

GRADUATE

University Catalog

2016-2017



2016 | 2017

California Baptist University

8432 Magnolia Avenue, Riverside, CA 92503-3297
951.689.5771 • 1.800.782.3382

An Institution of the California Southern Baptist Convention

GRADUATE CATALOG 66TH SESSION



NONDISCRIMINATION STATEMENT

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

SPECIAL NOTICE

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

All announcements here are subject to revision.

Editing and typesetting by Keelin Jacobsen, Shawnn Koning and Shelly Rupard. May 2016.

GENERAL CONTENTS

Calendars	v
University Calendar 2016–2017	v
Fall Semester 2016	v
Spring Semester 2017	vi
Summer Semester 2017	vii
University Calendar 2017–2018	viii
Fall Semester 2017	viii
Spring Semester 2018	ix
Summer Semester 2018	x
Online and Professional Studies: Academic Calendar 2016–2017	xi
Fall Semester 2016	xi
Spring Semester 2017	xii
Summer Semester 2017	xiii
Online and Professional Studies: Calendar 2017–2018	xiv
Fall Semester 2017	xiv
Spring Semester 2018	xv
Summer Semester 2018	xvi
The University	1
Enrollment and Student Services	5
Graduate Admissions	11
Global Initiatives	15
Financial Aid	19
Student Accounts	25
Academic Information	31
College of Arts and Science	39
College of Engineering	51
College of Health Science	63
Department of Allied Health Professions	64
Department of Kinesiology	74
Department of Physician Assistant Studies	78
Department of Public Health Sciences	84
School of Behavioral Sciences	89
School of Business	105
School of Education	111
School of Music	151

School of Nursing	159
Division of Online and Professional Studies	177
Department of Arts and Science	181
Department of Behavioral Sciences	185
Department of Business	190
Department of Education	198
Department of Health Sciences	207
Department of History and Government	212
Directory of Administration and Faculty	219
Index	235

University Calendar 2016 – 2017

FALL SEMESTER 2016*

Traditional Semester

August

10 Semester Payment Due Date

September

5 Labor Day Holiday (offices open)
6 Classes Begin*
13 Last Day to Add a Class for Credit*
20 Last Day to Drop a Class with Refund*
30 Board of Trustees Meeting

October

3 Graduation Application Deadline for December 2016 graduation

November

4 Last Day to Withdraw from a Class with "W" (no refund)*
21-25 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 22nd)
28 Classes Resume, Offices Open

December

15 Traditional Semester Closes
15 Commencement Exercises
21 Offices Closed (December 21 - January 2)

Term 1

August

10 Semester Payment Due Date

September

6 Classes Begin* - Term 1
13 Last Day to Add a Class for Credit* - Term 1
20 Last Day to Drop a Class with Refund* - Term 1

October

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

Term 2

August

10 Semester Payment Due Date

October

31 Classes Begins* - Term 2

November

7 Last Day to Add a Course for Credit* - Term 2
14 Last Day to Drop a Course with Refund* - Term 2
24-27 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 22nd)
28 Classes Resume, Offices Open
28 Last Day to Withdraw from a Course with "W" (no refund)* - Term 2

December

23 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2016 – 2017

SPRING SEMESTER 2017*

Traditional Semester

January

- 3 Offices Open
- 5 Semester Payment Due Date
- 11 Classes Begin*
- 13 Board of Trustees Meeting
- 16 Martin Luther King Jr. Holiday (no classes, offices closed)
- 18 Last Day to Add a Class for Credit*
- 25 Last Day to Drop a Class with Refund*

February

- 1 Graduation Application Deadline for May and August 2017 graduation

March

- 10 Last Day to Withdraw from a Class with "W" (no refund)*
- 20-24 Spring Break (no classes)

April

- 14 Good Friday Holiday (no classes, offices closed)
- 15-17 Easter Observance (classes resume at 4:00pm on the 17th, offices closed)
- 18 Offices Open

May

- 2 Traditional Semester Closes
- 5 Board of Trustees Meeting
- 5-6 Commencement Exercises

Term 1

January

- 5 Semester Payment Due Date
- 9 Classes Begin* - Term 1
- 16 Martin Luther King Jr. Holiday (no classes, offices closed)
- 17 Last Day to Add a Class for Credit* - Term 1
- 23 Last Day to Drop a Class with Refund* - Term 1

February

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

March

- 4 Term 1 Closes

Term 2

January

- 5 Semester Payment Due Date

March

- 6 Classes Begins* - Term 2
- 13 Last Day to Add a Course for Credit* - Term 2
- 20 Last Day to Drop a Course with Refund* - Term 2

April

- 3 Last Day to Withdraw from a Course with "W" (no refund)* - Term 2
- 14 Good Friday Holiday (no classes, offices closed)
- 15-17 Easter Observance (classes resume at 4:00pm on the 17th, offices closed)
- 18 Offices Open
- 29 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2016 – 2017

SUMMER SEMESTER 2017*

Traditional Semester

May

- 8 Semester Payment Due Date
- 8 Classes Begin*
- 15 Last Day to Add a Class for Credit*
- 22 Last Day to Drop a Class with Refund*
- 29 Memorial Day Holiday (no classes, offices closed)

June

July

- 4 Independence Day Holiday Observance (no classes, offices closed)
- 7 Last Day to Withdraw from a Class with "W" (no refund)*

August

- 18 Traditional Semester Closes
- 25 Commencement Exercises

Term 1

May

- 8 Semester Payment Due Date
- 8 Classes Begin* - Term 1
- 15 Last Day to Add a Class for Credit* - Term 1
- 22 Last Day to Drop a Class with Refund* - Term 1
- 29 Memorial Day Holiday (no classes, offices closed)

June

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

July

- 1 Term 1 Closes

Term 2

May

- 8 Semester Payment Due Date

July

- 3 Classes Begins* - Term 2
- 4 Independence Day Holiday (no classes, offices closed)
- 10 Last Day to Add a Course for Credit* - Term 2
- 17 Last Day to Drop a Course with Refund* - Term 2
- 31 Last Day to Withdraw from a Course with "W" (no refund)* - Term 2

August

- 26 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2017 – 2018 (Proposed)

FALL SEMESTER 2017*

Traditional Semester

August

9 Semester Payment Due Date

September

4 Labor Day Holiday (offices open)
5 Classes Begin*
12 Last Day to Add a Class for Credit*
19 Last Day to Drop a Class with Refund*
29 Board of Trustees Meeting

October

2 Graduation Application Deadline for December 2017 graduation
3 Last Day to Withdraw from a Class with "W" (no refund)*

November

20-24 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 21st)
27 Classes Resume, Offices Open

December

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

Term 1

August

9 Semester Payment Due Date

September

5 Classes Begin* - Term 1
12 Last Day to Add a Class for Credit* - Term 1
19 Last Day to Drop a Class with Refund* - Term 1

October

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

Term 2

August

9 Semester Payment Due Date

October

30 Classes Begins* - Term 2

November

6 Last Day to Add a Course for Credit* - Term 2
13 Last Day to Drop a Course with Refund* - Term 2
23-26 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 2st)
27 Last Day to Withdraw from a Course with "W" (no refund)* - Term 2
27 Classes Resume, Offices Open

December

23 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2017 – 2018 (Proposed)

SPRING SEMESTER 2018*

Traditional Semester

January

- 2 Offices Open
- 4 Semester Payment Due Date
- 9 Classes Begin*
- 12 Board of Trustees Meeting
- 15 Martin Luther King Jr. Holiday (no classes, offices closed)
- 16 Last Day to Add a Class for Credit*
- 23 Last Day to Drop a Class with Refund*

February

- 1 Graduation Application Deadline for May and August 2018 graduation

March

- 9 Last Day to Withdraw from a Class with "W" (no refund)*
- 19-23 Spring Break (no classes)
- 30 Good Friday Holiday (no classes, offices closed)
- 31-Apr 2 Easter Observance (classes resume at 4:00pm on the 2nd, offices closed)

April

- 3 Offices Open

May

- 1 Traditional Semester Closes
- 4 Board of Trustees Meeting
- 4-5 Commencement Exercises

Term 1

January

- 4 Semester Payment Due Date
- 8 Classes Begin* - Term 1
- 15 Martin Luther King Jr. Holiday (no classes, offices closed)
- 16 Last Day to Add a Class for Credit* - Term 1
- 22 Last Day to Drop a Class with Refund* - Term 1

February

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

March

- 3 Term 1 Closes

Term 2

January

- 9 Semester Payment Due Date

March

- 5 Classes Begins* - Term 2
- 12 Last Day to Add a Course for Credit* - Term 2
- 19 Last Day to Drop a Course with Refund* - Term 2
- 30 Good Friday Holiday (no classes, offices closed)
- 31-Apr 2 Easter Observance (classes resume at 4:00pm on the 2nd, offices closed)

April

- 2 Last Day to Withdraw from a Course with "W" (no refund)* - Term 2
- 3 Offices Open
- 28 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

University Calendar 2017 – 2018 (Proposed)

SUMMER SEMESTER 2018*

Traditional Semester

May

- 7 Semester Payment Due Date
- 7 Classes Begin*
- 14 Last Day to Add a Class for Credit*
- 21 Last Day to Drop a Class with Refund*
- 28 Memorial Day Holiday (no classes, offices closed)

June

July

- 4 Independence Day Holiday Observance (no classes, offices closed)
- 6 Last Day to Withdraw from a Class with "W" (no refund)*

August

- 17 Traditional Semester Closes
- 24 Commencement Exercises

Term 1

May

- 7 Semester Payment Due Date
- 7 Classes Begin* - Term 1
- 14 Last Day to Add a Class for Credit* - Term 1
- 21 Last Day to Drop a Class with Refund* - Term 1
- 28 Memorial Day Holiday (no classes, offices closed)

June

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

Term 2

May

- 7 Semester Payment Due Date

July

- 2 Classes Begins* - Term 2
- 4 Independence Day Holiday (no classes, offices closed)
- 9 Last Day to Add a Course for Credit* - Term 2
- 16 Last Day to Drop a Course with Refund* - Term 2
- 30 Last Day to Withdraw from a Class with "W" (no refund)* - Term 2

August

- 24 Commencement Exercises
- 25 Term 2 Closes

*For courses with alternate begin and end dates, please see InsideCBU for alternate add, drop and withdraw dates. For Online and Professional Studies semester dates, please refer to the Online and Professional Studies Calendar.

Online and Professional Studies Academic Calendar 2016 – 2017

FALL SEMESTER 2016

Session 1

August

10 Semester Payment Due Date

September

5 Labor Day Holiday (no classes, office closed)
6 Classes Begin - Session 1 and Session 3
13 Last Day to Add a Course for Credit - Session 1 and Session 3
20 Last Day to Drop a Course with a Refund - Session 1 and Session 3
30 Board of Trustees Meeting

October

3 Graduation Application Deadline for December 2016 Graduation
4 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
30 Session 1 Closes

Session 2

August

10 Semester Payment Due Date

October

31 Session 2 Begins

November

4 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
7 Last Day to Add a Course for Credit - Session 2
14 Last Day to Drop a Course with a Refund - Session 2
24-27 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 22nd)
28 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2
28 Classes Resume, Offices Open

December

15 Commencement Exercises
21 Offices Closed (December 21 - January 2)
23 Semester Closes - Session 2 and Session 3
24-Jan 8 Christmas and New Years Eve Holiday (no classes)

Online and Professional Studies

Academic Calendar 2016 – 2017

SPRING SEMESTER 2017

Session 1

January

- 3 Offices Open
- 5 Semester Payment Due Date
- 9 Classes Begin - Session 1 and Session 3
- 13 Board of Trustees Meeting
- 16 Martin Luther King Jr. Holiday (no classes, offices closed)
- 17 Last Day to Add a Course for Credit - Session 1 and Session 3
- 23 Last Day to Drop a Course with a Refund - Session 1 and Session 3

February

- 1 Graduation Application Deadline for May and August 2017 Graduation
- 6 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1

March

- 5 Session 1 Closes

Session 2

January

- 5 Semester Payment Due Date

March

- 6 Session 2 Begins
- 10 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 13 Last Day to Add a Course for Credit - Session 2
- 20 Last Day to Drop a Course with a Refund - Session 2

April

- 3 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2
- 14 Good Friday Holiday (classes in session, offices closed)
- 15-17 Easter Observance (classes in session, offices closed)
- 18 Offices Open
- 30 Semester Closes - Session 2 and Session 3

May

- 5 Board of Trustees Meeting
- 5-6 Commencement Exercises

Online and Professional Studies

Academic Calendar 2016 – 2017

SUMMER SEMESTER 2017

Session 1

May

- 8 Semester Payment Due Date
- 8 Classes Begin - Session 1 and Session 3
- 15 Last Day to Add a Course for Credit - Session 1 and Session 3
- 22 Last Day to Drop a Course with a Refund - Session 1 and Session 3
- 29 Memorial Day Holiday (no classes, offices closed)

