

55<sup>TH</sup> SESSION

2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

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AN INSTITUTION OF THE  
CALIFORNIA SOUTHERN BAPTIST CONVENTION

GRADUATE CATALOG



## **NONDISCRIMINATION STATEMENT**

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

## **SPECIAL NOTICE**

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

All announcements here are subject to revision.

*Editing by Shawnn Koning; typesetting and design by Ovation Graphics. August 2004.*

*Cover Photos by Michael Elderman and Brenda Flowers.*

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# University Calendar 2004 - 2005

## FALL SEMESTER 2004

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### August

30 Semester Financial Clearance Deadline

### September

6 Labor Day Holiday (offices closed)  
8 Semester opens, classes begin  
15 Last day to add a class for credit\*  
22 Last day to drop a class with refund\*

### November

1 Graduation Application Deadline for December 2004 graduation  
5 Last day to withdraw from a class with "W" (no refund)\*  
24-28 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 24th)  
29 Classes resume

### December

16 Semester closes  
17 Christmas Holiday begins  
21 Offices closed

## SPRING SEMESTER 2005

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### January

3 Offices open  
3 Semester Financial Clearance Deadline  
11 Semester opens, classes begin  
18 Last day to add a class for credit\*  
17 Martin Luther King Jr. Holiday (no classes, offices closed)  
25 Last day to drop a class with refund\*

### February

1 Graduation Application Deadline for May and August 2005 graduation

### March

11 Last day to withdraw from a class with "W" (no refund)\*  
19-28 Easter Observance (no classes)  
24-27 Good Friday Holiday (offices closed at 12:00 noon on the 24th)  
28 Offices open  
29 Classes resume

### May

4 Semester closes  
6 Graduate Commencement Exercises and Activities  
7 Undergraduate Commencement Exercises and Activities

\* Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule.

# University Calendar 2004 – 2005

## SUMMER SEMESTER 2005

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### May

|    |                                       |
|----|---------------------------------------|
| 9  | Semester opens                        |
| 16 | Last day to add a class for credit*   |
| 23 | Last day to drop a class with refund* |

### June

|    |   |
|----|---|
| 10 | Last day to withdraw from a class with “W” (no refund)* |
|----|---|

### July

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

### August

|    |                 |
|----|-----------------|
| 26 | Semester closes |
|----|-----------------|

\* Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule.



# University Calendar 2005 – 2006 (Proposed)

## FALL SEMESTER 2005

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### September

|    |                                       |
|----|---------------------------------------|
| 5  | Labor Day Holiday (offices closed)    |
| 7  | Semester opens, classes begin         |
| 14 | Last day to add a class for credit*   |
| 21 | Last day to drop a class with refund* |

### November

|       |   |
|-------|---|
| 1     | Graduation Application Deadline for December 2005 graduation                |
| 4     | Last day to withdraw from a class with "W" (no refund)*                     |
| 23-27 | Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 23rd) |
| 28    | Classes resume, offices open  |

### December

|    |                          |
|----|--------------------------|
| 15 | Semester closes          |
| 16 | Christmas Holiday begins |
| 20 | Offices closed           |

## SPRING SEMESTER 2006

---

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### January

|    |   |
|----|---|
| 2  | Offices open  |
| 10 | Semester opens, classes begin                               |
| 16 | Martin Luther King Jr. Holiday (no classes, offices closed) |
| 17 | Last day to add a class for credit*                         |
| 24 | Last day to drop a class with refund*                       |

### February

|   |  |
|---|--|
| 1 | Graduation Application Deadline for May and August 2006 graduation |
|---|--|

### March

|       |  |
|-------|--|
| 3     | Last day to withdraw from a class with "W" (no refund)*        |
| 8-17  | Easter Observance (no classes)                                 |
| 13-16 | Good Friday Holiday (offices closed at 12:00 noon on the 13th) |
| 17    | Offices open   |
| 18    | Classes resume   |

### May

|   |   |
|---|---|
| 3 | Semester closes                                     |
| 5 | Graduate Commencement Exercises and Activities      |
| 6 | Undergraduate Commencement Exercises and Activities |

\* Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule.

## University Calendar 2005 – 2006 (Proposed)

### SUMMER SEMESTER 2006

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#### May

|    |                                       |
|----|---------------------------------------|
| 8  | Semester opens                        |
| 15 | Last day to add a class for credit*   |
| 22 | Last day to drop a class with refund* |

#### June

|   |   |
|---|---|
| 9 | Last day to withdraw from a class with “W” (no refund)* |
|---|---|

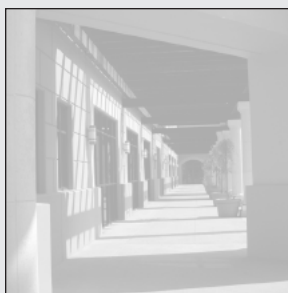
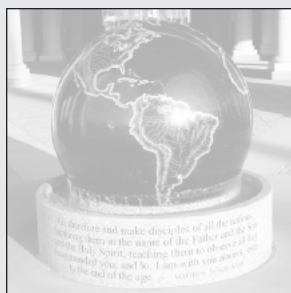
#### July

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

#### August

|    |                 |
|----|-----------------|
| 25 | Semester closes |
|----|-----------------|

\* Add, Drop and Withdraw dates vary with certain classes and are listed on the course schedule.



2004  
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# CALIFORNIA BAPTIST UNIVERSITY

GRADUATE CATALOG

**Dr. Ronald L. Ellis**

*President*

**Ms. Ann Cramer**

*Administrative Assistant to the  
President*

Phone (951) 343-4210

FAX (951) 343-4511



# CALIFORNIA BAPTIST UNIVERSITY

---

**Dr. Ronald L. Ellis**

*President*

**Ms. Ann Cramer**

*Administrative Assistant to the President*

Phone (951) 343-4210

FAX (951) 343-4511

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*Dear Friend:*



*Welcome! On September 29, 2000, California Baptist University celebrated fifty years of ministry through education. Since 1950, an abiding 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, Business, Kinesiology, and Music. This is an exciting time to be a part of California Baptist University. Again welcome.*

*May God continue to bless!*

*Your Brother in Christ,*

*Ronald L. Ellis*

*Ronald L. Ellis, Ph.D.  
President*

# The University

## History

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

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

## Location and Environment

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

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

## Mission Statement

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

## 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 Applied Theology, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, and Master of Music.

California Baptist University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)\*. The School of Business at California Baptist University is nationally accredited by the Association of Collegiate Business Schools and Programs. Additionally, the School of Music at California Baptist University holds membership in the National Association of Schools of Music. California Baptist University is accredited for teacher education by the State of California Board of Education. In accordance with California Senate Bill 148 (Bergeson Act), the California State Commission for Teacher Preparation and Licensing has approved the multiple-subject and single-subject credential programs offered at California Baptist University.

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 Council for Christian Colleges & Universities, and the Service Members Opportunity Colleges.

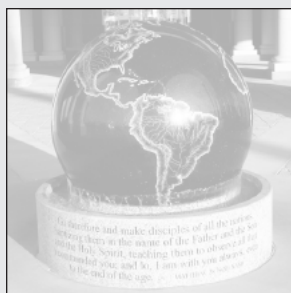
Accreditation letters may be viewed in the Office of the Provost.

\* Western Association of Schools & Colleges  
Association of Senior Colleges & Universities  
Accrediting Commission for Senior Colleges & Universities  
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Alameda, CA 94501

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

<sup>1</sup>Articles of Incorporation of the California Baptist College, 1954.





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# CALIFORNIA BAPTIST UNIVERSITY

## STUDENT SERVICES

GRADUATE CATALOG

**Mr. Kent Dacus**  
*Vice President for Student Services*

**Mr. Anthony Lammons**  
*Dean of Students*

**Ms. Kristine Smith**  
*Administrative Assistant*  
Phone (951) 343-4217  
FAX (951) 343-4576



# STUDENT SERVICES

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**Mr. Kent Dacus**

*Vice President for Student Services*

**Mr. Anthony Lammons**

*Dean of Students*

**Ms. Kristine Smith**

*Administrative Assistant*

Phone (951) 343-4217

FAX (951) 343-4576

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## **Philosophy of Student Development**

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

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

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

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

## **Freedom and Responsibility**

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

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, adult degree completion, and graduate) are expected to conduct themselves in accordance with the rules and regulations contained within the Student Handbook.



If the conduct of any member of the University community is found to be detrimental to the academic, social, and spiritual development of others within the community, the University (through its various offices and personnel) provides guidance, direction, and, if necessary, 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-study and non-work study positions, the Center assists students with securing off-campus employment. At no expense to students, the following resources are provided:

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

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

### **International Student Services**

The Disabled and International Student 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 Director of Disabled and International Student Services processes 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.

### Public Safety

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

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

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

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

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

### Campus Housing

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

### Counseling Services

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

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

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

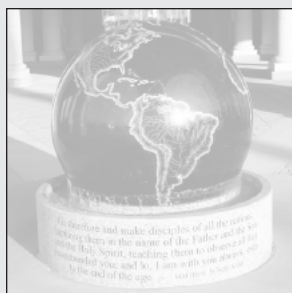
Individual intelligence and personality instruments, administered by trained personnel, are also available through the Counseling Center. Test results are kept confidential and released to authorized personnel at the discretion of the Counseling Center personnel.

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

### Student Health Services

Graduate Students who are 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 Outpatient Medical Group (POMG), located at 9041 Magnolia Avenue. POMG hours are 8 a.m.–9 p.m., Monday–Friday, and 9 a.m.–6 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.



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# CALIFORNIA BAPTIST UNIVERSITY

## GRADUATE ADMISSIONS

GRADUATE CATALOG

**Ms. Gail Ronveaux**

*Associate Dean of Enrollment Services*

**Ms. Jody Turney**

*Assistant Director of Graduate Services*

Phone (951) 343-4249

Toll free (877) 228-8866



# GRADUATE ADMISSIONS

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## **Ms. Gail Ronveaux**

*Associate Dean of Enrollment Services*

## **Ms. Jody Turney**

*Assistant Director of Graduate Services*

Phone (951) 343-4249

Toll free (877) 228-8866

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

## **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 Admissions and must be accompanied by a non-refundable application fee. All application materials are to be sent to the Office of GraduateAdmissions.

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 (students' sealed copies will not be considered official).

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

## **Readmit**

Students who have attended California Baptist University, but have for any reason discontinued enrollment for one semester will be required to submit a Readmit application, a \$25 re-application fee, and official copies of transcripts from all other institutions attended. Readmitted students who discontinued enrollment for more than one semester will enter under the catalog current at the time of re-admission, and will be subject to the admissions and degree requirements outlined in that catalog. The University is not responsible for providing courses or programs which have been discontinued. For more information contact Graduate Admissions at 1-877-228-8866.

## **Reapply**

Students who have attended California Baptist University, but have for any reason discontinued enrollment for six or more semesters must Reapply for admission. Students will enter under the catalog current at the time of readmission, and will be subject to the admissions and degree requirements outlined in that catalog. The University is not responsible for providing courses or programs which have been discontinued. For more information contact Graduate Admissions at 1-877-228-8866.

## **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 Admissions. 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

Prospective international students must meet the following qualifications to be considered for admission to a graduate program at CBU.

