specialization, 57 Degree Posting Dates, 30

Delinquent Accounts, 24 Directed Study, 31 Directory, 79 Disbursement of Financial Aid, 14 Discipline Philosophy, 7 Dropping a Course, 31 Education, Masters of 49 Educational Leadership for Faith-Based Institutions Specialization, 53 Educational Leadership for Public Institution Specialization, 52 Educational Standing, 3 Educational Technology Specialization, 55 Email addresses, 78 Emeriti, 80 Employment and Career Services, 7 English Education Specialization, 58 English, Master of Arts, 72 Enrollment at Other Institutions, 16, 30 Examinations, 33 Executive Council, 80 Faculty, 81 Fees, 23 Financial Aid, 14 Financial Aid Offer, 14 Financial Aid Application, 14 Financial Aid, Federal Programs, 16 Financial Aid, Requirements, 14 Financial Information, 22 Freedom and Responsibility, 6 Grades, 32 Graduate Admission, 10 Graduation Approval, 29 Graduation, (Catalog Expiration), 29 Graduation Requirements, Masters of Education, 51 Graduation Time Limit (Financial Aid), 16 Grievance Policy, 33

History, University, 3 Housing, 8, 24 Incomplete Grade Policy, 31 Independent Study, 31 International Students, 7, 10 Job Development, 7 Library, 34 Load, Academic, 29 Loan Limits, 17 Location, University, 3 Make-up Tests, 33 Management Concentration, 38 Management Information Systems Concentration, 38 Marriage and Family Therapy (MFT) Program, 44 Master of Arts in English, 72 Master of Business Administration, 36 Master of Business Administration Course Descriptions, 39 Master of Business Administration Program Prerequisites, 37 Master of Science in Counseling Psychology, 44 Masters in Education, 50 Masters in Education Course Descriptions, 61 Masters Programs in Education, 50 MBA. 35 MFT Graduate Course Plan, 46 Mission Statement, 3 Multiple Subject Credential Program, 59 Payment Plans, 24 Perkins Loan. 18 Philosophy Statement, 3 Phone numbers, 81 Plagiarism, 32 Post Baccalaureate Credit, 30 Posting Dates, 30 Privacy of Student Records, 34 Professional Clear Credential, 60

Psychotherapy Requirement (MFT Program), 45 Public Safety, 8 Reading Certificate Program, 54 Reading Specialization, 54 Refund Policy, 25 Repeating a Course, 31 **Rights and Responsibilities**, 14 Satisfactory Academic Progress (SAP), 15 Scholastic Regulations, 29 Single Subject Credential Program, 59 Special Education Credential Program, 56 Special Education Specialization, 57Sport Leadership Specialization, 55 Stafford Loan, 17 Standard of Student Conduct, 6 Student Accounts Office Hours, 22 Student Charges, 23 Student Development, 6 Student Health Services, 8 Student Load Limits, 29 Student Organization Funds, 25 Student Services, 6 Student Teaching, 60 **Teacher Education Credential Program**, 58 Teaching Specialization, 53 Transfer Guidelines, 30 Transfer Restrictions, 30 Tuition, 23 Units Completed (for Financial Aid), 16 University, The, 3 Veterans Information, 34 Western Association of Schools and Colleges (WASC), 3 Withdrawal from a Course, 31 Withdrawal from University, 15, 30, 31 Work in Residence, 30 Work Study, 16