June

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

July

- 2 Session 1 Closes

Session 2

May

- 8 Semester Payment Due Date

July

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

August

- 25 Commencement Exercises
- 27 Semester Closes - Session 2 and Session 3

Online and Professional Studies

Academic Calendar 2017 – 2018 (Proposed)

FALL SEMESTER 2017

Session 1

August

9 Semester Payment Due Date

September

4 Labor Day Holiday (no classes)
5 Classes Begin - Session 1 and Session 3
12 Last Day to Add a Course for Credit - Session 1 and Session 3
19 Last Day to Drop a Course with a Refund - Session 1 and Session 3
29 Board of Trustees Meeting

October

2 Graduation Application Deadline for December 2017 Graduation
3 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1
29 Session 1 Closes

Session 2

August

9 Semester Payment Due Date

October

30 Session 2 Begins

November

3 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
6 Last Day to Add a Course for Credit - Session 2
13 Last Day to Drop a Course with a Refund - Session 2
23-26 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 21st)
27 Classes Resume, Offices Open
27 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

December

15 Commencement Exercises
20 Offices Closed (December 20 - January 1)
23 Semester Closes - Session 2 and Session 3
24-Jan 7 Christmas and New Years Eve Holiday (no classes)

Online and Professional Studies

Academic Calendar 2017 – 2018 (Proposed)

SPRING SEMESTER 2018

Session 1

January

- 2 Offices Open
- 4 Semester Payment Due Date
- 8 Classes Begin - Session 1 and Session 3
- 12 Board of Trustees Meeting
- 15 Martin Luther King Jr. Holiday (no classes, offices closed)
- 16 Last Day to Add a Course for Credit - Session 1 and Session 3
- 22 Last Day to Drop a Course with a Refund - Session 1 and Session 3

February

- 1 Graduation Application Deadline for April and August 2018 Graduation
- 5 Last Day to Withdraw from a Course with a "W" (no refund) - Session 1

March

- 4 Session 1 Closes

Session 2

January

- 4 Semester Payment Due Date

March

- 5 Session 2 Begins
- 9 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 12 Last Day to Add a Course for Credit - Session 2
- 19 Last Day to Drop a Course with a Refund - Session 2
- 30 Good Friday Holiday (classes in session, offices closed)
- 31-Apr 2 Easter Observance (classes in session, offices closed)

April

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

May

- 4 Board of Trustees Meeting
- 4-5 Commencement Exercises

Online and Professional Studies

Academic Calendar 2017 – 2018 (Proposed)

SUMMER SEMESTER 2018

Session 1

May

- 7 Semester Payment Due Date
- 7 Classes Begin - Session 1 and Session 3
- 14 Last Day to Add a Course for Credit - Session 1 and Session 3
- 21 Last Day to Drop a Course with a Refund - Session 1 and Session 3
- 28 Memorial Day Holiday (no classes, offices closed)

June

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

July

- 1 Session 1 Closes

Session 2

May

- 7 Semester Payment Due Date

July

- 2 Session 2 Begins
- 4 Independence Day Holiday (no classes, offices closed)
- 6 Last Day to Withdraw from a Course with a "W" (no refund) - Session 3
- 9 Last Day to Add a Course for Credit - Session 2
- 16 Last Day to Drop a Course with a Refund - Session 2
- 30 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2

August

- 24 Commencement Exercises
- 26 Semester Closes - Session 2 and Session 3

2016 | 2017

California Baptist University

GRADUATE CATALOG

Dr. Ronald L. Ellis
President

Ms. Julie Moulton
Administrative Assistant
Phone 951.343.4210
FAX 951.343.4511



CALIFORNIA BAPTIST UNIVERSITY

Dr. Ronald L. Ellis

President

Ms. Julie Moulton

Administrative Assistant to the President

Phone 951.343.4210

FAX 951.343.4511

Dear Friend:

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



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

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

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

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

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

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

Your brother in Christ,

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

Ronald L. Ellis, Ph.D.

President

The University

History

On September 18, 1950, the Los Angeles Baptist Association opened the doors of California Baptist College in El Monte to students who came seeking a liberal arts education in a Christian environment. The college began operations with 42 students in Fall 1950; 120 were enrolled during the 1950-51 academic year.

In 1955, after four years of continued growth, the college relocated to larger facilities in Riverside. Growth in all areas paved the way for the institution to become a university on September 25, 1998.

Location and Environment

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

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

Mission Statement

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

Philosophy Statement

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

Goals

To implement its philosophy, the university strives:

1. To reflect, in life and thought, historic Southern Baptist principles, such as:
 - a. The Lordship of Jesus Christ.
 - b. The competency of the individual soul before God.
 - c. The Scriptures as the authoritative guide for doctrine and practice.
 - d. The separation of Church and State.
 - e. The autonomy of the local church.
2. To help students observe and interact with a community that effectively models Christian characteristics and values.
3. To offer a selection of programs that will attract a wide range of qualified students.
4. To encourage a free exchange of ideas by providing a wide variety of spiritual, intellectual, cultural, and social learning experiences both within and outside the classroom.
5. To encourage high standards of scholarship.
6. To provide support for students experiencing academic and personal difficulties.
7. To encourage each member of the university community to be involved in a lifelong, personal Christian pilgrimage.
8. To enable its educators to engage in continuing professional development.
9. To develop mature individuals of genuine Christian character who can contribute to churches and effect changes in society for its betterment.
10. To develop specific leadership for the churches and general work of the Southern Baptist Convention.

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

The University

Educational Standings

California Baptist University is incorporated under the laws of the State of California as a university of arts and sciences authorized to grant the degrees of Associate of Science, Bachelor of Applied Theology, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Biomedical Engineering, Bachelor of Science in Chemical Engineering, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical and Computer Engineering, Bachelor of Science in Engineering, Bachelor of Fine Arts, Bachelor of Science in Industrial and Systems Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Nursing, Bachelor of Science in Software Engineering, Master of Architecture, Master of Arts, Master of Business Administration, Master of Music, Master of Public Administration, Master of Public Health, Master of Science, Master of Science in Nursing, Doctor of Nursing Practice, and Doctor of Public Administration.

California Baptist University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC)* and abides by WSCUC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction. The School of Business and the Division of Online and Professional Studies is accredited by the Accreditation Council for Business Schools and Programs (ACBSP); the School of Music is accredited by the National Association of Schools of Music (NASM); through the School of Behavioral Sciences the counseling psychology degree program is accredited by the Board of Behavioral Sciences (BBS); through the College of Engineering the civil engineering, mechanical engineering, and electrical and computer engineering degree programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) and the construction management program is accredited through the American Council for Construction Education (ACCE); through the Department of Kinesiology the athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE); through the School of Nursing the nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

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

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

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

* Western Association of Schools & Colleges Senior College and University Commission
Senior College & University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Phone: 510.748.9001
Fax: 510.748.9797
Web Site: www.wascsenior.org

2016 | 2017

California Baptist University

Enrollment and Student Services

GRADUATE CATALOG

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

Ms. Celeste Wilcox
Administrative Assistant
Phone 951.343.4687
FAX 951.343.4576



ENROLLMENT AND STUDENT SERVICES

Mr. Kent Dacus

Vice President for Enrollment and Student Services

Ms. Celeste Wilcox

Administrative Assistant

Phone (951) 343-4687

FAX (951) 343-4576

Philosophy of Student Development

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

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

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

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

Freedom and Responsibility

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

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

When people choose a college, they commit themselves to its philosophy of education, policies, and regulations. Students are to demonstrate proper respect of University personnel which includes, but is not limited to, compliance with directives of University officials in the performance of their duties.

Even though students may not agree with a few rules established by the University, it is expected that they comply with them in a manner conducive to the highest moral standards and in keeping with the discipline of the academic community.

Generally, through appropriate procedures, institutional judicial measures shall be imposed for conduct which adversely affects the institution's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or persons on institution or institution-controlled property.

Responsibility for enforcement of Student Conduct Policy lies with the Dean of Students, Director of Student Conduct, and other Student Services staff. This group defines behavioral expectations and takes appropriate action in support of University Policy.

Standard of Student Conduct

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

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

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

This Standard of Student Conduct shall apply to any and all lands owned or leased by the University, as well as, to any location where a student is engaged in a University activity. Examples of such coverage include, but are not limited to, athletic teams and performing arts groups traveling to and participating in events off campus, student teaching and observation/participation, student government, recognized organizations and clubs engaging in a club event or activity, off-campus internships, community service, study abroad, International Service Projects, United States Service Projects, and Summer Service Projects.

Students should understand the commitment to the spirit of the University and realize that their enrollment is viewed as a willingness to abide by and accept the responsibilities of the environment.

Philosophy of Discipline

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

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

Enrollment and Student Services Division

The Enrollment and Student Services Division encompasses the offices of Academic Advising, Career Center, Community Life, Counseling Center, Enrollment Services, Intercollegiate Athletics, Leadership and Transitions, Provider Food Service, Residence Life, Safety Services, Spiritual Life, Student Government, Student Health Center, and University Card Services. In addition to providing general supervision of the offices that comprise the Student Services division the Student Services Office provides services that include, but are not limited to, the following:

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

Academic Advising

The Office of Academic Advising assists Students with course registration, degree planning, graduation checks, program changes and various academic appeals. Academic Advising works in cooperation with both departments and other Student support offices to ensure the best possible assistance is provided to Students navigating their program of study. Advisors are available by appointment, walk-in, chat, email, or phone.

Career Center and Student Employment

The Career Center serves as a connection between education and career by providing students opportunities and resources for professional development, networking, and experience. The goal of the Career Center staff is to provide opportunities for students to gain skills and experience necessary to excel in their respective professions and become effective servant-leaders for Christ upon graduation, both locally and globally.

The Career Center provides Students with varied opportunities for professional development, career exploration, as well as jobs and internships through programing that is both campus wide and major specific. Career Center staff conducts classroom presentations, workshops, seminars, and hold office drop-In hours to assist and instruct Students in their choice of academic major as well as their professional development. In addition, the Career Center assists Students with securing on-campus and off-campus employment.

Enrollment and Student Services

Intercollegiate Athletics

The Athletic Department provides education for the body, mind and spirit of each student-athlete at California Baptist University. The department is staffed by an athletic director, associate athletic director for compliance, associate athletic director for marketing and media relations, assistant athletic director for facilities, assistant athletic director for sports medicine, athletic academic counselor, Director of Media Production, Director of Ticketing/Sales, aquatic center director, athletic trainers, athletic performance director, coaches and a support staff. Coaches work diligently in the education of the students so they will experience athletic, academic and personal success in their endeavors, while encouraging Christ-like competition by all participants.

CBU is an active member of the National Collegiate Athletic Association (NCAA) Division II. Within the NCAA, most sports compete in the PacWest Conference, which is comprised of twelve other like-minded colleges and universities. The Lancers also compete in the Rocky Mountain Athletic Conference, Mountain Pacific Sports Federation, Western Water Polo Association and the Golden Coast Conference. In order to be eligible to participate in the CBU Intercollegiate Athletics program, student-athletes must meet all NCAA and/or conference eligibility requirements and rules for competition.

The Lancers intercollegiate sports programs sponsored by CBU for men include baseball, basketball, cross country, golf, soccer, swimming and diving, track, volleyball, water polo and wrestling. Women's programs include basketball, cross country, golf, softball, soccer, swimming and diving, track, volleyball and water polo. The athletic department also oversees cheerleading.

Recreation Center

The Recreation Center, located in Lancer Plaza, is a state-of-the-art fitness and recreation facility. The Recreation Center offers members of the campus community a wide range of personal fitness and group exercise opportunities. This facility is equipped with a number of recreation features including a rock wall and bouldering area, a state-of-the-art cardio and weight room, racquetball courts, a gymnasium with basketball and volleyball courts, group exercise rooms, a rooftop track and soccer field, men's and women's locker rooms, and lounge spaces located throughout the facility.

Safety Services

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

To provide additional options to report concerns or obtain services, the Department provides LiveSafe, an application for mobile devices that permits "one button" telephone and texting to Public Safety, single touch access to 911 service providers, provides access to university resources and map, and with the user's permission, allows GPS based tracking of the user's path of travel for safety purposes (virtual safety escort). LiveSafe by LiveSafe, Inc. is available at no cost to the user and may be downloaded at Google Play or the Apple App Store.