1. Complete and submit an International Graduate Student Application and an application for the desired graduate program.
2. Submit a non-refundable application-processing fee.
3. Meet the following application and fee deadlines:
 

|                 |            |
|-----------------|------------|
| Fall Semester   | July 15    |
| Spring Semester | November 1 |
| Summer          | March 15   |
4. Applicants must possess the equivalency of a bachelor's degree from a regionally accredited United States college or university. Foreign transcripts must be evaluated by a pre-approved evaluation service.
5. Applicants must certify English language proficiency by submitting a minimum score of 650 (280 on the computerized version) on the Test of English as a Foreign Language (TOEFL). Applicants may also certify English language proficiency by submitting a minimum score of 8 on the International English Language Testing System (IELTS). An original certificate that indicates the applicant's name and test score must be sent to the Graduate Admissions Office.
6. Applicants to the MBA program must submit a score report with a minimum score of 500 on the GMAT (Graduate Management Admissions Test). Applicants to the graduate programs in English, Kinesiology, Education, and Counseling Psychology must submit a minimum combined score of 1,000 on the verbal and quantitative section of the GRE (Graduate Record Exam). A current, original score report that indicates the applicant's name and test score must be sent directly to the Graduate Admissions Office.
7. The US Bureau of Citizenship and Immigration Services requires documentation verifying the applicant's ability to meet financial obligations (tuition, books, transportation, room and board, personal expenses and health insurance) for the first year. The document should always:
  - Be sent directly to CBU from the financial institution
  - Be on official letterhead
  - State the exact amount (in US dollars) designated to the applicant for educational purposes
8. International students are required to pay school expenses each semester in full at the time of registration. It is recommended that a deposit of the first semester expenses be made in advance to CBU's Student Accounts Office to facilitate payment. The deposit is refundable if the student does not enroll at California Baptist University.

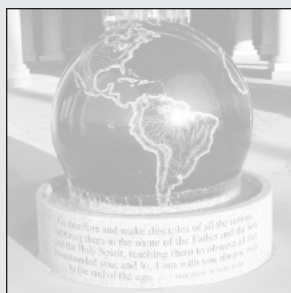
## International Students - Approval and Form I-20

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

## International Students - Clearance for Enrollment

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





2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## FINANCIAL AID

GRADUATE CATALOG

**Mr. Calvin Sparkman**  
*Director of Financial Services*

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



# FINANCIAL AID

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## **Mr. Calvin Sparkman**

*Director of Financial Services*

## **Ms. Eileen Terry**

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## **The Purpose of Financial Aid**

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

## **Applying for Financial Aid**

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

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

The amount of financial aid awarded is based on the financial need of the student as determined by the results of the FAFSA. Financial need is defined as the difference between the total cost of attending school (tuition, fees, room, board, books, supplies, and other allowable living expenses) and the Expected Family Contribution (EFC) as determined by the federal government. A student 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 Department of Education. The Financial Aid Office reserves the right to require tax documents to verify information contained on the FAFSA.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Offer of Financial Aid**

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

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



## Disbursement

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

## Withdrawal from the University

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

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

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

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

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

## SATISFACTORY ACADEMIC PROGRESS

Graduate students who receive any type of financial aid must earn and maintain a 3.0 cumulative grade point average. In addition, the student must earn the required number of units and be able to graduate in the prescribed amount of time. The process of monitoring student progress occurs annually after the fall semester. If the requirements of Satisfactory Academic Progress (SAP) have not been met, the student will be placed on probation the following term. Financial aid (federal, state, or 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., full-time, part-time). Satisfactory progress for the year is based on completion of the number of units within a 12-month period for which the student was funded.

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

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

## Satisfactory Academic Progress (SAP) Contract

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

On the first non-consecutive occurrence, the student will be 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

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 California Baptist University only.

## FEDERAL FINANCIAL AID PROGRAMS

### Common Requirements for all Federal Programs

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

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

### Federal Work Study Program

#### Description

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

#### Eligibility

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

**Award**

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

**Procedure**

- Students who are awarded Federal Work Study must contact the 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**

|                         | <b>Dependent Students</b>                 | <b>Independent Students</b>         |                                       |
|-------------------------|---|-------------------------------------|---------------------------------------|
| Academic Year           | Maximum Federal Subsidized & Unsubsidized | Maximum Federal Subsidized Stafford | Maximum Federal Unsubsidized Stafford |
| <b>Annual Limits</b>    |   |                                     |                                       |
| Graduate                | n/a                                       | \$8,500                             | \$10,000                              |
| <b>Aggregate Limits</b> |   |                                     |                                       |
| 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.

### 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 any funds can be disbursed. Upon withdrawal from school or graduation, all recipients must complete an exit interview.
- Under the federal unsubsidized loan program, a graduate student may be eligible to borrow up to \$10,000 per academic year (two semesters).

### Award

- Students enrolled in graduate programs are eligible to borrow up to \$8,500 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 2nd FAFSA filing 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](http://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.

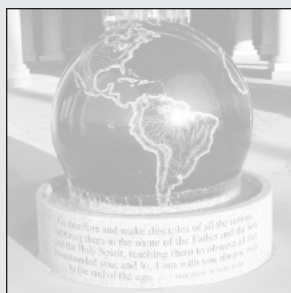
### Eligibility

- 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 the posted deadline in order to qualify.

### Award

- Based on eligibility, Cal Grant T awards are awarded to cover up to the amount of tuition and fees only.
- Funding for the Cal Grant T program is subject to state budget allocations.





2004  
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# CALIFORNIA BAPTIST UNIVERSITY

## STUDENT ACCOUNTS

GRADUATE CATALOG

**Ms. Jackie Gonzales**

*Director of Accounting*

**Ms. Heidi Pendleton**

*Director of Student Accounts*

Phone (951) 343-4371

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[studentaccounts@calbaptist.edu](mailto:studentaccounts@calbaptist.edu)



# STUDENT ACCOUNTS

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**Ms. Jackie Gonzales**

*Director of Accounting*

**Ms. Heidi Pendleton**

*Director of Student Accounts*

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## Student Accounts Contact Personnel

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epaulson@calbaptist.edu

The Student Accounts Office is open:

Monday - Thursday

8:00 a.m. – 6:00 p.m.

Friday

8:00 a.m. – 5:00 p.m.

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

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



# Student Charges in U.S. Dollars

## Tuition

### Graduate (per unit)

|  |       |
|--|-------|
| Masters in Education                           | \$417 |
| Masters in English                             | 417   |
| Masters in Kinesiology                         | 417   |
| Masters in Music                               | 417   |
| Master of Science in Counseling Psychology     | 498   |
| Master of Business Administration              | 438   |
| Traditional courses numbered 0-499             | 575   |
| Adult Degree Completion courses numbered 0-499 | 418   |
| Continuing Education Units                     | 100   |
| Audit (per unit)                               | 100   |

## Non-refundable Fees

### Admissions

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

### Registrar

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

### Academic Affairs

|   |       |
|---|-------|
| Education Lab   | \$165 |
| Thesis/Project Reading Fee (per unit)                             | 400   |
| Comprehensive Exam Fee (per semester)                             | 225   |
| Directed/Independent Study Fee (per unit, in addition to tuition) | 165   |
| Subject Matter Competency Fees:                                   |       |
| CBU Student   | 85    |
| Non-CBU Student   | 170   |

## Student Accounts

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### Student Services

|  |       |
|--|-------|
| International Student Fee (per semester) | \$200 |
| Lost Key                                 | 55    |

### General Fees

|                               |       |
|-------------------------------|-------|
| Students with 5 or more units | \$235 |
| Students with 4 or less units | 100   |

### Student Accounts

|                                   |      |
|-----------------------------------|------|
| FACTS Enrollment (payment plan)   |      |
| ACH or credit card (per semester) | \$25 |
| FlexEXTRA (per semester)          | 30   |
| Late Financial Clearance Fee      | 110  |
| Dishonored Check (per check)      | 30   |

## Housing

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

|                              |       |
|------------------------------|-------|
| Deposit                      | \$350 |
| Studio                       | 485   |
| Jr. 1 Bedroom                | 515   |
| 1 Bedroom (gas not included) | 615   |
| 2 Bedroom (gas not included) | 725   |
| 2 Bedroom Townhouse          | 760   |
| Late Rent Fee (per day)      | 8     |

## Policy for Student Accounts

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

### Two Payment Plans

#### Plan 1 (Cash)

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

#### Plan 2 (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 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 or credit card option and a \$30 per semester enrollment fee for students using the FlexExtra option. Please call the Student Accounts Office at 1-800-782-3382 ext. 4371 for more information.

## Financial Clearance

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

### Financial Clearance Deadline Dates

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

| Semester    | Deadline                |
|-------------|-------------------------|
| Fall 2004   | Monday, August 30, 2004 |
| Spring 2005 | Monday, January 3, 2005 |
| Summer 2005 | Monday, April 25, 2005  |

## International Students

International Students are required to pay their balance in full by the deadlines specified below:

| Semester | Deadline   |
|----------|------------|
| Fall     | August 1   |
| Spring   | December 1 |
| Summer   | April 1    |

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

## Delinquent Accounts

Delinquent accounts are those in which monthly payments are past due. Interest is charged on all delinquent accounts at a rate of .833% per month, or 10% per year computed monthly. In the event an account becomes delinquent and the account is turned over to a collection service, the cost of the service and reasonable attorneys' fees will be added to the account. Failure to make payments of any indebtedness to the University when due, including, but not limited to tuition, housing or rental charges, student loans, 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 permitted 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 Petition to Withdraw Form has been submitted to the Office of the Registrar. The Registrar must approve withdrawals for all students.

## Student Accounts

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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 (Graduate 16 week courses)

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

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

#### Withdrawal from the University (Non-16 week courses)

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

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

Refer to the current course schedule for add/drop and withdrawal dates. Course schedules may be obtained in Academic Services. 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.

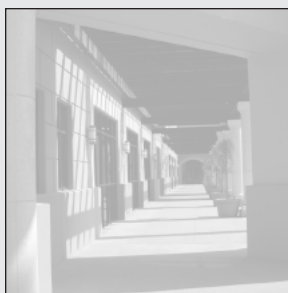
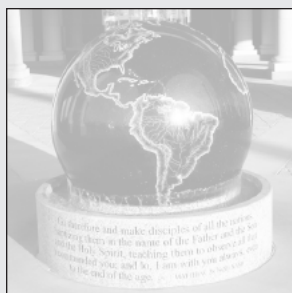
### Repayment of Financial Aid

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

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



2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## ACADEMIC INFORMATION

### GRADUATE CATALOG

**Dr. Jonathan K. Parker**

*Provost*

**Ms. Lynette Risner**

*Administrative Assistant for the Provost*

Phone (951) 343-4213

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[lriskner@calbaptist.edu](mailto:lriskner@calbaptist.edu)



# ACADEMIC INFORMATION

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*Provost*

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## Academic Affairs Division Contact Personnel

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# Academic Information

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

## Graduation Under a Particular Catalog

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

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

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

## Work in Residence

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

## Student Load Limits

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

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

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

## Approval for Graduation

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

## Degree Posting Dates

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

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

### Transfer Restrictions

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

### Enrollment at Other Institutions

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

### Scholastic Regulations

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

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

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

### Student Grievances

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

### Academic Dishonesty

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to the 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.

### Incomplete Grade Policy

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



## Examinations/Make-up Tests

Students are expected to take all tests at the regularly scheduled time. In the case of serious illness or extreme emergency, a faculty member may allow the student to take a make-up test **WITHIN TWO WEEKS** of the originally scheduled test date. If the test is not made up within two weeks, the student will receive no credit for that test. It is the responsibility of the student to arrange for a make-up test by securing permission of the instructor **IN ADVANCE** of the test to be missed. The student must then schedule a make-up test appointment with the Academic Resources Center (ARC). A student who misses a testing appointment at the ARC will not be permitted to take the test at a later time. A \$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.