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

Community and Emergency Notification

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

1. A siren/verbal warning system capable of projecting audible messages across open areas of the campus. Pre-recorded messages are activated at the press of a button or more specific verbal messages with instructions may be delivered over the speaker system.
2. CBU Alert—a system capable of transmitting and delivering messages to all subscribed email and cellular telephone addresses on file with the University. All University-issued email addresses are pre-entered into this system and those users have the option to include their personal cellular phone and/or any other device capable of receiving text-based messages. Parents and guardians of Students enrolled at CBU may be added through the Student's account.
3. LancerNet—information may be disseminated to all University-owned computers connected to LancerNet through "popup" warnings that appear on the screens and provide specific information on the circumstances.

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

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

Vehicle Registration

Students who operate a vehicle on campus must register for a parking permit with the Safety Services Department. Parking permits are issued for the current school year. Drivers are expected to comply with the University traffic and safety regulations and non-compliance may result in the issuance of a citation and/or suspension of parking and/or driving privileges on campus. Copies of the California Baptist University Vehicle Code are available in the Student Handbook.

Spiritual Life

In keeping with the Great Commission of Matthew 28:18-20, the purpose of the Office of Spiritual Life is “investing in lives to develop followers of Jesus.” Since its inception, California Baptist University has sought to evidence the Christian life on campus. Though the University does not require students to adhere to a doctrinal statement, students are encouraged and expected to exhibit the Christian ethics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Committed to biblical Christianity, California Baptist University requires students to take Bible-based courses in Christian studies. However, the University also offers students many opportunities to explore and express the Christian faith. Students are encouraged to participate in ways unique to personal needs and interests through regularly scheduled times of spiritual emphasis, Bible studies, worship gatherings, evangelism, ministry teams, community service, and missions.

Discipleship Ministries

By putting faith into action, students learn the significance of demonstrating the love of Christ. Participating in urban projects for a day or a weekend, working with the homeless, or serving the local community gives students the opportunity to make a difference in the lives of others in the name of Jesus.

Campus Ministries

Discipleship Ministries creates opportunities for Students of California Baptist University to grow in their relationship with Christ by offering access to discipleship and mentoring through one-on-one discipleship, small groups, conferences, programs, and other events that encourage spiritual growth. The primary discipleship structure is Challenge, an intentional discipleship process based in small groups called “Tribes.” Tribes meet weekly and focus on reading and applying scripture in community.

Mobilization

Students are encouraged to seek opportunities to participate in the “Great Commission” (Matthew 28:19-20) so that they might gain a global vision for the cause of the gospel as well as cross-cultural experience through service learning. Participation in the programs listed below is open to California Baptist University Students who meet membership requirements, successfully complete the application and interview process, fulfill fundraising obligations, and are in good academic and behavioral standing with the University. The service learning application and selection process is coordinated by the Mobilization area of the Office of Spiritual Life and takes place during the fall semester.

- **International Service Projects (ISP).** In cooperation with the International Mission Board of the Southern Baptist Convention and various missions organizations, teams of California Baptist University students serve internationally for approximately three weeks during the summer months. Each team is led by a University official or other approved member of the University community. The ministry focus may vary depending upon the outreach strategy of the selected area. International Service Project teams have served in more than 50 countries since 1997.
- **United States Projects (USP).** In cooperation with the North American Mission Board of the Southern Baptist Convention and various missions organizations, teams of California Baptist University students, staff, and faculty serve for approximately 10 days during the summer. Each team is led by a University official or other approved member of the University community. The ministry focus may vary depending upon the outreach strategy of the selected area. United States Project teams have served in nine states since being established in 2006.
- **Summer of Service (SOS).** In cooperation with the International Mission Board of the Southern Baptist Convention, teams of California Baptist University students serve internationally for approximately eight weeks during the summer months. Ministry focus varies depending on the outreach strategy of the selected area(s).

Student Health Insurance

California Baptist University contracts with United Healthcare Student Resources to provide student healthcare insurance. Information regarding the student health insurance plan may be accessed at www.calbaptist.edu/healthinsurance.

International students are required to enroll in the student insurance plan.

Graduate Athletic Training, Speech Language Pathology, Nursing, and Physician Assistant Studies students are automatically charged for medical insurance provided by the University, unless proof of medical insurance is submitted through the online waiver accessed at www.calbaptist.edu/healthinsurance. Proof of insurance must be submitted prior to the “last day to drop a class with refund” as indicated in the University Calendar, during the first semester of attendance of each academic year. Athletic Training, Speech Language Pathology, Nursing, and Physician Assistant Studies students who do not submit proof of medical insurance by the deadline will be enrolled in the plan.

Only Graduate Athletic Training, Speech Language Pathology, Nursing, and Physician Assistant Studies students and Graduate International students are eligible to enroll on this plan.

For questions contact the University Card Services Office.

Enrollment and Student Services

Wellness Center

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

Student Health Center

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

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

The Health Center, located at 3510 Adams Street, is typically open while classes are in session, Monday – Friday from 8:30 am – 5:30 p.m. Call 951.321.6520 to schedule an appointment. Appointments are required for all routine well- and/or preventative-services visits. Walk-ins are welcome.

Counseling Center

The Counseling Center offers a full range of counseling assistance as members of the campus community strive to become more effective, productive, and comfortable with University life. The primary mission of the Counseling Center is to provide professionally competent and personally compassionate care for Students, Faculty and staff. The goal of the Counseling Center is to provide services with a Christ-centered approach and biblically-focused world view.

Counseling is provided by well-trained Marriage Family Therapist interns and trainees. All counseling is provided under the professional supervision of fully licensed therapists. Issues that can be addressed with a counselor include, but are not limited to:

Addiction/Substance Abuse	Family Conflict
Anger	Grief
Anxiety	Identity/Self-Image
Depression	Life Transitions
Divorce	Relational

Counseling is completely confidential except where limited by law. These limitations include any plan to harm others or self along with issues of child and/or elder abuse.

The Counseling Center is available to Students, Faculty, staff, and immediate family members (dependents, parent, sibling, or spouse). Typically, appointments will be scheduled within one (1) week of initial contact. Walk-in appointments are available for urgent situations.

2016 | 2017

California Baptist University

Graduate Admissions

GRADUATE CATALOG

Mr. Allen Johnson
Dean of Admissions

Mr. Taylor Neece
Director of Graduate Admissions
Phone 951.343.4249
Toll Free 877.228-8877
FAX 951.552.8700



GRADUATE ADMISSIONS

Mr. Allen Johnson
Dean of Admissions

Mr. Taylor Neece
Director of Graduate Admissions
Phone: 951.343.4249
Toll Free: 877.228.8877
FAX: 951.552.8700
graduateadmissions@calbaptist.edu

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

When to Apply

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

Admission and Application

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

1. Application
 - Applicants to graduate study at CBU must apply for acceptance into a specific graduate program. Applications can be submitted online at www.calbaptist.edu/gradapp.
2. Application Fee
 - A non-refundable application processing fee is required.
3. Completion of a Bachelor's Degree
 - A bachelor's degree from a regionally accredited institution or the evaluated equivalency of a bachelor's degree from a regionally accredited institution is required.
4. Official Transcripts
 - Official sealed transcripts from all colleges and universities attended must be submitted to the Graduate Admissions Office. An official transcript is one the University receives directly from that institution and bears an official seal. A summary of credit transferred from an institution previously attended and recorded on another transcript is not acceptable.
5. GPA Requirement
 - Applicants must meet a minimum cumulative or last 60 semester (or 90 quarter) unit grade point average specified by each program.
6. Recommendations
 - Recommendations are required for most programs and forms are provided as part of the application. Recommendations may not come from family members or friends. Please see specific program requirements for additional recommendation criteria.
7. Essay
 - Most programs require an application essay. Please see specific program admission requirements for essay information.
8. English Language Proficiency
 - An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL), Pearson Test of English Academic (PTE Academic), or International English Language Testing System (IELTS). The minimum score required to display English language proficiency for standard admission to a graduate program is 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0. Applicants who do not meet the minimum scores may be admitted to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL/PTE Academic/IELTS requirement.

Student Status

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

Unconditional

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

Conditional

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

Special

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

Denial

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

Appeals

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

CBU Applicants

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

Readmit

Students who have attended CBU but have discontinued enrollment for one or more semesters must be approved to readmit to the University. Students must submit an Application to Readmit form, pay the required Readmit application fee and provide all official transcripts from all other institutions attended since last enrolled at CBU. Additional documents may be required, as well as an interview with the director of the program which the student is seeking to readmit to.

Students whose applications are approved will enter under the catalog current at the time of readmission and will be subject to the admissions and degree requirements outlined in that catalog. The University is not responsible for providing courses or programs that have been discontinued. For more information contact the Admissions Office.

Change of Degree Program

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

Enrollment in Coursework Outside Approved Program

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

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

2016 | 2017

California Baptist University

Global Initiatives

GRADUATE CATALOG

Dr. Larry Linamen
Vice President for Global Initiatives

Ms. Sandy Bachar
Administrative Assistant
Phone 951.552.8758
FAX 951.343.4728



GLOBAL INITIATIVES

Dr. Larry Linamen

Vice President for Global Initiatives

Ms. Sandy Bachar

Administrative Assistant

Phone 951.552.8758

FAX 951.343.4728

Mr. Bryan Davis

Dean of International Programs

Mr. Bryant Kong

Director for International Admissions

Ms. Shelley Clow

Director, Intensive English Program (IEP)

Leslie Shelton

Director of International Student Services

Ms. Megan Adams

International Center Receptionist

Phone 951.343.4690

FAX 951.343.4728

internationalcenter@calbaptist.edu

The Division of Global Initiatives was established to promote global engagement across all sectors of the university and help diversify the student body such that CBU becomes less dependent upon its domestic constituency; to initiate and increase preparation for an educational environment extending beyond national boundaries and driven by the demand of a global marketplace. The division, housed in the International Center, encompasses International Admissions, International Student Services, and the Intensive English Program (IEP).

International Graduate Admissions

Authorization

California Baptist University is authorized under Federal law to enroll non-immigrant alien students.

When to Apply

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

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

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

Application Procedure

Each program of study has specific admission and application requirements which are listed in the program sections of the catalog. To be considered for admission, international students must complete all requirements listed in the program section of the catalog. Additionally, they must complete the following:

1. Submission of Academic Records
 - Official academic records, showing dates of attendance, courses taken and grades received are required. An official academic record (i.e. degree, diploma, mark sheets, exam records, record of courses, transcripts) is one the university, or its representatives, receives directly from that institution. A certified English Translation must also be provided.
2. Financial Documentation
 - The Sponsor's Commitment of Financial Support form, provided by California Baptist University, accompanied by a certified bank statement or affidavit of support indicating sufficient funds for study. Financial support must guarantee and certify funds equal to a minimum of one year of the student's academic study at CBU. Note: International students must pay semester charges in full before registration can be completed.
3. Language Proficiency
 - An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL), Pearson Test of English Academic (PTE Academic), or International English Language Testing System (IELTS). The minimum score required to display English language proficiency for standard admission to a graduate program is 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0.
 - If the score is lower than 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0, the applicant may be granted joint admission to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL/PTE Academic/IELTS requirement before beginning graduate program coursework. Joint admission is not available for applicants to the graduate programs in Athletic Training and Nursing due to program structure.
 - In addition to proving English proficiency through TOEFL, IELTS, or PTE Academic all graduate-level students must also have completed ENG123: Intermediate Composition or its equivalent at an accredited institution. Students who have not met this requirement are required to complete ESL094: Academic Research for Graduate Students or its equivalent during the first semester of graduate studies, regardless of their language proficiency test scores.
 - California Baptist University reserves the right to require additional English language testing/classes after the student has arrived at the university if considered necessary.

Student Status

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

Standard

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

Conditional

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

Joint

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

Denial

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

Global Initiatives

INTENSIVE ENGLISH PROGRAM (IEP)

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

Further information on the IEP course progression and ESL courses can be located in the Academic Programs section of the Undergraduate University catalog.

INTERNATIONAL STUDENT SERVICES

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

2016 | 2017

California Baptist University

Financial Aid

GRADUATE CATALOG

Mr. Joshua Morey
Director of Financial Aid
Phone 951.343.4236
Toll Free 877.228-8855
FAX 951.343.4518
FinAid@calbaptist.edu



FINANCIAL AID

Mr. Joshua Morey

Director of Financial Aid

Phone 951.343.4236

Toll Free 877.228-8855

FAX 951.343.4518

FinAid@calbaptist.edu

The Purpose of Financial Aid

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

Applying for Financial Aid

Students who apply for federal, state, institutional, or private aid must complete a Free Application for Federal Student Aid (FAFSA) each year. This form is available online at www.fafsa.gov. The Renewal FAFSA can also be done on the internet at www.fafsa.gov. All applicants are required to create a FSA ID. A FSA ID gives students access to Federal Student Aid's online systems and can serve as your legal signature.