## Repeating Courses for Grade Replacement

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

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

## Grade Changes

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

## Quality of work in a course is indicated as follows:

|             |   |
|-------------|---|
| Grade of A  | Indicates the highest quality of work and is reserved for outstanding achievement.                            |
| Grade of B  | Indicates definitely superior work done in a sustained and intelligent manner.                                |
| 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.  |
| 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.   |

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

## Grade Reports

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

### Change of Address

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

### Size of Classes

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

### Directed Study and Independent Study

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

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

### Auditing a Course

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

### Post Baccalaureate Credit

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

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

## Attendance and Withdrawal Policies

Completion of the registration process constitutes a contract and obligates the student for full payment. The student must complete the appropriate process to add, drop or withdraw from a course. To withdraw from the University, the student must submit a Petition to Withdraw to the Office of the Registrar. Students should consult the University Calendar, Schedule of Classes, and Academic Services for course and semester add, drop, and withdraw dates.

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

### Adding a Course

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

### Dropping a Course

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

## Withdrawal from a Course

Students may withdraw from a course during the Withdraw period. A grade of W will appear on the transcript. No credit of tuition will be granted after the Drop period. After the Withdraw period no withdrawal from a course will be permitted. Students who cease 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 Office of the Registrar. Approval for such a withdrawal will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. No financial adjustments are made. Failing or performing poorly in a class, and dissatisfaction with the subject matter, class or instructor are not acceptable serious and compelling reasons for late withdrawal.

## Withdrawal from the University and Semester

Complete 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 Office of the Registrar. The student must also complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Student Accounts Office.

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

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

# Other Academic Information

## Academic Computing

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

## Academic Resources Center

The Academic Resources Center is responsible for providing support services to help students acquire skills essential to achieve academic 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.

## Academic Services

### Academic Advising

Academic Advising provides scheduling services and registration for traditional, adult degree completion, and graduate students. The advising staff works in cooperation with faculty assigned to students by major. Academic Advisors are available to meet 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, and pre-graduation checks. All academic forms are processed through Academic Services. Academic Advising is located in the Eugene and Billie Yeager Center, Room B150. Appointments are necessary for Academic Advising.

### Office of the Registrar

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

### 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 89,600 volumes (including 3,600 electronic books) and 42,000 ERIC documents on microfiche, the library currently subscribes to more than 500 print journals, and 29 online databases that combined provide access to several million journal records, thousands of full-text articles, and numerous citations for leading scholarly journals. Faculty and students can access books, journal titles, videos, and music through the library's online public access catalog (WebCat). In addition to the material available through the California Baptist University library, participation in several local, regional and national information networks offer students and faculty access to the collection of numerous 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 majority of the library's services and materials can be accessed through the California Baptist University web site. 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.

### Privacy of Student Records

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

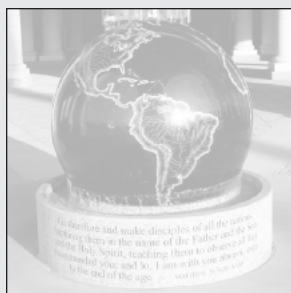
By law the following information may be considered directory information and thus able to be released without prior permission of students involved: student's name; address; telephone listing; e-mail address, date and place of birth; photo, major field of study; participation in official recognized sports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

### Veterans Information

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

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

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



2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## MASTER OF BUSINESS ADMINISTRATION

GRADUATE CATALOG

**Dr. Darrell Passwater**  
*Dean, School of Business*

**Dr. Andrew Herrity**  
*School of Business*  
*MBA Program Director*

**Ms. Sandy Reeves**  
*MBA Program Secretary*  
Phone (951) 343-4329  
FAX (951) 343-4533



# MASTER OF BUSINESS ADMINISTRATION

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## Faculty

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

## Graduate Program in Business Administration

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

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

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

### National Business Accreditation

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

## Admission Requirements

Admission 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 who do not meet the minimum GPA requirement, but who have met the following criteria may petition the Graduate Admissions Committee for special consideration:
  - GMAT score of 500 or GRE minimum combined score of 1000 on verbal and quantitative sections (Analytical score will not be counted).
  - Documentation of significant experience in the field of business.
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.

## Additional Admission Requirements for Alumni MBA

1. Completion of a Bachelor's degree in Business Administration from California Baptist University no more than 5 years prior to starting the MBA at CBU.
2. A minimum Cumulative Grade Point Average of 3.25 or a Grade Point Average of 3.25 in the last 60 semester units. Applicants who do not meet the minimum GPA requirement for the Alumni MBA, but have at least a 2.75 GPA, may petition the Graduate Admissions Committee for special consideration if they meet at least one of the following criteria:
  - GMAT score of 500 or
  - Documentation of significant experience in the field of business

## Student Status

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

1. Unconditional Graduate Standing—Applicants who have met the minimum GPA requirement, have completed the necessary prerequisites and have provided the Graduate Admissions 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 Admissions 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.

## Master of Business Administration

### Management Concentration (30-42 Units)

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

#### Leading and Managing (12-15 Units)

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

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

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

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

### Church Business Administration Concentration (42 units)

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

#### Core Requirements: (21 Units)

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

#### Church Business Administration Concentration: (21 Units)

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



## Prerequisites Coursework

- 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.

## Course Descriptions

- BUS 505     Entrepreneurial Management (3)**  
This course introduces new enterprise formation and management from the perspective of the advanced-level manager. Some practical issues that are covered in detail include: market planning, business plan preparation, effective team building, and capital acquisition. The course also surveys the innovation-oriented department or strategic business unit of an ongoing and larger business, and offers an examination of the factors that enable an entire unit of a large organization to become more creative and dynamic.
- BUS 506     Systems Analysis and Design (3)**  
The emphasis is on system analysis, design, planning, coding, debugging, testing, implementation, maintenance, and features selection necessary to meet particular problem needs of the business organization. The course is designed to provide students with a basic understanding of solving business issues with proper systems analysis techniques.
- 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)**  
This course will build a basic understanding of the value and uses of information systems for business operation, management decision making, and strategic advantage. Thus, it will provide students with an understanding of the ways in which they can utilize information systems as end user managers. It concentrates on providing the tools needed for mastery of the information systems concepts and terms that are important to end user managers. This course is designed for business students who are NOT information systems majors, but who expect to be managerial end users on information systems.
- BUS 515     Organization Behavior and Leadership (3)**  
This course focuses on the relationships of individuals and groups within the organizational framework as it involves the nature, performance, and structure of organizational life. The course examines principles and methods in organizational behavior with special emphasis on integrating the Bible.

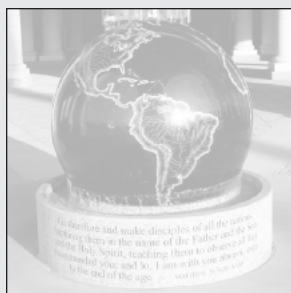
## Master of Business Administration

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- BUS 516 Database Management (3)**  
This course will focus on Database Management Systems with an emphasis on planning and design. The course features selection necessary to meet particular data requirements and manipulation requirements of databases for businesses, and is designed to provide graduate students with an understanding of database management, database concepts, relational database models, and components. The practical guide to database design and implementation issues 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 520 Managerial Ethics (3)**  
This course covers ethical reasoning as it applies to business situations. Specific topics include corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. The course develops an awareness of and appreciation for cultural diversity in the workplace. Prerequisite: BUS 358 Business Law or equivalent.
- BUS 521 Management of Change (3)**  
This course examines change management as the planned application of behavioral science theory and practice to achieve increased effectiveness of the overall organization, as well as the sub-groups and individuals within the organization. The course adopts an organizational development perspective, studying the factors giving life to human systems so they can function at their very best. The course examines issues of organizational assessment and positive change and provides a solid foundation in: change management perspectives; theories and techniques as they relate to organizational, group, and individual dynamics; the change-management process; types and levels of organizational change; analysis of organizational performance; and forces supporting and inhibiting change.
- BUS 525 Legal Issues for Management (3)**  
This course identifies the major areas of past and present government regulations impacting business. The emphasis is on the highly relevant legal mandates and restrictions affecting managers in all business sectors. Prerequisite: BUS 358 or equivalent.
- BUS 527 Executive Development and Career Management (3)**  
This course covers theoretical and practical aspects of personal career management and personnel/staff development for ministry and non-profit business administrators. Theory to be covered includes theories of human development, personality, and managerial effectiveness in the organization. An emphasis on integrating the Bible and leadership will also be studied.
- BUS 530 Marketing Management (3)**  
The course curriculum offers formulation and implementation of effective, efficient, and ethical long-term and current plans for market development. This course introduces the substantive and procedural aspects of marketing, sharpens skills for critical analytical thinking, and promotes effective communication.
- BUS 532 Market Research and Planning (3)**  
This course is a survey of the market research industry, emphasizing the application of primary and secondary market data to marketing decision-making, surveys, and focus groups. An applied component of this course involves the use of computerized analysis of real-world market research data and presentation of findings in a format consistent with that utilized in the market research industry. Prerequisite: BUS 315 or equivalent.
- BUS 535 Economic Issues & Analysis for the Changing Business Environment (3)**  
This course surveys the many factors and considerations that pertain to the role of the individual firm in the free enterprise and market system. The survey includes techniques for analyzing industries, price elasticity, as well as business and economic cycles as follows: movements of interest rates, GNP growth, and economic indicators. Prerequisite: BUS 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) programming language. In particular, this course focuses on the conceptual problem solving approach using modern methods such as visual and object-oriented methods. 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)**  
This course emphasizes the application of sound accounting principles of management decision making, especially for new venture activities. It is designed to facilitate analytical and problem solving abilities for mergers and acquisitions as well as the capital requirements needed for businesses.  
Prerequisite: BUS 254 & BUS 264
- BUS 542 Quantitative Business Modeling (3)**  
This course focuses in business computer applications for the manager. Computer models will be created to aid in forecasting, budgeting, and other decision-making processes. The emphasis will be placed on pro-forma financial statements as well as cash flow analysis. Prerequisite: Basic knowledge of Microsoft Excel.
- BUS 545 Global Business Management (3)**  
This course focuses upon perspectives such as cultural, political, legal, and organizational issues in global business. The student considers the strategy of international diversification, management of multinational enterprises, international economic relations, comparative national systems and global economy.
- BUS 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 devices and 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)**  
Using the case analysis method, a course in which students learn the tasks of strategic management in the business firm: establishing an effective vision; setting strategic and financial objectives that are grounded in solid market data; forming and implementing an appropriate strategy; and evaluating organizational performance. With written, verbal, and presentation assignments, students develop the ability to identify, analyze, and make recommendations regarding strategic organizational problems in order to learn a variety of conceptual approaches to strategic thinking.
- BUS 550 Leading, Managing, and Valuing Diversity (3)**  
This is a case-based course that focuses on issues related to management systems and structures. The course develops an awareness and appreciation for cultural diversity in the work force. The emphasis is focused on creating a corporate culture that embraces diversity of the work force; building cohesive, multicultural work teams; and issues of hiring, training, and promoting a diverse work force.
- BUS 557 Risk Management for Church Administration (3)**  
This course will provide a critical evaluation of the use of risk management in establishing policy and program management for the church environment. Risk assessment, hazard and vulnerability assessment, cost/benefit analysis, decision analysis strategies and the use of research in decision-making will be emphasized. Students will develop a risk management model in an area of interest relative to church administration.
- BUS 567 Facilities Management (3)**  
This course will explore the requirements of facilities management. The course will help the graduate student understand facilities based plans when dealing with growth, how to organize facilities management teams, understand the issues dealing with parking, custodial care, building and exterior up-keep, remodeling considerations, and financial implications dealing with facilities management.
- BUS 577 Mediation/Negotiation for Church Administration (3)**  
The curriculum focuses on the cooperative process used to prepare, conduct, and successfully resolve issues through the application of mediation and negotiating skills and techniques. This course uses processes and methods developed by members of the Harvard Negotiation Project, International Negotiation Institute, and leaders in the field of conflict resolution.
- BUS 596 Capstone Research Project (3)**  
This is an advanced research course directed at functional areas of a business enterprise. The requirement by the end of the course is an approved research proposal. Students must complete their research and report prior to degree completion.





2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

GRADUATE CATALOG

**Dr. H. Bruce Stokes**

*Dean, School of  
Behavioral Sciences*

**Dr. Gary G. Collins**

*MFT Program Director*

**Ms. Debbie Jahant**

*MFT Program Secretary*

Phone (951) 343-4287

FAX (951) 343-4569



# MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

**Dr. H. Bruce Stokes**  
*Dean, School of Behavioral Sciences*

**Dr. Gary G. Collins**  
*MFT Program Director*

**Ms. Debbie Jahant**  
*MFT Program Secretary*  
Phone (951) 343-4287  
FAX (951) 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 a curriculum designed to meet the academic requirements for MFT licensing as mandated by The Board of Behavioral Science. The program emphasizes an understanding of human behavior based on psychological theory and practice, as well as scriptural principles. Sixty (60) approved graduate units are required for this degree.

The graduate program relates academic studies to practical experience in both inpatient and outpatient settings. Students in the program will have the opportunity to receive clinical experience on campus and in other appropriate clinical settings. See the Graduate Student Handbook available from the School of Behavioral Sciences for program details.

## Admission Requirements

Admission to the Counseling Psychology Program at California Baptist University is at the discretion of the Graduate Faculty. 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

\*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.

## **Prerequisites**

Students entering the program are required to have completed the following undergraduate courses with grades of C or better:

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.

## **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 in their undergraduate studies, who has completed the prerequisite undergraduate courses, has provided the Graduate Admissions office with all of the required forms, fees, and test results, and who has received approval from the Graduate Faculty 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 with grades of B or better.
  - c. Receive the approval of the graduate program faculty to attain full graduate standing.
  - d. Provide the Graduate Admissions 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 Admissions.

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.

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

**Master of Science\***

**Counseling Psychology (60 units)**

**Year 1**

**Fall**

|          |  |
|----------|--|
| PSY 501s | Professional Practice Seminar I                  |
| PSY 505  | MFT Counseling Theory                            |
| PSY 510  | Human Growth & Development                       |
| PSY 580  | Family Therapy I                                 |
| PSY 597a | Child Abuse and Neglect: Diagnosis & Treatment** |
| PSY 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                            |
| PSY595s  | Psychopharmacology**                         |
| PSY 598a | Chemical Dependency: Diagnosis & Treatment** |

**Summer term**

|         |                             |
|---------|-----------------------------|
| PSY515  | Human Sexuality**           |
| PSY 560 | Professional Ethics and Law |

**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                                 |
| PSY595s  | Psychopharmacology**                         |
| PSY 598a | Chemical Dependency: Diagnosis & Treatment** |

**Summer term**

|         |                                    |
|---------|------------------------------------|
| PSY500  | Cross Cultural Values and Ethics** |
| 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



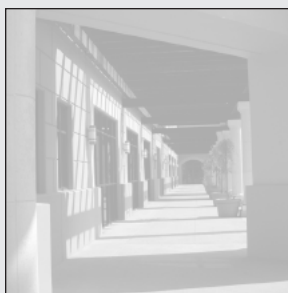
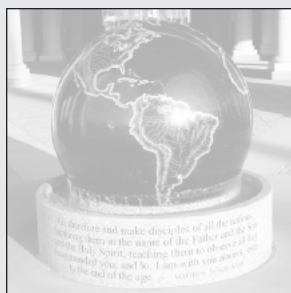
## Course Descriptions

|          |   |             |
|----------|---|-------------|
| PSY 500  | <b>Cross Cultural Ethics and Values (3)</b><br>Examination of the effects of therapeutic interventions on culturally distinct populations.  | Summer term |
| PSY 501s | <b>Professional Practice Seminar I (2)</b><br>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. | Fall        |
| PSY 502s | <b>Professional Practice Seminar II (2)</b><br>Continuation of PSY 501s. Emphasis on various clinical and legal issues related to the practice of psychotherapy. Enables the student to develop the skills necessary to obtain a practicum placement. Prerequisite: PSY 501s.                               | Spring      |
| PSY 504  | <b>Psychopathic Mind (3) Elective</b><br>This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Crosslisted with PSY 404.  |             |
| PSY 505  | <b>MFT Counseling Theory (3)</b><br>The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.  | Fall        |
| PSY 510  | <b>Human Growth and Development (3)</b><br>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.   | Fall        |
| PSY 515  | <b>Human Sexuality (3)</b><br>Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology.   | Summer term |
| PSY 520  | <b>Human Communications in Group Process (3)</b><br>Application of group treatment models to various forms of interpersonal communication.  | Spring      |
| PSY 525  | <b>MFT Counseling Techniques (3)</b><br>Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.  | Spring      |
| PSY 530  | <b>Advanced Research Methodology (3)</b><br>Theoretical and practical applications of research methods of psychotherapy. Prerequisite: PSY 383 (Statistical Techniques in Social Science) or equivalent.  | Spring      |
| PSY 535  | <b>Advanced Psychopathology (3)</b><br>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.  | Spring      |
| PSY 540  | <b>Psychodiagnostics (3)</b><br>Applications of Intelligence Testing and Personality tests to diagnosis and therapy. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent.  | Fall        |
| PSY 545  | <b>MFT Counseling (Child and Adolescent) (3)</b><br>Processes of diagnosis, dynamics, and treatment of children and adolescents.  | Fall        |
| PSY 555  | <b>Practicum I (3)</b><br>Supervised counseling experience in professional settings. Prerequisites: PSY 501s, 502s, 505, 525, and 560.  | Fall        |
| PSY 560  | <b>Professional Ethics and Law (3)</b><br>An examination and explanation of current laws and ethical issues affecting psychotherapists.   | Summer term |
| PSY 570  | <b>Practicum II (3)</b><br>A continuation of PSY 555. Prerequisite: PSY 555.  | Spring      |
| PSY 580  | <b>Family Therapy I (3)</b><br>An examination of the philosophical and theoretical suppositions of the major schools of family therapy. Emphasis on the historical and contemporary context of systems theory and family therapy.   | Fall        |

## Master of Science in Counseling Psychology

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



2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## GRADUATE PROGRAMS IN EDUCATION

### GRADUATE CATALOG

**Dr. Mary Crist**

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

**Dr. John Shoup**

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

**Dr. Sherrye Smith**

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

**Ms. Mary Martin**

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

**Ms. Laurie Livingston**

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



## GRADUATE PROGRAMS IN EDUCATION

---

### **Dr. Mary Crist**

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

### **Dr. John Shoup**

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### **Dr. Sherrye Smith**

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Director, Teacher Credential Programs*

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FAX (951) 343-4553

### **Ms. Laurie Livingston**

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

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## Faculty

|                              |   |
|------------------------------|---|
| Mary Crist, Ed.D. ....       | Education • Special Education                     |
| Barbara Cockerham, M.S. .... | Education • Reading • Multiple Subject Credential |
| Dirk Davis, M.A. ....        | Education • Educational Technology                |
| Joe De Vol, M.A. ....        | Education   |
| James Heyman, Ed.D. ....     | Education • Educational Leadership                |
| Karin Johnson, Ph.D. ....    | Education • Educational Technology                |
| David King, Ed.D. ....       | Education • Kinesiology                           |
| Jeff McNair Ph.D. ....       | Education • Special Education                     |
| John Shoup, Ph.D. ....       | Educational Leadership • Research                 |
| Sherrye Smith, Ed.D. ....    | Education • Special Education                     |
| Susan Studer, Ph.D. ....     | Education   |
| Rachel Timmons, M.A. ....    | Education   |
| David Wiebe, Ed.D. ....      | Education   |

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## Teacher Credential Program

**Denise Roscoe***Credential Analyst*

(951) 343-4268

**Renee Harris***Credential Technician*

(951) 343-4372

**Gail Cloud***Data Technician*

(951) 343-4448

**Margie Bauman***Senior Program Advisor*

(951) 343-4307

**Catherine Caron***Program Advisor*

(951) 343-4375

**Gretchen Gander***Program Advisor*

(951)-343-5225

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### Graduate and Teaching Credential Programs in Education

The graduate programs in education are designed to equip individuals with the skills, techniques and qualities of leadership required for professional excellence as classroom teachers, instructional leaders, curriculum developers, 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.

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 and Professional Clear Single and Multiple Subject credentials with Internship options, Preliminary Administrative Services Credential, and Education Specialist Credential in Mild/Moderate Disabilities-Level 1 and Level II. California Baptist University is accredited by the Western Association of Schools and Colleges, and the School of Education is accredited by the California Commission on Teacher Credentialing. Many states have cooperative agreements with California that allow teachers with California credentials to teach in those states. Students may complete a master degree, a credential program or both. The Graduate Academic Advisor, the Education Credential Program Advisors and the Credential Analyst are available to assist in course selection, degree check and other academic information.

### Mission Statement

It is the mission of the School of Education of California Baptist University, a Great Commission University, to prepare teachers of high moral character and ethical behavior to teach in the diverse schools throughout the world.

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

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

### Admission Requirements

Admission to the graduate program in Education requires the following: (individuals applying to the teaching credential program have additional admission requirements as outlined under Admission and Screening Procedures for Teacher Education Candidates.)

1. Completion of application for admission with non-refundable graduate application fee for a specific program or specialization. Any change in program or specialization must be approved by the graduate program director.
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.\* Select programs in education have a higher minimum GPA requirement. Higher GPA requirements are specified within the degree requirements.
3. Three letters of recommendation from professionals who can address the applicants potential for success in education.
4. Prerequisites: Complete two (2) of the following prerequisite courses in education: EDU 302 Growth, Development, and Learning (3 units), EDU 300 American Public School (3 units), or ETC 305/505 Educational Computing—Level I (3 units). Prerequisite courses must be completed within the first two semesters of enrollment.
5. Acceptance for admission by the director of the graduate program in education.
6. Those students applying for any credential must also submit an official letter of acceptance into the credential program.

\*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 California Subject Examination for Teachers (CSET) 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 Admissions 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.

### Admission and Screening Procedures for Teacher Education Candidates

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

1. Complete 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 and obtain approval from the Teacher Education Committee.
4. Have a minimum GPA of 2.75 on a four-point scale, which is documented by official transcripts from all institutions attended.
5. Submit three letters of recommendation from a professional indicating applicants suitability for teaching. (Forms are available in the Teacher-Education Office.)

6. Complete the following four (4) prerequisite courses satisfactorily: EDU 302 Growth, Development, and Learning (3 units), EDU 300 American Public School (3 units), ETC 305/505 Educational Computing—Level I (3 units) and EDU 415/515 Reading in the Content Areas (Single Subject Candidates) or EDU 416/516 Reading and Phonics (Multiple Subject Candidates).
7. Complete a satisfactory interview with an Education faculty member.
8. Present verification of Certificate of Clearance.

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

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

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

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

4. Successful completion of a portfolio.

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

- a. Human growth and development
  - b. Theories of learning
  - c. Rationales and models for curriculum design
  - d. Current trends and programs in their field and methods of evaluating their value in a specific setting
  - e. Different cultures and the individual needs of students
  - f. Research methods and techniques
5. The student and the faculty advisor will develop an appropriate program of study 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.
  6. Be in good academic standing (not suspended or expelled) at the time of completion.
  7. Satisfy all financial obligations.

**Master of Science in Education****Specialization in Educational Leadership for Public Institutions (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 Services Credential without additional degree requirements. This program requires an additional application and acceptance by the Education Committee. See the faculty advisor for information.