Completion of the FAFSA will generate a Student Aid Report (SAR) which is sent directly to the student by the federal government. This report provides information regarding the student's Expected Family Contribution (EFC). The Financial Aid Office will receive the FAFSA information electronically provided that the student has listed California Baptist University (school code 001125) on the FAFSA. Other documents may be requested to complete a financial aid file. All requested documents must be submitted 14 days prior to the close of the term.

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

Graduate students are awarded up to \$20,500 in Federal Direct Loans annually. Additional loans are available. Please go to https://insidecbu.calbaptist.edu/ICS/Financial_Aid/ for more information.

Requirements for Awarding

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

Student Rights and Responsibilities

Offer of Financial Aid

Students are required to notify the Financial Aid Office of changes in financial, residency, or academic status. Changes of this nature will be reviewed and adjustments may be made to the Financial Aid Award when necessary.

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 and Graduate Plus disbursements are sent directly to the University each semester via Electronic Funds Transfer (EFT).

Withdrawal from the University

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

Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Stafford loans, Grad Plus, Perkins loans) earned by the student for their attendance up to the date of withdrawal.

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

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

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

All students who borrow federal student loans and cease attendance at the University are required to complete exit counseling at www.studentloans.gov.

Leave of Absence

If a student is approved for a Leave of Absence during the academic year, it is the student's responsibility to meet with the financial aid office to adjust aid appropriately. If the student has borrowed Federal Direct Loans, repayment begins 6 months or sooner after ceasing to be enrolled at least half-time.

Satisfactory Academic Progress

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

Financial Aid Suspension

Status assigned to a student who fails to make Satisfactory Academic Progress by the end of the award year. The student is no longer eligible to receive financial aid. The student has the right to appeal the suspension. Aid is terminated until student's written appeal is submitted and approved.

Financial Aid Probation

Status assigned to a student who received a Financial Aid Suspension and submitted an appeal which has been approved for a term of Financial Aid Probation. The student's aid will be reinstated for the probationary term. The student must complete their probationary term successfully or their future aid will be terminated.

It is the responsibility of the student to notify the Financial Aid Office of any status changes, grade changes, summer or winter term classes. Once the Financial Aid Office has been notified and the student has provided appropriate documentation, the Financial Aid Office can review and reassess the student's financial aid eligibility and Satisfactory Academic Progress status. If a student proves to be meeting Satisfactory Academic Progress due to additional degree applicable classes or grade change, the student will no longer be subject to SAP and their financial aid will be reinstated. The Financial Aid Suspension status will become void for the term in these situations.

Measure of Progress

Qualitative Measure

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

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

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

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

Quantitative Measure

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

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

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

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

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

Financial Aid

Maximum Time Frame Measure

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

Appeal Process

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

If the Appeal is Denied

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

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

Repeated Courses

Financial Aid will be awarded only twice for the same class. The cost of the third attempt will not be covered by financial aid and will not be counted as part of the half-time minimum aid eligibility requirement.

Institutional Financial Aid Programs for Graduate Students

Common Requirements for Institutional Programs

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

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

VA Yellow Ribbon Program Scholarship

Description

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

Eligibility

- Student must qualify for the Post-9/11 GI Bill through Veteran's Administration and elect to receive benefits under the Post 9/11 GI Bill program.
- Students must qualify for Yellow Ribbon program benefits as defined by the Post-9/11 GI Bill and Yellow Ribbon GI Education Enhancement Program.

Award

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

Procedure

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

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

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

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

Federal Work Study Program**Description**

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

Eligibility

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

Award

- FWS funds are not disbursed separately to the student, nor applied to the student's account; they are included in the student's regular paycheck. Work Study awards indicate a maximum amount for which a student is eligible. Student's earnings will be monitored each pay period and counted toward their eligibility.

Procedure

- Students obtain an employment application from Career Services. The application is reviewed by Financial Aid for FWS eligibility. Once employment is obtained, FWS will be applied. FWS amounts are based on hours worked and financial need as determined by the FAFSA.

Federal Stafford Loan**Description**

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

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

Unsubsidized loans have a fixed interest rate calculated yearly based upon ten year Treasury note index, plus an add-on determined by congress. The interest rate is capped at 9.5%.

Eligibility

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

Award

- Students enrolled in graduate programs are eligible to borrow up to \$20,500 per academic year.
- The Aggregate loan limit for Graduate students is \$138,000.
- All students who borrow federal student loans and cease attendance or drop below half time at the University are required to complete exit counseling at www.studentloans.gov.

Financial Aid

Federal Perkins Loan

Description

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

Eligibility

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

Award

- Loans for graduate students may be up to \$3,000 per term for the Fall and Spring semesters.
- Funds are limited.

Procedure

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

State Financial Aid Programs

Cal Grant Teaching Credential Program

Description

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

Eligibility

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

2016 | 2017

California Baptist University

Student Accounts

GRADUATE CATALOG

Ms. Heidi Pendleton
Director of Student Accounts
Phone 951.343.4371
FAX 951.343.4515
StudentAccounts@calbaptist.edu



STUDENT ACCOUNTS

Ms. Heidi Pendleton

Director of Student Accounts

Phone 951.343.4371

FAX 951.343.4515

StudentAccounts@calbaptist.edu

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

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

Student Charges in U.S. Dollars

Tuition

Doctorate Course Tuition (per unit)

Business	\$875
Nursing Practice	1,200
Public Administration	875

Masters Course Tuition (per unit)

Accounting	\$643
Applied Mathematics	563
Architecture	821
Athletic Training	615
Business Administration	643
Civil Engineering	833
Communication	563
Communication Disorders	740
Counseling Ministry	563
Counseling Psychology	680
Disability Studies	615
Education	615
Educational Leadership	589
English	589
Forensic Psychology	680
Higher Education	589
Kinesiology	563
Mechanical Engineering	833
Music	589
Nursing	768
Organizational Leadership	589
Physician Assistant (block tuition per semester)	13,333
Public Administration	589
Public Health	828
Public Relations	563
Software Engineering	933

Other Course Tuition (per unit)

Traditional courses numbered 0-499	\$1,137
Online and Professional Studies courses numbered 0-499	547
Audit (per unit)	150
Continuing Education (per unit)	Market Rate
Professional development (per unit)	Market Rate

Intensive English Program (IEP) Student Tuition

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

Non-refundable Fees

(applies to all programs; unless otherwise specified)

Required Student Fees

General Fee - Masters Program (per semester)	
Graduate Students with 5 or more units	\$355
Graduate Students with 4 or less units	175
General Fee - Intensive English Program (per semester)	
IEP Students with 6 or more units	\$665
IEP Students with 5 or less units	175
Student Services Fee - Intensive English Program (fall/spring)	
On-campus Students (with 6 units or more)	\$240
Off-campus Students (with 6 units or more)	220
International Student Fee (in addition to student services fee; fall/spring)	300
Student Health Insurance (per semester)	
International Student Health Insurance	\$770
Nursing Student Health Insurance	770
Orientation (International students only)	
Fall	\$310
Spring	160

Traditional Single Student Housing (per semester)

Housing Reservation Fee	\$100
Shared Occupancy	2,630
Private Occupancy	3,945

Board (Semester Meal Plans)

The following plans are available only to commuters:

Plan A (45 meals; 50 dining dollars)	\$495
Plan B (70 meals; 50 dining dollars)	740
Plan C (90 meals; 100 dining dollars)	985

On Campus Residents must select one of the following:

Plan D (135 meals; 150 dining dollars)	\$1,475
Plan E (155 meals; 200 dining dollars)	1,680
Plan F (180 meals; 200 dining dollars)	1,870
Plan G (200 meals; 250 dining dollars)	2,050
Plan H (225 meals; 250 dining dollars)	2,215
Plan I (250 meals; 250 dining dollars)	2,380
Plan J (275 meals; 250 dining dollars)	2,545
Plan K (300 meals; 250 dining dollars)	2,710

Student Accounts

Academic Fees

Comprehensive Exam Fee (EDU 594, ENG 594, FPY 598 KIN 594, MPA 594, NUR 597)	\$355
Directed/Independent Study Fee (per unit, in addition to tuition)	275
Education Lab Fee (SPE 553, PPS 535, 543, 544, 553, 563, 564)	240
Induction Portfolio Fee (GRS510)	250
Laptop Program	
School of Music Laptop	\$2,950
School of Music Laptop: *Finance Option	3,600
*A \$900 laptop fee will be assessed for four (4) consecutive semesters.	
Music Private Instruction (per semester)	
1 lesson per week (1/2 hour)	\$340
2 lessons per week (1 hour)	680
Nursing Equipment Fee (NUR 501)	80
Program Fees (per semester unless otherwise specified)	
Athletic Training	\$500
Architecture	1,250
Nursing (NUR502, NUR522, NUR536, NUR546)	1,500
Nursing (NUR571, NUR573, NUR575, NUR577)	1,150
Nursing - Doctorate	1,033
Physician Assistant	645
Traditional MBA (per unit)	100
Subject Matter Competency Fees:	
CBU Student	\$110
Non-CBU Student	220
Testing Fee (PSY555)	100
Thesis/Project Reading Fee (per unit, in addition to tuition, ENG 597, 598, EDU 597, 598, FPY 597, KIN 598, MUS 598, NUR 598)	540
Uniform Fees (annual)	
University Choir and Orchestra Uniform Fee (MUS 560)	\$500
Male Chorale Uniform Fee (MUS 562)	500
Women's Choir Uniform Fee (MUS 561)	500
New Song Uniform Fee (MUS 564)	500
Concert Band Uniform Fee (MUS 567)	250

Student Accounts

Semester Payment Plan Enrollment Fee	
Bank Payment or Credit Card (per semester)	\$35
Study Abroad Processing Fee (Non-CBU programs)	280
Late Payment Fee	200
Dishonored Check (per check)	30
Wire Transfer Fee	30

Student Services

Lost Key	65
----------	----

Registrar

Incomplete Fee (per course)	\$45
Masters Graduation Application Fee	250
Late Graduation Application Fee	50
Re-application for Graduation Fee	50
Duplicate Diploma Fee	50
Transcript Fee (per transcript)	10
Transcript Processing Fees	
Rush (same day, per transcript)	35
Next Business Day (per transcript)	15
Faxed Unofficial Transcript (per fax)	15
Transcript Delivery / Mailing Fees	
Electronic Delivery (per transcript)	No Charge
Standard U.S. Mail (per transcript)	2
Standard International Mail (per transcript)	2.10
Express Mailing - Two Day U.S. (per transcript)	25
Express Mailing - Next Day U.S. (per transcript)	30
Express Mailing - International (per transcript)	60
Letter/Enrollment Verification Fee	3

Admissions

Graduate	\$45
Re-admission	25

Policy for Student Accounts

All student account charges are due and payable by the Payment Due Date. To maintain enrollment, students must complete payment and agree to the terms and conditions of the Tuition and Fee Agreement, in addition to meeting all academic and standard of conduct requirements. The university expects students to cover all charges for the current semester before advancing to a future semester.

California Baptist University offers three payment options to assist students in covering tuition and fee charges. Students may choose to make a payment, set-up an automatic monthly payment plan and/or use financial aid to cover their balance. International, Special Admit and Professional Development Students are required to pay their balance in full each semester by the payment due date.

Students who remain enrolled past the last day to drop with refund are obligated to cover all charges incurred in accordance with the Policy for Refund of Tuition, Fees, Room, and Board Charges. If a balance exists, a hold will be placed on the student account preventing release of diploma, transcripts and future registration until the balance is paid in full with verified funds.

Payment Due Dates

All students should pay their balance by close of business day on the Payment Due Date to avoid a Late Payment Fee.

Semester	Payment Due Date	Non-Payment Due Date
Fall 2016	Wednesday, August 10, 2016	Tuesday, September 20, 2016
Spring 2017	Thursday, January 5, 2017	Wednesday, January 25, 2017
Summer 2017	Monday, May 8, 2017	Monday, May 22, 2017

University Approved Payment Options

Option 1 (Student Account Payment)

California Baptist University accepts the following forms of payment:

Online Payments - Bank payments and credit card payments are accepted online through InsideCBU at no additional charge. Visa, MasterCard, American Express, and Discover are accepted. Foreign Currency Payments processed by Western Union Business Solutions are also accepted online.

Check Payments - Check payments can be made in the Student Accounts Office or mailed to California Baptist University, Attention: Student Accounts, 8432 Magnolia Avenue, Riverside, CA 92504. The student ID number should be listed on the check. All student account payments must be received in the Student Accounts Office by the Payment Due Date.