Prerequisites for Administrative Services Credential

- Valid California Teaching Credential
- 3 years full-time teaching experience
- Minimum 3.0 cumulative grade point average
- Candidates must maintain a minimum semester 3.0 GPA throughout the program

**Core (10-11 units)**

|     |     |   |           |
|-----|-----|---|-----------|
| EDU | 520 | Current Issues Seminar                              | 1-2 units |
| EDU | 521 | Theories of Learning and Teaching <b>OR</b> EDU 542 | 3 units   |
| EDL | 522 | Curriculum Theory and Development                   | 3 units   |
| EDL | 525 | Survey of Educational Research                      | 3 units   |

**Specialization (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 |

**Capstone (9 units)**

|     |     |  |         |
|-----|-----|--|---------|
| 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. This program delivers its core courses during the Fall and Spring semesters through online instruction and offers the specialization courses in the Faith-Based Summer Institute at CBU.

**Core (15 Units)**

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

**Specialization (12 Units)**

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

**Capstone (3 Units)**

|     |     |                                  |         |
|-----|-----|----------------------------------|---------|
| EDL | 581 | Fieldwork in Faith-Based Schools | 3 units |
|-----|-----|----------------------------------|---------|

**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 |
| EDU | 521 | Theories of Learning and Teaching <b>OR</b> EDU 542 | 3 units   |
| EDU | 522 | Curriculum Theory and Development                   | 3 units   |
| EDU | 525 | Survey of Educational Research                      | 3 units   |

#### Specialization (9 units)

|     |     |  |           |
|-----|-----|--|-----------|
| EDL | 530 | Introduction to Educational Leadership                             | 2-3 units |
| EDU | 542 | Models of Teaching   | 3 units   |
| EDU | 546 | Analysis of Teaching Behavior                                      | 3 units   |
| EDU | 544 | Supervision of Instruction   | 3 units   |
| EDU | 545 | Multiethnic Literature for Children/Young Adults <b>OR</b> EDU 548 | 3 units   |
| EDU | 530 | Cultural Anthropology for Educators                                | 3 units   |
| EDU | 554 | Teaching Gifted and Talented                                       | 3 units   |
| ART | 515 | Aesthetics in the Classroom  | 3 units   |
| ETC | 505 | Educational Computing—Level I                                      | 3 units   |
| ETC | 520 | Educational Computing—Level II                                     | 3 units   |

#### Electives (11 units)

Professional methods courses may also be used.

|     |     |  |           |
|-----|-----|--|-----------|
| RDG | 535 | Diagnosis of Reading Problems                  | 3 units   |
| KIN | 560 | School Health Education                        | 3 units   |
| ETC | 515 | Selection & Utilization of Instructional Media | 3 units   |
| ETC | 520 | Educational Computing—Level II                 | 3 units   |
| ETC | 525 | Instructional Design and Development           | 3 units   |
| ETC | 535 | Telecommunications for Educators               | 3 units   |
| ETC | 555 | Educational Desktop Publishing                 | 3 units   |
| ENG | 563 | Linguistics                                    | 3 units   |
| EDU | 541 | The Exceptional Child                          | 3 units   |
| EDU | 565 | Multiple Intelligences                         | 2-3 units |
| EDU | 595 | Special Topics                                 | 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 Reading (37-38 units without Reading Certificate; 43-44 with Reading Certificate)****Core (10-11 units)**

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

**Specialization (24 units)**

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

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

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

**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 Instructional Computer Applications (33-34 units)****Prerequisites (9 units)**

|     |     |                                |         |
|-----|-----|--------------------------------|---------|
| EDU | 300 | American Public Schools        | 3 units |
| EDU | 302 | Growth, Development & Learning | 3 units |
| ETC | 305 | Educational Computing—Level I  | 3 units |

**Core (10-11 units)**

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

**Specialization (12 units)**

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

### Choose 6 specialization units from

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

### Electives (8 units)

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

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

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

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

## Master of Science in Education

### Specialization in Educational Technology (33-34 units)

#### Core (10 -11units)

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

#### Specialization (20 units)

|      |     |  |           |
|------|-----|--|-----------|
| *ETC | 505 | Educational Computing: Level I                 | 3 units   |
| ETC  | 510 | Foundations/Research in Educational Tech.      | 3 units   |
| ETC  | 515 | Selection & Utilization of Instructional Media | 3 units   |
| ETC  | 520 | Educational Computing: Level 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 |

\*Prerequisite for all other specialization courses.

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

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

## Master of Science in Education

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

This program is designed for candidates seeking the Education Specialist Credential in Mild/Moderate Disabilities—Level I. Admission requirements for the credential program are additional to those for the degree. Individuals who already possess a Master's degree or those who do not wish to earn a Master's degree may pursue the credential without 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 the following four (4) prerequisite courses satisfactorily:
  - EDU 300 American Public School
  - EDU 302 Growth, Development and Learning or PSY 320 Human Growth and Development,
  - EDU 416/516, Reading and Phonics
  - ETC505 Educational Computing—Level I
- Student Teaching—15 units (These may be split equally between general and special education to earn both the Level I Education Specialist Credential and the Preliminary Multiple Subject Credential or completed in special education only if the dual credential option is not elected.)
- Candidates who elect the dual credential option should refer to the Preliminary Multiple Subject Credential information.

#### Courses Required for the Education Specialist Credential:

##### Mild/Moderate Disabilities Level I (39-45 units, including student teaching)

|     |     |  |             |
|-----|-----|--|-------------|
| EDU | 505 | Teaching Mathematics and Science (2)               | 3 units     |
| EDU | 512 | Teaching Social Studies and Language Arts (2)      | 3 units     |
| EDU | 516 | Teaching Reading and Phonics (2)                   | 3 units     |
| EDU | 563 | Introduction to Linguistics                        | 3 units**** |
| KIN | 502 | Contemporary Health Issues                         | 3 units**** |
| SPE | 518 | Classroom Management & Discipline (or EDU 518) (1) | 3 units     |
| SPE | 541 | The Exceptional Child (or EDU 541)                 | 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) Also counts for Multiple Subject and Single Subject Credential

(2) Also counts for Multiple Subject Credential

\*Prerequisite EDU/SPE 541

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

\*\*\*Prerequisite EDU 516

\*\*\*\*Required for Multiple Subject Credential

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

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

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

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

**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 <b>OR</b> EDU 542 | 3 units   |
| EDU | 522 | Curriculum Theory and Development                   | 3 units   |
| EDU | 525 | Survey of Educational Research                      | 3 units   |

**Specialization Courses (15 units)**

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

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

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

\*Prerequisite EDU/SPE 541

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

\*\*\*Prerequisite EDU 516

**Approved Electives (6 units)**

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

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

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

**Master of Arts in Education****Specialization in Cross-cultural, Language & Academic Development (C.L.A.D.) (34-35 units)****Core (10-11 units)**

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

**Specialization (12 units)**

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

**Specialization Course Substitutions (approval required)**

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

**Electives (9 units)**

Choose any graduate level education courses.

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

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

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

### Teacher Education Credential Programs

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

Obtaining a Single Subject Credential authorizes the holder to teach all subjects in kindergarten through grade twelve in departmentalized classrooms. The individual obtaining a Multiple Subject Credential is authorized to teach all subjects in kindergarten through grade twelve in self-contained classes. 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. Multiple Subject and Education Specialist candidates must pass the Reading Instruction Competency Assessment (RICA) prior to applying for the credential.

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

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

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

## Preliminary Single Subject Credential

The Preliminary Single Subject Credential program requires completion of an approved program in one of the subject areas taught in secondary schools. Each Single Subject Credential program candidate must meet additional requirements beyond the subject major. These requirements can be obtained from the School of Education Credential Program Advisors.

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

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

### Prerequisites (12 units)

|             |  |         |
|-------------|--|---------|
| EDU 300     | American Public School                   | 3 units |
| EDU 302     | Growth, Development and Learning         | 3 units |
| ETC 305/505 | Educational Computing—Level I            | 3 units |
| EDU 515     | Reading and Writing in the Content Areas | 3 units |

### Professional Sequence (18 units)

|                 |                                     |         |
|-----------------|-------------------------------------|---------|
| EDU 518         | Classroom Management and Discipline | 3 units |
| EDU 541/341     | The Exceptional Child               | 3 units |
| ENG 463/EDU 563 | Linguistics                         | 3 units |
| EDU 514         | Secondary Methods                   | 3 units |
| EDU 519         | Subject Area Specialization         | 3 units |
| KIN 502         | Contemporary Health Issues          | 3 units |

### Capstone Course\* (15 units)

|         |                              |          |
|---------|------------------------------|----------|
| EDU 580 | Student Teaching and Seminar | 15 units |
| EDU 581 | Internship and Seminar       | 15 units |

\*Students must complete all of the following requirements before a candidate may apply for Student Teaching or Internship: Prerequisite courses, professional sequence courses, CBEST passage, and a negative tb test. Subject matter competence is required for Student Teaching/Internship.

Prior to filing for a credential a current CPR certificate is required. The requirements for the Professional Clear Credential must be completed within 5 years of the date of issue of the Preliminary Credential.

## Preliminary Multiple Subject Credential

The Preliminary Multiple Subject Credential program requires completion of Subject Matter Competence via the CSET to ensure compliance with No Child Left Behind legislation. A list of requirements for this major is available in the School of Education. Multiple Subject Candidates who have a Bachelor's degree with a major in an area other than Liberal Studies may qualify by passing the CSET exam and fulfilling the U.S. Constitution requirement. The following units/requirements of professional education coursework are necessary to complete requirements for this credential:

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

### Prerequisites (12-18 units)

|             |                                  |         |
|-------------|----------------------------------|---------|
| EDU 300     | American Public School           | 3 units |
| EDU 302     | Growth, Development and Learning | 3 units |
| EDU 416/516 | Teaching Reading and Phonics*    | 3 units |
| ETC 305/505 | Educational Computing—Level I    | 3 units |

\*Complete 6 (six) units from EDU 300, 302, and ETC 305/505 with grades of B or better to enroll in EDU 416/516.

### Professional Sequence (18 units)

|             |   |         |
|-------------|---|---------|
| EDU 505     | Elementary Curriculum and Instruction: Math and Science                 | 3 units |
| EDU 512     | Elementary Curriculum and Instruction: Language Arts and Social Studies | 3 units |
| EDU 518     | Classroom Management and Discipline                                     | 3 units |
| EDU 541/341 | The Exceptional Child   | 3 units |
| EDU 563     | Introduction to Linguistics   | 3 units |
| KIN 502     | Contemporary Health Issues  | 3 units |

### Capstone Course (15 units)

|         |                              |          |
|---------|------------------------------|----------|
| EDU 580 | Student Teaching and Seminar | 15 units |
| EDU 581 | Internship                   | 15 units |

\*Students must complete all of the following requirements before a candidate may apply for Student Teaching or Internship: Prerequisite courses, professional sequence courses, CBEST passage, and a negative tb test. Subject matter competence is required for Student Teaching/Internship.

Prior to filing for a credential the RICA exam and a current CPR certificate is required. The requirements for the Professional Clear Credential must be completed within 5 years of the date of issue of the Preliminary Credential.



**Education Specialist Credential in Mild/Moderate Disabilities—Level II**

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

**Required Courses (6 units)**

|     |     |   |        |
|-----|-----|---|--------|
| SPE | 520 | Transition and Career Planning                    | 1 unit |
| SPE | 530 | Professional Induction Seminar                    | 1 unit |
| SPE | 550 | Research in Special Education                     | 1 unit |
| SPE | 560 | Advanced Curriculum, Instruction and Assessment   | 1 unit |
| SPE | 570 | Advanced Behavior and Environmental Support       | 1 unit |
| SPE | 595 | Professional Leadership and Communication Seminar | 1 unit |

**OR**

|     |     |                      |         |
|-----|-----|----------------------|---------|
| EDU | 525 | Educational Research | 3 units |
|-----|-----|----------------------|---------|

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

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

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

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

\* Required for CLAD Certificate

\*\*Required for Level II Credential

**Professional Clear Credential**

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

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



## Prerequisite Coursework

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

## Course Descriptions

- ART 515 Aesthetics and the Classroom (3)**  
An upper division and graduate level course for the classroom teacher and liberal studies major. Studies assumptions we make about art, investigates our difficulties in understanding art, builds skill in perceiving and communicating about art, and connects lessons learned to practical classroom application.
- EDL 522 Curriculum Theory and Development (3)**  
An overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning. Cross-listed with EDU 522 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 acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on action research will provide a basis for assignment. Cross-listed with EDU 525 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)**  
The course explores questions such as “What is a philosophy of Christian education? Why it is a valid question? How does one develop the scriptural case for a truly Christian education?” Scriptural models of Christian leadership and the spiritual integration of learning and faith are investigated.

## Graduate Programs in Education

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- EDL 535 Analysis of Teaching Behavior (3)**  
A systematic study of the teaching process. Examination of the research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of teacher evaluation research for the classroom. Cross-listed with EDU 546. Prerequisite: EDL 530.
- EDL 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. Cross-listed with EDU 544.
- EDL 545L Spiritual Integration for Supervision and Staff Development (1)**  
Administrator as spiritual model, mentor, and evangelist and the explicit spiritual formation and character development of staff and personnel.
- EDL 556 School Law and Finance (3)**  
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: EDL 530.
- 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: EDL 530.
- 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-curricular activities, 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. Cross-listed with EDU 405. Prerequisite courses: EDU 300, EDU 302 or equivalent, EDU 516, and ETC 505.
- EDU 512 Teaching Language Arts & Social Studies (3)**  
This course prepares future teachers to meet the California state requirements for certification in language arts and social studies and to equip students with knowledge and skills necessary for the successful teaching of these subjects. It is a study of the scope, the organization, and the instructional procedures used to teach social studies and language arts. Students learn how to design and develop interdisciplinary units of study, how to write and assess instructional objectives, and how to organize and integrate social studies and language arts instruction for diverse learners in the public classroom. Twenty hours of fieldwork is required. Cross-listed with EDU 412. Prerequisite courses: EDU300, EDU302 or equivalent, EDU 516, and ETC 505.
- EDU 514 Secondary Methods (3)**  
Various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private, are examined. Twenty hours of structured observation is required, equally divided between the middle school and high school classroom. Prerequisite courses: EDU 300, EDU 302 or equivalent, EDU 515, and ETC 505. Cross-listed with EDU 497.
- EDU 515 Reading and Writing in the Content Areas (3)**  
Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using the PAR framework: prereading, assistance, and reflection. Students are also introduced to beginning reader strategies. Cross-listed with EDU 315 & RDG 515. Twenty hours of fieldwork required.
- EDU 516 Teaching Reading and Phonics (3)**  
This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week (or 20 hours), at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Cross-listed with EDU 416 & RDG 516. Prerequisite: 6 (six) units from EDU 300, 302, and ETC 305/505 with grades of B or better.
- 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. Cross-listed with EDU 440 & SPE 518. Prerequisite courses: EDU 300, EDU 302 or equivalent, ETC 505, and EDU 515 OR EDU 516.
- EDU 519 Subject Area 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 20 hours of observation required, divided equally between middle school and high school, students in this course will teach three mini-lessons, which are directly supervised by a master teacher, visit Open House night, sit in on a parent teacher conference, and tutor students. Cross-listed with EDU 490. Prerequisite courses: EDU 300 and EDU 302 or equivalent, EDU 514, EDU 515, ENG 463/EDU 563, and ETC 505.
- EDU 520 Current Issues Seminar (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. Cross-listed with KIN 520.

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- 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. Cross-listed 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. Cross-listed 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. Cross-listed with EDL 525 & KIN 525.
- EDU 530 Cultural Anthropology for Educators (3)**  
A study of the cultural factors that affect human behavior. Topics include language, art, religion, subsistence and cultural change. Approved by the California Commission of Teacher Credentialing to satisfy requirements for CLAD certification.
- EDU 541 The Exceptional Child (3)**  
The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials including those appropriate for English language learners, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. Approved by the California Commission on Teacher Credentialing to meet requirements for the Professional Clear Credential. Cross-listed with EDU 341 & SPE 541.
- EDU 542 Models of Teaching (3)**  
Students explore varied strategies of instruction from four families of teaching models: behavioral, social, personal, and information processing. Students will identify and study sixteen unique models of teaching, which provide the student with a wide repertoire of teaching models for classroom practice. Students examine relationships among theories of learning and instruction as well as various instructional alternatives. Prerequisite: EDU 300, EDU 302, and teaching experience or permission of the instructor.
- EDU 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. Cross-listed with EDL 544.
- EDU 545 Multiethnic Literature for Children and Young Adults (3)**  
Students will focus on the identification and study of literature written by and about ethnic minorities in the United States. The course also provides an in-depth study of a variety of books appropriate for use in the classroom. Prerequisite: A course in children's literature recommended. Cross-listed with RDG 545.
- EDU 546 Analysis of Teaching Behavior (3)**  
This course is a systematic study of the teaching process, in which candidates examine research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom. Cross-listed with EDL 535.
- EDU 548 Multiethnic Education (3)**  
A course to help in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices.

- 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. Cross-listed 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. Cross-listed with SPE 554.
- EDU563 Introduction to Linguistics (3)**  
Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture. This course is required for both multiple subject and single subject credential candidates. Cross-listed with ENG 463.
- 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. Cross-listed with EDU 498.
- EDU 581 Internship and Seminar (15)**  
Within the intern's classroom, the intern will work with a university supervisor. This is open to all multiple or single subject candidates who are under contract with a public school district and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship.
- EDU 582 Internship Practicum (2)**  
Provides weekly supervision for Individual Internship Candidates (IIC) who are completing coursework for the Preliminary Teaching Credential in elementary, secondary, or special education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. A grade of F is reason for dismissal from the IIC program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the intern is accepted and enrolled for EDU/SPE 580.
- EDU 594 Comprehensive Exam (0)**  
Registration in EDU 594 is required for students wishing to take a comprehensive exam to complete degree requirements for a Master of Education degree.
- EDU 595 Special Topics (1-3)**  
Focuses on special subjects of interest to current teachers. May be repeated for credit.
- EDU 596 Research Seminar (3)**  
The seminar requires students to engage in preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project or thesis. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results. Prerequisite: EDU 525.
- EDU 597 Project (1)**  
Continuing enrollment for those not completing a project while enrolled in EDU 596.
- EDU 598 Thesis (1)**  
Continuing enrollment for those not completing a thesis while enrolled in EDU 596.



## Graduate Programs in Education

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- EDU 599 Independent Graduate Research (1-3)**  
This is an independent inquiry into a topic not currently available in regular program offerings.
- ETC 505 Educational Computing—Level I (3)**  
A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level 1 requirements for a Preliminary Credential. Required as a prerequisite for all Educational Technology courses. Cross-listed with ETC 305.
- ETC 510 Foundations/Research in Educational Technology (3)**  
An introductory course emphasizing historical, philosophical, psychological and sociological foundations of educational technology. Students will also examine and critique different types of research studies in educational technology. Prerequisite: ETC 505.
- ETC 515 Selection and Utilization of Instructional Media (3)**  
This course will investigate the selection, utilization, and evaluation of instructional materials to improve learning and communication. Basic instructional development techniques are learned to develop microteaching sessions. Prerequisite: ETC505.
- ETC 520 Educational Computing: Level II (3)**  
This course explores the application of computer technology to the school curriculum, Internet and other telecommunications resources. Computer-assisted instruction, computer-managed instruction, teacher productivity, teaching strategies using computer technology, emerging technologies, and issues related to the use of computer technology for instruction are addressed in the course. Approved by the California Commission on Teacher Credentialing to meet Level 2 requirements for a Clear Credential. Prerequisite: ETC 505.
- ETC 525 Instructional Design and Development (3)**  
This course emphasizes the application of instructional development principles and procedures. Students explore the process of instructional development and develop an instructional design. Development and evaluation of the instructional designs are emphasized. Prerequisite: ETC 505.
- ETC 530 Technology Management Issues (3)**  
This course focuses on the design and management of technology facilities, introduces networking basics, grant-writing issues, and includes an overview of distance education foundations. Prerequisite: ETC 505.
- ETC 535 Internet for Educators (3)**  
This course provides an overview of approaches to using telecommunications and the Internet for educational goals. Students utilize various tools to develop home pages for the World Wide Web. Prerequisite: ETC 505.
- ETC 545 Introduction to Interactive Multimedia Design (3)**  
This course focuses on the foundations, design, and development of interactive multimedia. Students will learn how to incorporate sound, video, text, graphics and still images into a learning package. Prerequisite: ETC 505.
- ETC 550 Advanced Interactive Multimedia Design (3)**  
This advanced course focuses on the systematic design and development of interactive multimedia. The course emphasizes planning, designing, and developing more complex instructional designs in a multimedia format. Prerequisites: ETC 505, ETC 535, and ETC 545.
- ETC 555 Educational Desktop Publishing (3)**  
This course explores the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. Prerequisite: ETC 505.
- ETC 595 Internship in Educational Technology (1-3)**  
Students are assigned to work as field trainees in school media centers or in other appropriate settings under joint supervision of a designated supervisor and university faculty. Requires approval of program director.
- 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 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.

- RDG 515 Reading and Writing in the Content Areas (3)**  
Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining reading readiness, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons using PAR: prereading, assistance during reading and reflection after reading. Students are also introduced to beginning reader strategies. Cross-listed with EDU 315 & EDU 515. Prerequisite courses: EDU 300 and EDU 302 or equivalent and ETC 505.
- RDG 516 Elementary Curriculum & Instruction: Teaching Reading and Phonics (3)**  
This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing for the production of a balanced literacy program in public/private schools. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week (or 20 hours), at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Cross-listed with EDU 416 and EDU 516. Prerequisite courses: EDU 300, EDU 302 or equivalent, and ETC 505.
- RDG 530 Mechanics of Reading and Writing (3)**  
Hands-on methodology instruction for teachers in areas such as decoding, spelling and structural analysis. This class features an examination of numerous commercial programs that have been promoted to increase reading ability through phonics instruction. Software programs are also examined and evaluated. Comprehensive instruction in the writing process and application for classes across the curriculum will be included. Prerequisite: RDG 515 and 516.
- RDG 535 Diagnosis of Reading Problems (3)**  
This course examines diagnostic procedures and techniques used to determine reading problems. Methods of reading instruction, to include linguistic and phonics approaches, will be examined and prescriptive plans for the improvement of reading will be taught based on ongoing assessment. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.
- RDG 536 Diagnosis of Reading Problems Fieldwork (3)**  
A weekly seminar and 45 hours of fieldwork are required for this course. Fieldwork is focused on bridging components of theory and practice in the diagnosis and remediation of reading problems in settings which provide a balanced, comprehensive reading program for all learners. To be taken concurrently with RDG 535: Diagnosis of Reading Problems. Prerequisites: RDG 515, RDG 516, RDG 530
- RDG 538 Advanced Assessment and Intervention Strategies in Reading and Language Arts (3)**  
This course is designed to enable teachers to gain advanced knowledge and skill in the use of assessment and evaluation techniques and to develop alternative intervention strategies based on sound theory and research with all learners. Prerequisites: RDG 515, RDG 516, RDG 530 or special permission of the program coordinator.
- RDG 540 Models and Processes of Teaching Reading (3)**  
An examination of the theoretical models and processes involved in teaching reading. Special emphasis on linguistic, perceptual, affective and cognitive components of reading as well as historical trends, factors affecting reading achievement and implications for instruction. Prerequisite: RDG 515 and 516 and 530 or permission of the program coordinator.
- RDG 545 Multiethnic Literature for Children and Young Adults (3)**  
The identification and study of literature written by and about ethnic minorities in the United States. An in-depth study of a variety of books appropriate for use in diverse classrooms as well as literacy strategies recommended for all learners. Prerequisite: A course in children's literature recommended. Cross-listed with EDU 545.
- RDG 590 Clinical Experiences in the Teaching of Reading (4)**  
Clinical (4 units) experience to involve diagnosis of individual reading problems, the guided design of prescriptive plans to meet the needs of individual clients and a supervised implementation of remediation techniques for the improvement of client reading deficiencies. Prerequisites: RDG 530, 535, and 540.
- RDG 595 Special Topics in Reading Instruction (2)**  
The examination of research in areas such as Emergent Literacy, Vocabulary Acquisition, Comprehension, Discourse Analysis and Cognitive Processing models. Focus will be on interpretation of reading and language arts research as it relates to practice. The Internet will be used to access professional reading organizations and current investigations in reading.