Option 2 (Automatic Monthly Payment Plan)

The monthly payment plan enables students to pay all or part of their semester charges in four monthly installments without interest. Payments are automatically processed on the 5th or 20th of the month as selected at the time of enrollment. A \$35 per semester enrollment fee is required. Re-enrollment by the Payment Due Date is required each semester. A Late Payment Fee will apply if the first monthly payment transaction is not successful for any reason. Please see the InsideCBU Student Accounts tab for more information.

Option 3 (Financial Aid)

Financial aid includes scholarships, grants, federal loans and alternative loans. Students are encouraged to register and meet all financial aid requirements at their earliest opportunity. Financial Aid must be accepted by close of business day on the Payment Due Date. Please see the financial aid section of this catalog for more information.

Student Accounts

Tuition and Fee Agreement

All students are required to read and review the Tuition and Fee Agreement and submit a signed copy to the Student Accounts Office. The agreement outlines the student's financial responsibility for covering all student account charges. Students are encouraged to read through the agreement and contact the Student Accounts Office with any questions before signing.

Delinquent Accounts

Account balances not covered by the Payment Due Date are considered delinquent. Interest is charged on all delinquent accounts at a rate of .03% computed daily or 10% per year. In the event an account is turned over to a collection service, the cost of the service and reasonable attorneys' fees will be added to the account. Failure to make payments of any indebtedness to the University when due, including, but not limited to, tuition, housing or rental charges, student loans, laptop fees, special fees, library or parking fines, is considered sufficient cause, until the debt is settled with verified funds, to bar the student from classes, to record no grades on transcript to withhold diploma or transcript of records, to dismiss the student, and to hold all records as the University deems necessary. Returning students will not be permitted to register for classes if a balance appears on their account.

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

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

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

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

Tuition, room and board charges may be refunded or credited per the following schedules:

Tuition

Withdrawal from a course

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

Withdrawal from the University (Traditional 16 week courses)

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

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

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

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

Room and Board

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

Repayment of Financial Aid

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

Policy for Student Organization Funds

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

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

2016 | 2017

California Baptist University

Academic Information

GRADUATE CATALOG

Dr. Charles D. Sands

Provost

Ms. Lynette Risner

Administrative Assistant

Phone 951.343.4213

FAX 951.343.4572

lriskner@calbaptist.edu



ACADEMIC INFORMATION

Dr. Charles D. Sands

Provost

Ms. Lynette Risner

Administrative Assistant

Phone 951.343.4213

FAX 951.343.4572

lrisner@calbaptist.edu

Academic Affairs Division Contact Personnel

Mr. Mark Roberson

Dean, College of Architecture,

Visual Arts and Design

951.552.8652

maroberson@calbaptist.edu

Dr. Gayne Anacker

Dean, College of Arts and Sciences

951.343.4363

ganacker@calbaptist.edu

Dr. David Pearson

Dean, College of Health Science

951.343.4619

dpearson@calbaptist.edu

Dr. Anthony Donaldson

Dean, Gordon and Jill Bourns

College of Engineering

951.343.4841

adonaldson@calbaptist.edu

Dr. Jacqueline Gustafson

Dean, School of Behavioral Sciences

951.343.4487

ygustafson@calbaptist.edu

Dean, Dr. Robert K. Jabs

School of Business

951.343.4968

@calbaptist.edu

Dr. John Shoup

Dean, Dr. Bonnie G. Metcalf

School of Education

951.343.4267

jshoup@calbaptist.edu

Dean, Shelby and Ferne Collinsworth

School of Music

951.951.4251

@calbaptist.edu

Dr. Geneva Oaks

Dean, School of Nursing

951.343.4738

goaks@calbaptist.edu

Dr. DawnEllen Jacobs

Associate Provost, Faculty Development

951.343.4275

djacobs@calbaptist.edu

Dr. Tracy Ward

Associate Provost, Administration

951.343.4552

tward@calbaptist.edu

Dr. Elizabeth Morris

Associate Provost, Accreditation,

Assessment, and Curriculum

951.343.4925

nmcbride@calbaptist.edu

Dr. Jeffrey Barnes

Dean of Student Success

951.552.8639

jbarnes@calbaptist.edu

Mr. Keith Castillo

Director of Instructional Technology

951.552.8720

kcastillo@calbaptist.edu

Ms. Shawnn Koning

University Registrar

951.343.4224

skoning@calbaptist.edu

Mr. Steve Neilsen

Director of Student Retention

951.343.4614

sneilsen@calbaptist.edu

Academic Information

California Baptist University offers sixteen undergraduate degrees: Associate of Science, Bachelor of Applied Theology, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Biomedical Engineering, Bachelor of Science in Chemical Engineering, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical and Computer Engineering, Bachelor of Science in Engineering, Bachelor of Science in Industrial and Systems Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Nursing, and Bachelor of Science in Software Engineering; and ten graduate degrees: Master of Architecture, Master of Arts, Master of Business Administration, Master of Music, Master of Public Administration, Master of Public Health, Master of Science, Master of Science in Nursing, Doctor of Nursing Practice, Doctor of Public Administration. Additionally, CBU offers Single Subject, Multiple Subject, and Preliminary Administrative Services Credential Programs and the Education Specialist Credential Program in Mild/Moderate Disabilities-Level 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 Advising, Office of the University Registrar, Student Accounts, Student Services, and other University offices.

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

Work in Residence

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

Student Load Limits

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

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

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

Credit Hour

California Baptist University defines a credit hour as a minimum of 45 hours of engaged learning time over the course of a semester based on an hour of instructional time and two hours of engaged learning outside the classroom each week. This engaged learning time may be in face-to-face meetings, in a prescribed lab or internship/practicum setting, in synchronous or asynchronous online learning activities, or in independent reading, research, or writing activities.

Approval for Graduation

Students should review their InsideCBU degree guide on a regular basis to evaluate progress toward graduation. Student should submit an application for graduation upon successful completion of ninety (90) or more earned units. Students who have submitted an application for graduation will receive a degree evaluation from the Office of the University Registrar. Upon verification of eligibility to graduate a student may participate in ceremonies. Graduation Applications must be submitted by the application deadline or the student will be assessed a Late Graduation Application fee due at the time of application. Applications received after the degree posting date will be required to apply for the next eligible degree date. All candidates for graduation must be recommended by the faculty. Failure to complete degree requirements by the designated posting date may require re-application and an additional fee will be assessed.

Graduation Check List

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

Academic Information

Degree Posting Dates

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

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

Transfer Restrictions

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

Enrollment at Other Institutions

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

Scholastic Regulations

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

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

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

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

All appeals should be directed to the Chair of the Admissions and Retention Committee in compliance with dates detailed in the letter of notification of suspension sent after the close of each semester.

Student Grievances

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

Academic Dishonesty

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

Incomplete Grade Policy

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

Examinations/Make-up Tests

Students are expected to take all tests at the regularly scheduled time. In the case of serious illness or extreme emergency, a faculty member may allow the student to take a make-up test **WITHIN TWO WEEKS** of the originally scheduled test date. If the test is not made up within two weeks, the student may receive no credit for that test. It is the responsibility of the student to arrange for a make-up test by securing permission of the instructor **IN ADVANCE** of the test to be missed. The student must then schedule a make-up test appointment with the Academic Resource Center (ARC). A \$5 fee will be charged for all make-up tests.

Repeating Courses for Grade Replacement

A student may repeat a course in which a grade of 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 baccalaureate degree has been posted.

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

Grade Changes

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

Quality of work in a course is indicated as follows:

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

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

Grade Reports

Grade reports are available to students through InsideCBU upon the completion of the semester. Students with a student account hold are not eligible for a grade report. The University does not release any grade information to any person other than the requesting student without the written permission of the student.

Academic Information

Change of Address

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

Course Cancellations and Format Changes

Courses at California Baptist University are subject to cancellation, meeting day and time changes, or format changes for reasons such as low enrollment, curriculum updates, or staffing. Students will be notified of course cancellations and schedule changes via their CBU e-mail account.

Directed Study and Independent Study

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

- Only juniors and seniors are eligible for directed/independent study.
- Only students who have a 3.0 or better grade point average are eligible for directed/independent study.
- No student may take more than a total of four units of independent study or directed study in any given semester.
- A form for directed/independent study may be obtained from Enrollment Advising. It must be completed with the appropriate faculty member and submitted to the Department Chair and Registrar for approval.
- A maximum of nine (9) units of directed study or independent study may be applied towards degree requirements.

Challenging a Course for Credit or Exemption

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

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

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

Challenge exams may be attempted only once per course and should be completed prior to the add/drop dates. Credit and tuition costs for coursework completed by exam will appear in the semester that the exam is passed. Students may not exceed 30 units of degree credit by challenge exams including AP, CLEP, and DSST, IB, and CBU exams.

Auditing a Course

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

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

Post Baccalaureate Credit

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

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

Privacy of Student Records

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

Attendance and Withdrawal Policies

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

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

Adding a Course

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

Dropping a Course

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

Withdrawal from a Course

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

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

Withdrawal from the University and Semester

Complete official withdrawal from the University and semester is permitted through the last day of the final examination period and is permitted only if a course has not already been completed. Students requesting full official withdrawal from the University and semester must complete a Petition to Withdraw form available in the Office of Enrollment Services. To complete the official withdraw process the student must also initiate enrollment changes in the Office of the Registrar, complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Student Accounts Office. Failure to comply with these regulations will result in failing grades being entered on the student's permanent record, and dismissal will be recorded as unofficial.

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

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

Leave of Absence

A student that needs to take a leave of absence and plans to return to the University should complete a Petition for Leave of Absence. If approved, a student may leave the University for up to one semester and return at the conclusion of the leave without completing the readmit process. Students will be expected to fulfill the graduation requirements in effect at the date of their original matriculation. Students who do not return from a leave of absence will be considered withdrawn from the University and will need to complete the readmit process.

Administrative Discretion

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

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

Other Academic Information

Academic Computing

The University provides a wide array of technologies to facilitate teaching and learning. Complementing a vanguard computing infrastructure are a number of computer labs located in the Annie Gabriel Library, Business Building, W.E. James Complex, and Yeager University Center. Coursework in computer technology is also available. A valid student identification card is required for access to computer labs.

Academic Success Center

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

Annie Gabriel Library

The staff, resources and services of the Annie Gabriel Library enhance the quality of the academic experience available at California Baptist University by supporting the instruction, learning and research activities of its students and faculty. In addition to the more than 325,000 books (including 210,000 eBooks) in its collection, the library currently provides access to more than 37,000 full-text journal titles through its online databases and subscriptions. Students and faculty can access books, journals, reference resources, videos and music through the library catalog (Webcat), which is available along with many other resources and services through the library Web page. The Annie Gabriel Library houses computer work stations and provides access to the campus wireless network. It participates in local, regional and national information networks that increase its resource-offerings to the CBU community through its interlibrary loan programs. It houses special collections and archives devoted to Southern Baptist History, Holocaust Studies, Hymnology and CBU History.

Office of the University Registrar

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

Veterans Information

The Office of the University 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 University 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 University Registrar.

Satisfactory progress must be maintained as specified in the Scholastic Regulations Section under Academic Policies. Military academic credit or experience may provide some equivalency credit in accordance with the American Council on Education (ACE) guidelines.

2016 | 2017

California Baptist University

College of Arts and Science

GRADUATE CATALOG



Dr. Gayne Anacker
Dean

Dr. Lisa Hernandez
Associate Dean

Dr. James Lu
Associate Dean

Mr. Peyton Beard
Administrative Secretary
Phone 951.343.4363
FAX 951.343.4520
pbeard@calbaptist.edu

DEPARTMENT OF MODERN LANGUAGES AND LITERATURE

Dr. James Lu

Chair, Department of Modern Languages

Dr. Laura Veltman

Director, Graduate Program in English

Ms. Rosemary Welsh

Department Secretary

Phone 951.343.4590

FAX 951.343.4661

Faculty

Melissa Croteau, Ph.D.	Film • Literature
Toni Dingman, Ph.D.	Multicultural Literature
DawnEllen Jacobs, Ph.D.	Linguistics • Literature
James Lu, Ph.D.	Multicultural Literature • Theory
Jennifer Newton, Ph.D.	British Literature
Derek Updegraff, Ph.D.	Creative Writing • Literature
Laura Veltman, Ph.D.	American Literature
Deron Walker, Ph.D.	Composition • Linguistics

Graduate Program in English

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

Admission Requirements

Master of Arts in English Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the California Subject Examination for Teachers (CSET)
2. Prerequisites
 - A minimum of 18 semester (27 quarter) units of study in English beyond the level of freshman composition with the grade of “C” or better
3. Three Recommendations completed on forms provided. At least one recommendation should be from an academic source, preferably from an English professor or instructor. Family members and friends may not complete recommendations.
4. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at CBU
5. Successful Demonstration of Writing
 - Examples of writing competence include a major research paper or literary analysis
6. Successful interview with the Director of the Graduate Program in English

ENGLISH

Master of Arts in English (30 units)

The primary focus of the Master of Arts in English is the study of literature and language. However, students may wish to enroll in complementary education courses, depending on career goals. Students wishing to pursue careers in education should consult the School of Education for information on state requirements. Competency requirements can be met with equivalent coursework.

Competency

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

Core Requirements

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

American Literature Requirement

Complete one (1) of the following courses:

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

British Literature Requirement

Complete one (1) of the following courses:

- ENG 550 Topics in British Literature
- ENG 555 Shakespeare
- ENG 556 British Literature Pre-1800
- ENG 557 British Literature Post-1800

World Literature Requirement

Complete one (1) of the following courses:

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

Elective Requirement

Complete one (1) of the following courses:

- ENG 540 Contextual Approaches to Grammar
- ENG 542 Intercultural Rhetoric
- ENG 545 Teaching College Writing
- ENG 575 Creative Writing: Prose
- ENG 576 Creative Writing: Poetry
- ENG 580 Film Theory
- ENG 582 Topics in Literature and Film
- ENG 599 Special Topics

Research Requirement (3 units)

- ENG 596 Research Seminar (2 units)

Complete one (1) of the following courses:

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

*Required for English Pedagogy and Literature concentrations

** Required for TESOL concentration

Concentration Requirements (12 units)

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

English Pedagogy

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

Literature

Literature Requirement

Complete six (6) additional units from the following:

ENG 510, 525, 550, 555, 556, 557, 561, 562, 570

Elective Requirement

Complete six (6) additional units from the following:

ENG 510, 525, 540, 542, 545, 550, 555, 556, 557, 561, 562, 570, 575, 576, 580, 582, 599

TESOL (Teachers of English to Speakers of Other Languages)

EDU 525 Survey of Educational Research

ENG 543 Teaching Second Language Writing

ENG 546 Teaching Second Language Reading

ENG 553 Second Language Curriculum Development and Assessment

ENG 573 Second Language Acquisition

ENG 599 Special Topics

TESOL Certificate (15 units)

EDU 523 Theory and Methods of TESOL

ENG 543 Teaching Second Language Writing

ENG 546 Teaching Second Language Reading

ENG 553 Second Language Curriculum Development and Assessment

ENG 563 Language Structure and Acquisition

English Course Descriptions

ENG 500 Research and Writing in Literature and Language (3)

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

ENG 501 Critical Theories and Traditions (3)

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

ENG 510 Comparative Mythology (3)

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

ENG 520 Theory and Worldview (3)

Fall

A course designed to introduce students to critical and theoretical perspectives on literature. Students will also consider how to examine and evaluate literary theories and texts from a Christian worldview.

ENG 523 Theory and Methods of TESOL (3)

Fall (odd years)

This course will focus on the application of linguistic theory in education. Students will be introduced to various teaching philosophies and methodologies, focusing on their application to language learning. Students will be familiarized with various movements in education and psychology such as behaviorism, cognitivism, social constructivism, and humanism. Students will be instructed as to how diverse language teaching methods have been informed by various educational movements and how these philosophies and methods take form in the second language classroom. This course will build on the concepts taught in ENG 563 but will focus more on second language learners both in ESL and EFL settings.

ENG 525 Non-Western Literature Seminar (3)

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

ENG 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 542 Intercultural Rhetoric (3)**
This course is designed to enhance the English graduate student's understanding of rhetoric and language across multiple cultures. Students will become familiar with preferred rhetorical organization patterns of a variety of cultures and sub-cultures (e.g., genres) in academic and professional writing.
- ENG 543 Teaching Second Language Writing (3)**
This course prepares students to teach writing to second language learners, especially but not exclusively at the college level. Course materials and activities focus on current composition philosophy, research-based method and teaching techniques for collegiate level second language writing courses. At a minimum, this course is designed to introduce students to major theories, research, and practice in the teaching of English writing to second language learners. Thus, students should complete this course being able to do what ESL/EFL writing instructors do: design lesson plans for college composition; evaluate (read, respond to, grade, and assess) college level writing; and engage in research in at least one relevant issue in ESL/EFL composition pedagogy. This course should train students to be reflective practitioners and researchers of collegiate level English composition.
- ENG 545 Teaching College Writing (3)**
This course prepares students to teach college writing by introducing them to current composition philosophy and methods, major theories and research in the field, and practical application of teaching techniques for collegiate-level writing courses.
- ENG 546 Teaching Second Language Reading (3)** **Fall (even years)**
This course will be about reading in a second language, primarily, but not exclusively English. In particular, the class will emphasize teaching reading in English to learners whose native language is not English. Since research and theory inform sound pedagogical practice, we will also research and review research on a variety of relevant topics to teaching reading from both linguistic and educational perspectives. Finally, given the importance of literacy in so many contexts today, we will consider a multitude of variables which affect the teaching and learning of reading skills for both children and adults, in second and foreign language settings, and explore the implications of the research for all concerned.
- ENG 550 Topics in British Literature (3)**
A course designed to familiarize students with various periods of British literature. This course will take a topical or genre-based approach to British literature in the context of the period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 553 Second Language Curriculum Development and Assessment (3)**
This course is designed for future ESL teachers who are interested in current thinking and research in second language material development and assessment and in the application of such in classroom teaching. There are two major goals: one is developing a solid understanding of the core issues in these areas and the other, which requires students to design their own materials and assessment tools and to evaluate existing ones, is facilitating the application of such an understanding in classroom teaching.
- ENG 555 Shakespeare Seminar (3)**
An in-depth study of selected Shakespeare plays and sonnets. The course may utilize a topical approach and may also incorporate other, non-Shakespearean texts. Students should see the instructor for the current semester's focus.
- ENG 556 British Literature Pre-1800 (3)** **Spring As offered**
A course designed to familiarize students with British literature and language prior to 1800. This course will take a topical or genre-based approach to a period of British literature before Romanticism in the context of that period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 557 British Literature Post-1800 (3)** **Spring As offered**
A course designed to familiarize students with British literature from 1800 to the present. The course will take a topical and/or genre-based approach to a period of British literature from Romanticism to the present in the context of that period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.
- ENG 561 American Literature Pre-1900 (3)** **Fall (odd years)**
A course designed to familiarize students with American literature prior to 1900. The course will take a topical and/or genre-based approach to American literature in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.
- ENG 562 American Literature Post-1900 (3)** **Fall (even years)**
A course designed to familiarize students with American literature from 1900 to the present. The course will take a topical and/or genre-based approach to American literature in the "long twentieth century" in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.

College of Arts and Science

- ENG 563 Language Structure and Acquisition (3)**
Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture. This course is required for both multiple subject and single subject credential candidates. Ten (10) hours of fieldwork required.
- ENG 570 Topics in World Literature (3)**
A course designed to familiarize students with various periods of World literature. This course will take a topical or genre-based approach to World literature in the context of the period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.
- ENG 573 Second Language Acquisition (3)**
This course is an introduction to some of the major concepts and key issues (theoretical and methodological) in the area of second language acquisition (SLA). During the first few weeks, the class will survey some of the major conceptual advances in second language acquisition research. During the second half of the course, students will have many opportunities to review seminal research articles and evaluate the findings of the research and their implications as applicable to the field of SLA. Each student will also have the opportunity to design his or her own study in an area of SLA that interests him or her.
- ENG 575 Creative Writing: Prose (3)**
A creative writing seminar focused on the crafts of fiction and creative nonfiction. Students read numerous published short stories and personal essays, as well as articles discussing craft, technique, and theory. Students write their own short stories or personal essays, which are discussed by the professor and students on scheduled workshop days. The works produced in this class strive to be of publishable quality.
- ENG 576 Creative Writing: Poetry (3)**
A creative writing seminar focused on the craft of poetry. Students read numerous published lyric and narrative poems, as well as articles discussing craft, technique, and theory. Students write their own poems, which are discussed by the professor and students on scheduled workshop days. The poems produced in this class strive to be of publishable quality.
- ENG 580 Film Theory (3)**
A study of film theories from the turn of the 20th century onward, this course will examine how different film theories, as part of a long-standing tradition of critical reflections on life and arts in general, evolve and interact with one another and with neighboring discourses, nationally and internationally.
- ENG 582 Topics in Literature and Film (3)**
This course addresses the relationship between literature and film, focusing on the theory and practice of adaptation from a literary to a cinematic medium. Film adaptations will be analyzed for their relation to their literary counterparts, particularly in regard to ideology, socio-historical recontextualization, and generic issues. The films also will be evaluated for their cinematic integrity as autonomous cultural products aimed at particular audiences. Topics for the seminar might be genre or author-based, such as adaptations of the novels of Jane Austen, or subject-based, such as a study of adaptation and intertextuality in literature, film, and new media. Students should see the instructor for the focus of the current semester. May be repeated one time for credit.
- ENG 594 Comprehensive Exam (1)**
Required for students wishing to take a comprehensive exam in place of a thesis or project as part of course requirements for a Masters degree in English. Students may enroll for a maximum of four semesters. Pass/Fail. Prerequisite: Permission of Program Director.
- ENG 596 Research Seminar (2)** Spring
Graduate students will become acquainted with research methods, trends, and critical issues in the study of literature and language. It is assumed that students are already familiar with basic research tools available to the literature scholar. The seminar will introduce students to the required elements of the Exam, Thesis or Project and equip students to conduct scholarly research and produce scholarly papers and presentations worthy of publication in referred journals and other professional forums. Students lacking basic research skills may be required to take ENG 350 as a program pre-requisite.
- ENG 597 Project (1)**
Continuing enrollment for students to complete a major project in this course as part of requirements for a Masters degree in English. Students may enroll for a maximum of four semesters. Prerequisite: Permission of Program Director.
- ENG 598 Thesis (1)**
Continuing enrollment for students to complete a substantive thesis in this course as part of requirements for a Masters degree in English. Students may enroll for a maximum of four semesters. Prerequisite: Permission of Program Director.
- ENG 599 Special Topics (1-3)**
Concentration upon a specific topic in the field of English. Topic varies for different semesters. May be taken multiple times with change in topic.

DEPARTMENT OF MATHEMATICAL SCIENCES

Dr. Linn Carothers

Chair, Department of Mathematical Sciences

Dr. Ricardo Cordero-Soto

Director, Graduate Program in Applied Mathematics

Ms. Debbie Spala

Department Secretary

Phone 951.343.4380

FAX 951.343.4584

dspala@calbaptist.edu

Ms. Rita Schneider

Secretary

Phone 951.552.8662

FAX 951.343.4584

rschneider@calbaptist.edu

Faculty

Linn Caothers, Ph.D.	Mathematics
Ricardo Cordero-Soto, Ph.D.	Mathematics
Lisa Hernandez, Ph.D.	Mathematics
Stephan Kish, M.Div.	Mathematics
Esther Lee, Ph.D.	Statistics
Michelle Nielsen, Ph.D.	Mathematics
Frank Pankowski, Ph.D.	Mathematics
Michael Sill, Ph.D.	Mathematics
Bradley Thomas, Ph.D.	Mathematics
Robert Willet, M.S.	Mathematics

Graduate Program in Applied Mathematics

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

Admission Requirements

Master of Science in Applied Mathematics Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 700 on the Mathematics Subject Graduate Record Exam (GRE)
2. Prerequisites
 - Advanced Calculus
 - Multivariable Calculus
 - Differential Equations
 - Linear Algebra
 - Probability and Statistics
3. Two Recommendations completed on forms provided, from sources who can address your potential for success. At least one recommendation should be from a professor or instructor. Family members and friends may not complete recommendations.
4. Comprehensive Essay of at least 300 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward applied mathematics
 - Applications of mathematics that excite you
 - Reasons for choosing to study at California Baptist University
5. Successful interview with the Director of the Graduate Program in Applied Mathematics

APPLIED MATHEMATICS

Master of Science in Applied Mathematics (35 units)

The Master's in applied mathematics degree program is tailored for students who wish to apply mathematical techniques to life and social sciences, with an emphasis on solving new problems in a rapidly changing world. Students will be academically prepared to: 1) join and significantly contribute to a competitive work force or 2) pursue a PhD in mathematical sciences. Students will learn to seek solutions to world problems that are ingrained in a Christian-framed compassion for a world in desperate need of Christ.