## Graduate Programs in Education

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### SPE 518 Classroom Management and Discipline (3)

This course is a study of the techniques, procedures and discipline models that can help make the difficult tasks of managing and disciplining much easier. Students will learn how to establish and maintain a classroom environment where positive behavior support is practiced. The classroom will be free from coercion and punishment. Interventions will be positive, proactive, and respectful of students. The course will also examine classroom discipline dimension: teacher responses to inappropriate behavior, the differences between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies. Students will evaluate a variety of behavior management methods including functional analysis assessment. They will design their own behavior plan based on functional behavior analysis. The course will aid special education and mainstream education teachers in maximizing educational experiences for all students, including those with serious behavior disorders. Ten (10) hours of fieldwork required. Required for both Multiple Subjects and Single Subject Credentials. Cross-listed as EDU 440 & EDU 518. Prerequisite courses: EDU300, EDU302 or equivalent, and ETC 505.

### SPE 541 The Exceptional Child (3)

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

### SPE 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. Cross-listed 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 580 Student Teaching in Special Education (8-15 units)

Teaching experience in the public school under guidance of a University Supervisor with cooperation of a credentialed Master Teacher. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.

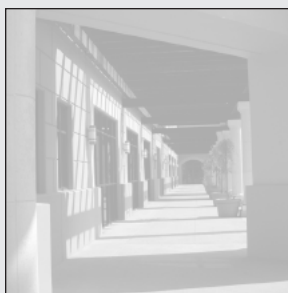
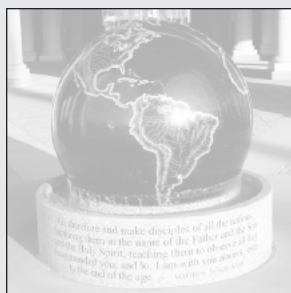


- SPE 590 Diagnostic and Remedial Techniques in Reading (3)**  
This course will focus on the various causes of reading disabilities, including severe visual and phonological dyslexia; formal and informal methods for diagnosing reading problems; and the application of the results of assessment in IEP design. Instruments such as the Wide Range Achievement Test, Informal Phonics Inventory, Fry's High Frequency Sight Word Test, the Johns Informal Reading Inventory, and the Woodcock Reading Inventory will be covered. Students will also examine various instructional procedures, strategies, and materials for remediating reading disabilities in students in special educational classrooms and mainstream classrooms. A clinical practicum of 20 hours is included in which students assess, plan, and tutor individuals with severe reading disabilities. Prerequisite: EDU 516 Teaching Reading and Phonics.
- SPE 520 Transition and Career Planning (1)**  
Candidates will demonstrate the knowledge and ability to implement factors associated with successful planning and implementation of transitional life experiences. They will collaborate with personnel from other educational and community agencies to plan for successful transitions for students.
- SPE 530 Professional Induction Seminar (1)**  
Candidates will extend their knowledge of general and special education responsibilities in schools in order to build in-depth knowledge of defined areas of interest. The Professional Induction Plan designed in this course outlines how the assessed needs of each candidate will be met and identifies specific activities for facilitating professional development.
- SPE 531F Professional Induction Fieldwork (1)**  
Candidates will complete CFASST Events 1 and 6, or approved equivalent activities. Event 1 requires candidates to complete a focused examination of the educational context where they teach and to identify characteristics that affect their daily teaching. They will reflect on their findings with a District Support Provider. Event 6 requires candidates to reflect on the first year of teaching, to summarize major areas of growth, and to select significant work to share with colleagues at a Colloquium.
- SPE 550 Research in Special Education (1) or EDU 525 Educational Research (3)**  
Candidates will demonstrate the knowledge and ability to read and apply current and emerging research on best practices as well as maintain currency on educational policies that affect their professional practice.
- SPE 560 Advanced Curriculum, Instruction, and Assessment (1)**  
Candidates will acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild and moderate disabilities.
- SPE 561F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non- university activities (1)**  
Candidates will complete CFASST Events 2, 3, 4, and 5, or equivalent activities. Event 2 requires candidates to implement a new approach in the classroom, track changes, reflect on them, and confer with their District Support Provider to identify their current level of practice. Event 4 requires candidates to assess student performance, reflect on their findings, and complete a closure conference to assess current practice on the three elements of Standard 5 (Assessing Student Learning) of the California Standards for the Teaching Profession. Events 3 and 5 are profiles of practice requiring structured observations by the District Support Provider and subsequent assessment of their level of practice. Candidates will consider their level of practice, school or district priorities, and other challenges in order to prepare a plan of professional development in an area they have targeted for growth. The Individual Induction Plan (IIP) prepared by all candidates will assist the District Support Provider in determine the best focus for candidate efforts in completing CFASST.
- SPE 562F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non-university activities (1)**  
Candidates will complete CFASST Events 9 and 11, or equivalent activities during their second CFASST year. Event 9 requires candidates to investigate prior student achievement in their content area of emphasis, use long-term planning skills to create a series of five lessons designed to increase student learning of the selected standard, be observed teaching two lessons, evaluate student work, reflect on it, and discuss conclusions in a conference with the District Support Provider. Event 11 requires candidates to analyze student learning over time, reflect on a summative assessment of student learning, draw conclusions about teaching effectiveness, and discuss findings in a conference with the District Support Provider.
- SPE 571 Advanced Behavior and Environmental Support (1)**  
Candidates implement systems to assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs (Standard 14). They work with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment (Standard 14).

## Graduate Programs in Education

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- SPE 571F**    **Fieldwork: Advanced Behavior and Environmental Support or approved non-university activities (1)**  
Candidates complete CFASST Event 7 or approved equivalent activities. They record and analyze critical information about students, examine the organization and resources of the school, district, and community, identify levels of English proficiency and primary language function in English learners, and examine student assessment data and academic achievement information in a selected content area.
- SPE 595**    **Professional Leadership and Communication Seminar (1)**  
In their final course, candidates will continue to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. They complete CFASST Events 10 and 12 or approved equivalent activities. Event 10 requires candidates to complete a short self-assessment and a review of evidence from Events 7-9 to identify their level of Framework implementation and area(s) of emphasis for the Individual Induction Plan (IIP). Event 12 requires candidates to examine evidence collected in all events and complete a self-assessment in each of the six California Standards for the Teaching Profession. They will also select significant work to share with colleagues in a Professional Growth Colloquium. At the conclusion of this course, the candidate will secure approval of the completion of the Level II Professional Induction Plan from the University Advisor and the District Support Provider.



2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## MASTER OF ARTS IN ENGLISH

GRADUATE CATALOG

**Dr. James Lu**

*Chair, Modern Languages and Literature*

**Dr. DawnEllen Jacobs**

*Graduate English Program Director*

**Ms. Lupe Solano**

*Department of Modern Languages  
and Literature Secretary*

Phone (951) 343-4590

FAX (951) 343-4520



# MASTER OF ARTS IN ENGLISH

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

**Dr. DawnEllen Jacobs**  
*Graduate English Program Director*

**Ms. Lupe Solano**  
*Department of Modern Languages and Literature Secretary*  
Phone (951) 343-4590  
FAX (951) 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            |
| James Lu, Ph.D. ....         | Multicultural Literature            |
| Jennifer Newton, Ph.D. ....  | Medieval and Renaissance Literature |
| Gilbert Perez, M.A. ....     | Spanish                             |
| Irina Renfo, M.A. ....       | Linguistics • Literature            |
| Carmen Romig, M.A. ....      | Spanish                             |
| Jennifer Tronti, M.A. ....   | Composition • Literature            |

## 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 eighteen (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 Admissions 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.

**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<sup>1</sup>**

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

**Core (12 units)**

- 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)<sup>2</sup>**

- 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

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

<sup>2</sup> Approved Education courses may be used to meet elective requirement.

## 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 be applied as an elective.)
- 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 be applied as an elective.)

## English Coursework

- ENG 500     **Research and Writing in Literature and Language (3)**  
This course provides advanced study in grammar, writing and research techniques and styles.
- ENG 501     **Critical Theories and Traditions (3)**  
Students will become familiar with critical literary trends and traditions from the classic to the contemporary. A sequential survey of classical traditions will begin with Plato and move through literary criticism as practiced in the Renaissance, Romantic and modern eras. Contemporary trends will include Marxist criticism, formalism, structuralism and semiotics, 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 the course addresses strategies for working within the parameters of the secondary teaching situation to utilize existing materials toward the end of a multi-culturally sensitive curriculum.
- ENG 540     **Contextual Approaches To Grammar (3)**  
This advanced course will provide an in-depth look at grammar from a linguistic perspective. The purpose of the course is twofold: to provide students with a sound knowledge of English grammar from a linguistic perspective, and to equip students with an understanding of the relationship between the linguistic and grammatical approaches to language. Ultimately, students will be able to apply linguistic understanding to the teaching of grammar as prescribed by the California State Framework for English.
- ENG 545     **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. Crosslisted with ENG 463 and EDU563.

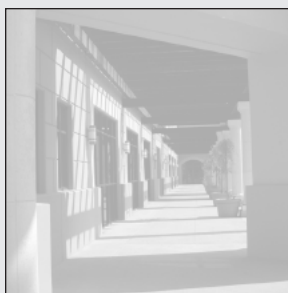
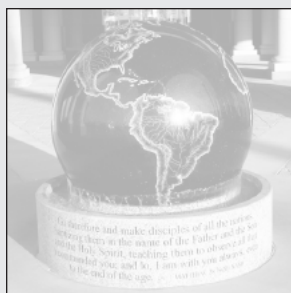
## Master of Arts in English

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- ENG 550 British Literature Seminar (3)**  
A seminar designed to familiarize students with various periods of British literature. This course will take a topical approach to British literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 560 American Literature Seminar (3)**  
A seminar designed to familiarize students with various periods of American literature. This course will take a topical approach to American literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 570 World Literature Seminar (3)**  
A seminar designed to familiarize students with various periods of World literature. This course will take a topical approach to World literature of all genres in the context of the period's historical, political, socioeconomic, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 581 Topics in Film Studies (3)**  
Students will be exposed to the critical skills and practical knowledge needed to engage in a cross-cultural study of cinema from a global perspective. Special attention will be given to the themes, techniques, genres, actors/actresses, directors, and audience-receptions of the national cinemas of the culture under investigation. Approaches from different angles will be encouraged, including those of cultural studies, arts, music, sociology, psychology, philosophy, business, education, as well as language and literature. Students should see the instructor for the focus of the current semester.
- ENG 582 Literature and Film (3)**  
Addresses issues surrounding the relationship between literature and film. Special attention will be directed toward the deployment of cinematic texts in the English secondary context. Emphasis given to genre (such as the western), a movement (such as Fourth Cinema), an auteur (such as Orson Welles), or a transgeneric logic (such as film noir).
- ENG 594 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.
- ENG 597 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.
- ENG 599 Special Topics (1-3)**  
Concentration upon a specific topic in the field of English. Topic varies for different semesters. May be taken multiple times with change in topic.
- 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. (Offered upon evidence of sufficient interest)
- 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: SPA 500. (Offered upon evidence of sufficient interest)

Note: Additional courses may be offered upon evidence of sufficient interest. Course descriptions will be included in the syllabus.