Core Requirements (28 units)

MAT 513	Ordinary Differential Equations
MAT 514	Partial Differential Equations
MAT 516	Math Biology
MAT 526	Linear Programming
MAT 533	Complex Analysis
MAT 553	Numerical Analysis
MAT 563	Stochastic Processes
MAT 576	Scientific Computing
STA 513	Applied Statistics OR STA 544 Biostatistics

Research Requirements (4 units)

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

Elective Requirements (3 units)

Complete three (3) additional units from the following:

MAT 500	Special Topics
MAT 590	Research in Applied Mathematics

Or approved CSC or EGR coursework

Mathematics Course Descriptions

MAT 500	Special Topics (1-4) The purpose of this course is to provide students a chance to explore other topics not included in the Applied Math coursework. Student involvement in selection of topics is strongly encouraged. Upon a topic selection, students will be expected to explore real-world applications. May be repeated for credit for a maximum of twelve (12) units with different subject matter.	As offered
MAT 513	Ordinary Differential Equations (3) Students will be introduced to concepts of the qualitative theory of differential equations such as existence and uniqueness, linear systems, autonomous systems, stability, bifurcations, chaos. Students will be introduced to dynamical systems and study the Poincaré-Bendixson theorem, limit cycles and the Hartman-Grobman theorem. Periodic and bounded solutions will be discussed briefly. Applications in modeling biological and social phenomena will also be discussed.	Fall (odd years)
MAT 514	Partial Differential Equations (3) This course is designed to teach students how to analyze, solve and apply partial differential equations. Students will learn about well-posed and ill-posed problems; existence and uniqueness of solutions to PDEs (Partial Differential equation). Students will learn about linear, quasi-linear and non-linear PDEs of the first order in on spatial dimension. Students will learn about wave propagation, hyperbolic and parabolic PDEs in one spatial dimension. Students will learn and use different methods for solving PDEs such as separation of variables, method of characteristics, green functions, etc. Students will learn about Fourier series and integrals, higher order equations and vibrational methods. Applications will be discussed for most equations.	Spring (even years)
MAT 516	Math Biology (3) The study of difference equations to model different biological phenomena. An introduction to concepts of the qualitative theory of differential equations such as steady-state solutions, stability and linearization, Phase-Plane Methods and nullclines, classifying stability characteristics, global and local behavior, Limit cycles, oscillations, and the Poincaré-Bendixson theorem. An introduction to linear difference equations and how to solve these analytically while understanding the behavior of solutions. Students will learn how analyze the qualitative behavior of solutions for Nonlinear difference equations via linearization. The study of steady states, stability criteria and Cobwebbing and other numerical resources to solve difference equations.	Fall (odd years)
MAT 526	Linear Programming (3) A discussion of optimization methods using linear programming. Topics will include the simplex computational procedure, the revised simplex method, duality problems of linear programming, degeneracy and anticycling procedures, parametric linear programming and sensitivity analysis, additional computational techniques and applications.	Spring (even years)
MAT 533	Complex Analysis (3) This course covers concepts within Complex Analysis including: complex functions, analytic and harmonic functions, sequences, series, complex integration, Taylor and Laurent series, residue theory, z-transforms and applications, applications of harmonic functions, Fourier series, and the Laplace Transform.	Spring (odd years)
MAT 553	Numerical Analysis (3) In this course students will learn to apply techniques in numerical analysis to solutions of equations of one variable, interpolations and polynomial approximations, numerical integration and differentiation, numerical solutions of initial-value problems, iterative methods solving linear systems, approximation theory, approximation Eigenvalues, systems of nonlinear equations, and boundary-value problems for ordinary differential equations.	Fall (even years)
MAT 563	Stochastic Processes (3) This course is a nonmeasure theoretic introduction to stochastic processes. A strong probabilistic foundation will be used to analyze appropriate probability models in order to predict the effects of randomness on systems studied. Applications of probability theory to the study of phenomena in various fields including engineering, computer science, management science, the physical and social sciences, and operations research.	Fall (even years)
MAT 576	Scientific Computing (4) This course will enable the student to formulate, analyze, and simulate problems arising in the fields on natural and mathematical sciences. Computational skills will be coupled with development of stochastic models with emphasis upon project implementation, efficiency, and accuracy of algorithms and the interpreting results obtained. Specific topics include linear and nonlinear systems of equations, polynomial interpolation, numerical integration, and introduction to numerical solution of differential equations incorporated into real world applications of Markov Chains, Random Walks, Poisson Processes, Birth and Death Processes, Renewal Phenomena, Phase-type Distributions, Queuing systems, Brownian Motion, and SIR Modeling. Prerequisite: MAT 563.	Spring (odd years)

College of Arts and Science

- MAT 590** **Research in Applied Mathematics (1-4)** **Fall, Spring, Summer**
The main purpose of this course is for students to participate in mathematical research and disseminate results through presentations at research talks and/or conferences. The focus of this class is an independent research project that the student undertakes under the direction of a faculty member who acts as a research advisor. Content varies from year to year and is determined by both instructor's and students' interests. May be repeated for credit for a maximum of eight (8) units. Prerequisite: Permission of the Department Chair.
- MAT 598** **Capstone in Applied Mathematics (1)** **Fall, Spring, Summer**
This course is designed to be a culminating experience for students to process and assimilate knowledge and experience they have gained by participating in a research or project opportunity prior to or concurrent with this course. Students in will prepare a presentation (both oral and written) that focuses on that experience.

Science Course Descriptions

- BIO 505** **Ornithology: Birds in Flight and Flock (3)**
This course will introduce the student to the basic study of birds, including such topics as diversity, avian form and function, basic behavior and communication, environmental impact and dynamics, avian life histories, and population conservation. Students will increase their understanding and appreciation for bird design and adaptation and the role birds play in our world. Prerequisite: nine units of college level science.
- BIO 510** **Insects and Their Impact in California (3)**
An introduction to insect classification, biology, and morphology. This course provides the necessary background for advanced courses in entomology and structural pest control. Laboratory work consists of learning major anatomical structure of insects, and training in insect identification and collection. Prerequisite: nine units of college level science.
- BIO 515** **Environments and Conservation Biology (3)**
Conservation biology is the science of preserving biodiversity and sustaining the earth. This is an interdisciplinary, introductory course that examines the human impact on biodiversity and the earth. The course synthesizes the fields of ecology, evolution, genetics, philosophy, economics, sociology, and political science, with emphasis on the development of strategies for preserving populations, species, biological communities, and entire ecosystems. Prerequisite: nine units of college level science.
- SCI 505** **Current Topics in Marine Science (3)**
This course is designed to expose graduate students to contemporary developments and discoveries in marine science. The course will review six major sub-disciplines of marine science including: physical oceanography, marine geology, ocean engineering, biological oceanography, meteorological oceanography, and chemical oceanography. The course will also cover contemporary topics related to the sub-disciplines indicated above. Students will conduct research, present findings, and prepare lesson plans on an approved topic. Prerequisite: nine units of college level science.
- SCI 510** **Forensic Science in the Classroom (3)**
An integrated study of advanced science concepts as they apply to the area of forensic science with special attention to the study of forensic science in the K-12 classroom setting. Additional lab fee. Prerequisite: nine units of college level science.
- SCI 515** **Drugs and Man: Addictive and Therapeutic Chemicals (3)**
This course will introduce the students to basic drug design, action and intervention, especially as related to the promotion of health and alleviation of disease. The course will consider recreational and therapeutic drug usage and effects on the human body. Orientation to the human body and basic functioning will accompany each topic, as well as disease processes indicating drug requirement. Prescription drug classification, function and uses will be introduced with emphasis on the impact medically prescribed drugs will have on the patient. Students will increase their understanding of drug use, abuse, and impact, as well as their understanding of diseases and treatments. Prerequisite: nine units of college level science.
- SCI 520** **Planetary Science (3)**
An integrated investigation of Planetary Science, incorporating advanced science concepts from a variety of disciplines. Special attention will be given to the integration of Planetary Science into K-12 science subjects. This course requires field experiences which may incur additional costs. Prerequisite: nine units of college level science.

Statistics Course Descriptions

- STA 513 **Applied Statistics (3)** Spring
- This course provides an introduction to probability, discrete and continuous random variables, probability distributions, expected values, sampling distributions, point estimation, confidence intervals, hypothesis testing and general linear modeling. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on qualitative nonlinear thinking, interpretation and concepts.
- STA 544 **Biostatistics (3)**
- Biostatistics provides an introduction to selected important topics in bio-statistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on interpretation and concepts.

2016 | 2017

California Baptist University

College of Engineering

GRADUATE CATALOG

Dr. Anthony L. Donaldson

Dean

Ms. Felicia Tasabia

Administrative Assistant

Phone 951.552.8646

FAX 951.343.4782

engineering@calbaptist.edu



COLLEGE OF ENGINEERING

Dr. Anthony L. Donaldson
Dean, Gordon and Jill Bourns College of Engineering

Dr. Helen Jung
Associate Dean

Dr. Creed Jones
Associate Dean, Graduate Program

Dr. Ziliang Zhou
Assistant Dean

Dr. Jong-Wha Bai
Chair, Department of Civil Engineering

Ms. Felicia Tasabia
Administrative Assistant
Phone 951.552.8646
FAX 951.343.4782
engineering@calbaptist.edu

Faculty

Amanie Abdelmessih, Ph.D.	Engineering
Jong-Wha Bai, Ph.D., P.E.	Engineering
Daniel Clark, Ph.D.	Engineering
Anthony Corso, M.B.A.	Computing, Software, and Data Sciences
Anthony L. Donaldson, Ph.D.	Engineering
Mark Gordon, Ph.D.	Engineering
Keith Hekman, Ph.D.	Engineering
Creed Jones, Ph.D.	Computing, Software, and Data Sciences
Helen Jung, Ph.D., P.E.	Engineering
Michael Kolta, Ph.D.	Computing, Software, and Data Sciences
Julian Mills-Beale, Ph.D.	Engineering
Michael Nalbandian, Ph.D.	Engineering
Liya Ni, Ph.D.	Engineering
Frederick Pontius, Ph.D., P.E.	Engineering
Matthew Rickard, Ph.D.	Engineering
April Si, Ph.D.	Engineering
Xuping Xu, Ph.D.	Engineering
Jun Zhang, Ph.D.	Engineering
Ziliang Zhou, Ph.D.	Engineering

Graduate Program in Civil Engineering

The Master of Science in Civil Engineering program is designed for students who intend to become Civil Engineers, or those currently practicing in the field who desire additional knowledge and training needed to move forward in their career. The American Society of Civil Engineers (ASCE) considers a master's degree the basic preparation necessary for entry into professional civil engineering practice. The breadth and depth of technical knowledge relevant to a practicing civil engineer is continuously expanding. Sustainable infrastructure, protection of human health and welfare and protection of the global environment are all necessary for any society. Cities, communities and rural areas face increasingly difficult infrastructure and environmental challenges. The Master of Science in Civil Engineering program prepares students to design and implement appropriate and sustainable solutions to meet these challenges.

Graduate Program in Mechanical Engineering

The Master of Science in Mechanical Engineering program is designed to provide students with relevant undergraduate degrees with more advanced study in mechanical engineering, preparing them for advanced work in the field or for entry into a PhD program. The program focuses on in-depth training on skillsets normally not covered in a typical undergraduate program due to the curriculum constraints. This includes theoretical training in certain specific areas of mechanical engineering, numerical analysis methods, and experimentation skills. Important problem solving skills commonly used in manufacturing, teamwork, documentation practices, design methods and project management are also emphasized in the program.

Graduate Program in Software Engineering

The Master of Science in Software Engineering program is designed for students and software professionals to add teamwork, methodology and advanced topics in computing to their existing skills, within a Christian context. Faculty with diverse and relevant professional experience use a combination of instruction, independent work and teamwork to guide students as they discover and develop the key principles of producing quality software. Students conduct a multi-semester project, in collaboration with an industrial or academic client, demonstrating their skills and producing a useful and practical deliverable.

Admission Requirements

Master of Science in Civil Engineering Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 undergraduate GPA for unconditional acceptance
 - Applicants with an undergraduate GPA lower than 3.0 may be considered for admission with a 3.25 GPA from nine (9) or more units of relevant graduate coursework.
2. Prerequisites (one of the following):
 - Completion of a Bachelor of Science in Civil Engineering from a regionally accredited institution of higher education or the evaluated equivalency
 - Completion of a non-Civil Engineering Bachelor's degree from a regionally accredited institution of higher education or the evaluated equivalency and all undergraduate pre-requisite requirements, including at least fifteen (15) units in environmental engineering, water resources, hydrology, and soil mechanics.
3. Three recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
 - At least two recommendations should be from previous faculty or from qualified professionals if academic references are more than ten years old
4. Comprehensive Essay of at least 1,000 words that includes the following:
 - Academic/career goals and interests
 - Experience with and interest in research and development
 - Readiness for graduate study
 - If you have external funding such as a government fellowship, corporate sponsorship, etc.
5. Current Resume that includes the following:
 - Up to ten (10) years professional experience
 - All postsecondary education
6. Successful interview with the Director of the Graduate Program in Civil Engineering.