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# CALIFORNIA BAPTIST UNIVERSITY

## MASTER OF SCIENCE IN KINESIOLOGY

GRADUATE CATALOG

**Dr. David J. Pearson**  
*Chair, Department of Kinesiology*

**Ms. Daphne Paramo**  
*Kinesiology Department Secretary*  
Phone (951) 343-4396  
FAX (951) 343-5097



# MASTER OF SCIENCE IN KINESIOLOGY

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**Dr. David J. Pearson**  
*Chair, Department of Kinesiology*

**Ms. Daphne Paramo**  
*Kinesiology Department Secretary*  
Phone (951) 343-4396  
FAX (951) 343-5097

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## Faculty

|  |                            |
|--|----------------------------|
| James Heyman, Ed.D. ....                 | Education                  |
| David King, Ed.D. ....                   | Education/Sport Management |
| Nicole MacDonald, M.P.H., CSCS, ATC .... | Kinesiology                |
| David Pearson, Ph.D., CSCS ....          | Kinesiology                |
| Susan Studer, Ph.D. ....                 | Education                  |
| David Wiebe, Ed.D. ....                  | Education                  |

## Graduate Program in Kinesiology

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

### Admission Requirements

Admission to the graduate program in Kinesiology 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. A current resume including all related professional and extracurricular experiences.
5. Physical Education emphasis students need a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course.
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) 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 who meet all admissions standards may be admitted as a student with full graduate standing.
2. Conditional Graduate Standing—Applicants 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 Admissions 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 meet minimum graduate admission standards. 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.

## Master of Science in Kinesiology (33 units)

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

### Core Courses (15 units)

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

### Sport Management Concentration (18 units)

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

### Physical Education Pedagogy Concentration (18 units)

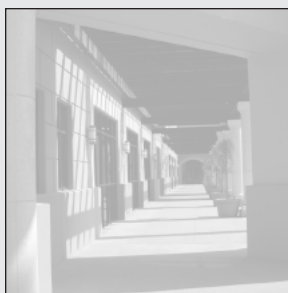
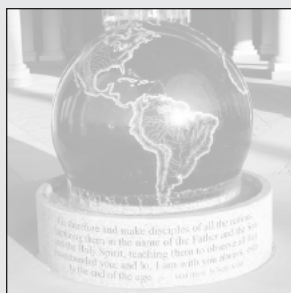
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| KIN | 501 | Applied Pedagogy in Physical Education   |
| KIN | 560 | School Health Education  |
| EDU | 514 | Secondary Methods OR EDU 522 Curriculum Theory and Development                       |
| EDU | 515 | Reading and Writing in the Content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

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

**Kinesiology Coursework**

- KIN 500 Leadership in Sport and Physical Education (3)**  
This course covers the historical and philosophical roles of sport programs in education. Leadership theory will be applied to various physical activity roles within K-12 and higher education settings.
- KIN 501 Applied Pedagogy in Physical Education (3)**  
This course is designed to improve teaching effectiveness by covering curricular, classroom management, assessment, and physical development issues for students of all ages.
- Kin 502 Contemporary Health Issues (3)**  
Major areas include personal, family, and community health, including the effects of alcohol, dangerous drugs and narcotics, degenerative and infectious diseases, and tobacco on the human body. Exploration of community resources related to health issues is offered. Meets California Teacher Credential requirements. Crosslisted with KIN302.
- KIN 510 Ethics and Philosophy in Sport (3)**  
This course contains study of contemporary and historical value systems in sport and the role of ethical leadership. Current ethical issues in modern sport and physical education are examined.
- KIN 515 Managing Sport Programs (3)**  
This course covers various management issues including policy development and implementation, management style and philosophy, and human resource issues. Also covered will be the interaction of sport managers with governing boards, administrators, and constituents.
- KIN 535 Event and Facility Management (3)**  
This course will encompass a thorough conception of the planning and management of various athletic events and facilities. Class will periodically attend events outside of normal class hours, including weekends.
- KIN 545 Sport Marketing and Promotion (3)**  
This course covers a variety of promotional and marketing strategies for sport programs and facilities ranging from high school athletics through professional sports.
- KIN 550 Legal Aspects of Sport and Physical Education (3)**  
This course provides an understanding of the American legal system and its response to sport related disputes. Material includes legal terminology, liability, risk management, personnel issues, Title IX, and various issues facing today's teachers, coaches and athletic administrators.
- KIN 560 School Health Education (3)**  
School health education, drug and tobacco education, family living, community health, and safety education are mixed with teaching philosophy and current research to prepare the physical education teacher to teach health. Approved by the California Commission on Teacher Credentialing to meet requirements for the professional clear credential.
- KIN 565 Economics of Sport (3)**  
This course provides an introduction to the economic principles that influence athletic and sport organizations. Topics discussed include monopoly, economic impact analysis, budget preparation and related topics.
- KIN 570 Research Methods (3)**  
This course provides an introduction to research methods designed to acquaint the student with reading and analyzing literature. Material will include basic statistics, quantitative and qualitative research methods.
- KIN 580 Research Project Seminar (3)**  
This course provides the student with the opportunity to complete an original research project of either quantitative or qualitative design. Designed to deepen the student's knowledge in an area of professional interest.
- KIN 585 Sport Management Field Experience I (3)**  
Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties are arranged by the student with the assistance and approval of the faculty advisor.
- KIN 595 Sport Management Field Experience II (3)**  
Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties to be arranged by the student with the assistance and approval of the faculty advisor.

Courses beginning with the prefix EDU are listed in the Masters in Education section of this catalog.



2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## MASTER OF MUSIC

GRADUATE CATALOG

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*Performance Coordinator*



# MASTER OF MUSIC

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## Faculty

|                        |       |                                    |
|------------------------|-------|------------------------------------|
| Gary Bonner, Ed.D.     | ..... | Conducting • Choral • Instrumental |
| Judd Bonner, M.A.      | ..... | Choral • Conducting                |
| Guy Holliday, M.M.     | ..... | Choral                             |
| Beverly Howard, D.M.A. | ..... | Music Theory • Organ               |
| Mary King, M.M.        | ..... | Arranging                          |

## Graduate Program in Music

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

### Admission Requirements

Admission to the graduate program in Music requires:

1. Completion of application for admission with non-refundable graduate application fee.
2. Official transcripts of all college coursework verifying completion of a Bachelor of Arts in Music or a Bachelor of Music 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 from sources who can personally attest to the candidate's potential for scholarly and professional success.
4. Acceptance for admission by the Dean of the School of Music.

## Student Status

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

1. Unconditional Graduate Standing—Applicants with a degree in Music who have a GPA of 3.0 or higher and have provided Graduate Admissions with all the required forms and fees 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 may be admitted on a conditional basis, but must
  - a. Maintain a 3.0 GPA.
  - b. Have the recommendation of the graduate program director in order to attain full graduate standing.
  - c. Have a combined GRE score of 1000 or more on the verbal and quantitative section.
  - d. Provide Graduate Admissions with any lacking documents, forms or fees.
  - e. Complete prerequisite deficiencies.
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.

## Master of Music (36 units)

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

### Core Courses (15 units)

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

### Conducting Emphasis (21 units)

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

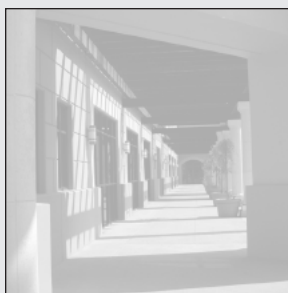
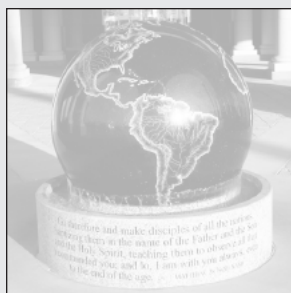
Four (4) Elective units in Music

\*Elective units may include Applied Instruction

**Course Descriptions**

- MUS 500    **Bibliography and Research Methods (3)**    **Fall (even years)**  
The study, survey and examination of research sources and methods. Attention will focus on varied philosophies of music, particularly in education and church music, and basic concepts involved in communicating as a conductor.
- MUS 503    **Seminar in Music History I (3)**    **Fall (odd years)**  
A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.
- MUS 504    **Seminar in Music History II (3)**    **Spring (even years)**  
A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.
- MUS 511    **Advanced Analysis of Form and Style (3)**    **Spring (odd years)**  
A study of the forms and structures of music, both choral and instrumental, from Bach to the present. Particular attention will be given to the effect of form on interpretation.
- MUS 512    **Conducting III (3)**    **Fall (even years)**  
Discussion and preparation of choral and choral-orchestral works. Musical interpretation, rehearsal procedures and techniques, programming, and performance procedures will be discussed and opportunities will be provided for practical conducting experiences.
- MUS 520    **Advanced Orchestration (3)**    **Fall (odd years)**  
Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. The course will concentrate on using the knowledge of scoring as a conductor and on practical writing techniques.
- MUS 521    **Advanced Arranging (3)**    **Fall (even years)**  
An opportunity for students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas will be covered.
- MUS 522    **Conducting IV (3)**    **Spring (odd years)**  
Discussion and preparation of instrumental works. Discussion will center on performance procedures, musical interpretation, rehearsal techniques, baton techniques, score reading and preparation and programming.
- MUS 532    **Conducting V (3)**    **Fall (odd years)**  
A continuation of Conducting IV, this course involves a continuing practical approach to individual and universal problems in conducting technique. Stylistic performance procedures, musical interpretation, and choir management will be discussed. Additional Fee: \$100 non-refundable recital fee is required.
- MUS 542    **Conducting VI (3)**    **Spring (even years)**  
Special emphasis will be placed on repertoire for both school and church situations. The student will acquire a solid familiarity with works from the medieval period to the 20th century, with special emphasis on literature suited to the church. The ability of the ensemble to communicate with the audience will be stressed. Additional Fee: \$100 non-refundable recital fee is required.
- MUS 550    **Vocal Techniques (2)**    **Spring (even years)**  
Proper vocal technique, as well as, how to achieve various vocal styles will be learned, especially as they apply to the role of the choral conductor. Teaching a student for half the semester is required.
- MUS 580    **Applied Instruction (1-2)**  
Applied instruction is offered with material and performance of increasing difficulty, as the student develops. Students must arrange instruction time with the full-time faculty member in-charge, during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. Additional Fee: Private Instruction.
- MUS 597    **Conducting Recital/Project (0)**  
Individualized assistance in research for the project (contents determined by the student and Dean of the School of Music) will be given in this course. The recital contents will be decided on between the student and appropriate faculty member. Course graded pass/fail.





2004  
2005

# CALIFORNIA BAPTIST UNIVERSITY

## DIRECTORY

GRADUATE CATALOG



# DIRECTORY OF OFFICES

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

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