Master of Science in Mechanical Engineering Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 undergraduate GPA for unconditional acceptance
 - Applicants with an undergraduate GPA lower than 3.0 may be considered for admission with a 3.25 GPA from nine (9) or more units of relevant graduate coursework.
 - Submission Graduate Record Exam (GRE) score is strongly recommended.
2. Prerequisites (one of the following):
 - Completion of a Bachelor of Science in Mechanical Engineering from a regionally accredited institution of higher education or the evaluated equivalency.
 - Completion of a non-Mechanical Engineering Bachelor's degree from a regionally accredited institution of higher education or the evaluated equivalency with at least fifteen (15) units in Mechanical Engineering.
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
 - At least two recommendations should be from previous faculty or from qualified professionals if academic references are more than ten years old
4. Comprehensive Essay of at least 1,000 words that includes the following:
 - Academic/career goals and interests
 - Experience with and interest in research and development
 - Readiness for graduate study
 - If you have external funding such as a government fellowship, corporate sponsorship, etc.
5. Current Resume that includes the following:
 - Up to ten (10) years professional experience
 - All postsecondary education
6. Successful interview with the Director of the Graduate Program in Mechanical Engineering.

Master of Science in Software Engineering Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 undergraduate GPA for unconditional acceptance
 - Applicants with an undergraduate GPA lower than 3.0 may be considered for admission with a 3.25 GPA from nine (9) or more units of relevant graduate coursework.
 - Submission Graduate Record Exam (GRE) score is strongly recommended.
2. Prerequisites (one of the following):
 - Completion of a Bachelor of Science in Computer Science, Software Engineering, or Computer Engineering from a regionally accredited institution of higher education or the evaluated equivalency.
 - Completion of a Bachelor's degree in another field of Engineering, Physics, or Mathematics from a regionally accredited institution of higher education or the evaluated equivalency with at least fifteen (15) units in computer programming, software design and construction, discrete math, and/or computer architecture.
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
 - At least two recommendations should be from previous faculty or from qualified professionals if academic references are more than ten years old
4. Comprehensive Essay of at least 1,000 words that includes the following:
 - Academic/career goals and interests
 - Experience with and interest in research and development
 - Readiness for graduate study
 - If you have external funding such as a government fellowship, corporate sponsorship, etc.
5. Current Resume that includes the following:
 - Up to ten (10) years professional experience
 - All postsecondary education
6. Successful interview with the Director of the Graduate Program in Software Engineering.

CIVIL ENGINEERING

Master of Science in Civil Engineering (30 units)

The Master of Science in Civil Engineering program prepares students for a professional career in civil and environmental engineering. The program focuses on the design and implementation of appropriate and sustainable solutions to improve the environment and human health in rural areas, towns and communities, and cities globally.

Core Requirements (12 units)

- EGR 501 Engineering Research and Practice
- EGR 503 Applied Engineering Analysis
- EGR 506 Engineering Research and Development Methods
- STA 513 Applied Statistics

Civil Engineering Electives (12 units)

Complete twelve (12) units from the following:

- CVE 541 Environmental Engineering Processes
- CVE 543 Environmental Microbiology
- CVE 544 Water Chemistry
- CVE 545 Environmental Engineering Laboratory
- CVE 546 Environmental Engineering Design
- CVE 551 Project and Construction Management
- CVE 552 Structural Dynamics and Earthquake Engineering
- CVE 553 Environmental Engineering I
- CVE 554 Environmental Engineering II
- CVE 555 Structural Design II
- CVE 556 Sustainable Civil Engineering
- CVE 557 Transportation Engineering
- CVE 558 Water Resources
- CVE 559 Advanced Transportation Engineering
- CVE 561 Engineering Sustainable Communities I
- CVE 562 Engineering Sustainable Communities II
- CVE 565 Special Topics in Engineering
- CVE 599 Independent Study in Engineering

Thesis/Project Requirement (6 units)

- EGR 507 Research and Development
- EGR 508 Documentation and Presentation

MECHANICAL ENGINEERING

Master of Science in Mechanical Engineering (36 units)

The Master of Science in Mechanical Engineering program prepares students for advanced work or further study in the field of mechanical engineering. The program is designed for students who have undergraduate degrees in mechanical engineering, biomedical engineering, civil engineering, and other related fields.

Core Requirements (24 units)

EGR	501	Engineering Research and Practice
EGR	503	Applied Engineering Analysis
EGR	506	Engineering Research and Development Methods
MCE	541	Advanced Manufacturing and Industrial Engineering Processes
MCE	542	Imaging and Sensing for Engineers
MCE	543	Solar Thermal Engineering
MCE	544	Advance Fluid Mechanics
STA	513	Applied Statistics

Mechanical Engineering Electives (6 units)

Complete six (6) units from the following:*

EGR	511	Smart Irrigation Systems
EGR	512	Wells and Pumps
EGR	513	Agricultural Design for Disability
EGR	531	Control Systems
EGR	544	Materials and Manufacturing Processes
EGR	546	Machine Design
EGR	561	Biomechanics
EGR	562	Biomaterials
EGR	564	Aqueous Humor Dynamics
EGR	566	Occupational Biomechanics
EGR	581	Systems Simulation
EGR	582	Supply Chain and Logistics Management
MCE	545	Thermal Design of Heat Exchangers
MCE	546	Aerodynamics
MCE	547	Mechanics of Composite Structures
MCE	548	Propulsion

Thesis/Project Requirement (6 units)

EGR	507	Research and Development
EGR	508	Documentation and Presentation

*Students should select required electives based on prerequisites for their planned field of study and career, which may vary by institution and program. Recommended courses by field of study are as follows:

Manufacturing and Industrial Engineering and Control: EGR 531, 544, 581, 582

Biomedical Engineering: EGR 561, 562, 564, 566

Aerospace and Thermal Engineering: MCE 545, 546, 547, 548

Agriculture Engineering: EGR 511, 512, 513, 546

SOFTWARE ENGINEERING

Master of Science in Software Engineering (30 units)

The Master of Science in Software Engineering program prepares students for advanced study in the field of software engineering and development, critical thinking and understanding the field of engineering from a Christian worldview, and provides students with knowledge of the methods and processes used in modern software design and implementation. Students are provided the opportunity to explore advanced topics such as Cybersecurity, Machine Learning, Mobile Systems, and Image Processing.

Core Requirements (18 units)

- CSC 513 Security and Privacy in Computing
- CSC 522 Software Development Methodology
- CSC 525 Advanced Database Systems
- EGR 501 Engineering Research and Practice
- EGR 506 Engineering Research and Development Methods
- STA 513 Applied Statistics OR STA 544 Biostatistics

Elective Requirements (6 units)

Complete six (6) units from the following:

- CSC 512 Intelligent Systems
- CSC 514 Theory of Computation
- CSC 520 Image Processing
- CSC 523 Mobile Applications Development
- CSC 524 Web Application Development
- CSC 528 Software Project Management
- CSC 565 Special Topics in Software Engineering

Project/Thesis Course Requirements (6 units)

- EGR 507 Research and Development
- EGR 508 Documentation and Presentation

Civil Engineering Course Descriptions

- | | | |
|---------|--|--------|
| CVE 541 | Environmental Engineering Processes (3)
Develops and utilizes analytic solutions for environmental process models that can be used in a) reactor design for processes used in the treatment of water, wastewater and hazardous waste and b) process analysis of natural systems, such as streams and groundwater flow. Models facilitate the tracking of contaminants in engineered and natural systems. | Fall |
| CVE 543 | Environmental Microbiology (3)
This course covers the basic science of environmental microbiology relevant to civil engineering. Topics covered include basic microbiological concepts, classification of organisms, chemical composition of life (carbohydrates, nucleic acids, proteins, and lipids), cell biology, bacterial growth, archaea, eukarya, fungi, algae, protozoa, viruses, detection, enumeration and identification, infectious disease transmission, biodegradation. | Spring |
| CVE 544 | Water Chemistry (3)
Fundamentals of aqueous chemistry for civil and environmental engineers. Course covers basic chemistry, equilibria, kinetics and thermodynamics; includes acid/base reactions, precipitation/dissolution, oxidation/reduction reactions and partitioning. | Spring |
| CVE 545 | Environmental Engineering Laboratory (3)
Application of basic chemistry and chemical calculations to measure physical, chemical, and bacteriological parameters of water, wastewater, soil, and air. Laboratory methods and interpretation of results for environmental engineering applications. | Fall |
| CVE 546 | Environmental Engineering Design (3)
Team-based design of infrastructure, facilities, or processes for water or wastewater or solid waste treatment or remediation under multiple real-world constraints. Recommend prior completion of EGR 553, 554, or 556. Prerequisite: Permission of the Program Director. | Fall |
| CVE 551 | Project and Construction Management (3)
Professional construction management practice including contract negotiation, addendums, bonding, project delivery methods, project bidding, specification writing, scheduling, cost control, and legal issues. | Fall |

College of Engineering

CVE 552	Structural Dynamics and Earthquake Engineering (3) The course covers the analysis of the dynamic response of structural systems. Students are introduced to the basic concepts of seismology and structural dynamics including the evaluation of structural response to earthquake motions. Also discussed are the seismic design procedure in building codes used in the United States. This will enable students to have a better understanding of dynamic behavior of structural systems under earthquakes. Students will also use their knowledge of seismic design to prepare the Professional Engineer's (PE) examination, which is a mandatory section in California.	Spring
CVE 553	Environmental Engineering I (3) Study of water treatment and supply, wastewater collection and treatment common to rural and metropolitan areas. Laboratory principles and methods related to safety, sampling, data analysis, and measurement of selected physical, chemical, and biological characteristics of water and wastewater are introduced. Field trips are required.	Fall
CVE 554	Environmental Engineering II (3) Study of solid and hazardous waste properties, sources, composition, magnitude, and regulations; land filling methods including siting and modern landfill design; Air pollution sources, quality, meteorology, atmospheric dispersion modeling, and control methods; remediation of contaminated sites. Field trips are required.	Spring
CVE 555	Structural Design II (3) Principles of the design of reinforced concrete structures. Design includes flexural members, compression members, one-way slabs and footings. ACI Strength Design Method.	Fall
CVE 556	Sustainable Civil Engineering (3) This course will focus on applying the principles and practices necessary such that planning, design, and construction of a project can be sustainable technically, economically, and environmentally. Students will carefully examine scientific, economic, energy, political, ethical, and regulatory principles by evaluating case studies.	Spring
CVE 557	Transportation Engineering (3) Transportation engineering with an emphasis on highway and road design. Topics include transportation demand and planning, aerial photography, environmental impact statements, horizontal and vertical alignment, earthwork, volumes, and design of flexible and rigid pavements, and batteries.	Fall
CVE 558	Water Resources (3) Hydraulics and hydrologic engineering including fluid Mechanics (hydrostatics, conservations laws), analyses of pipe flows, pipe networks, hydraulic machinery, hydroelectric power, pressure conduits, reservoirs and dams, and open channel flow.	Spring
CVE 559	Advanced Transportation Engineering (3) Advanced transportation engineering with an emphasis on the design, construction, maintenance and rehabilitation of highway pavements, airport pavements, railroads, traffic engineering, sustainable transportation systems. The course will cover topics like transportation material characterization, pavement structural design, pavement damage (distress) prediction, airport pavement design specifications, railroad sub-structure design, traffic forecasting, and building sustainable transportation infrastructure.	Spring
CVE 561	Engineering Sustainable Communities I (3) This course is designed for engineering students planning to work in developing communities or who are interested in global health, infrastructure, and the environment. A background and framework are provided for sustainable community engineering and development using a participatory model. A public health perspective is emphasized, covering an overview of development, infrastructure, and global health concepts and issues. Prerequisite: Master of Civil Engineering major and permission of the Program Director.	Fall
CVE 562	Engineering Sustainable Communities II (3) This course covers principles, practices and strategies of appropriate technology as part of an integrated and systems approach to community-based development. Topics include engineering issues in development, environmental health and communicable disease, appropriate and sustainable technologies with hands-on assignments, and global cooperation. Students are expected to complete a 4 to 6 week field-based study to apply sustainable engineering concepts in a global community setting. Additional lab fee. Prerequisite: CVE 561 and permission of the Program Director.	As offered
CVE 565	Special Topics in Civil Engineering (1-4) This course offers a concentration upon a specific topic within the field of civil engineering. The topic varies by semester. May be repeated for credit with a change in topic.	As offered
CVE 599	Independent Study in Civil Engineering (1-3) This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a civil engineering topic of particular interest.	As offered

Computer Science Course Descriptions

CSC 512	Intelligent Systems (3) Intelligent systems is concerned with the design and analysis of autonomous agents that perceive their environment and make rational decisions. This course equips students to implement solutions using state-of-the-art techniques in Artificial Intelligence and Machine Learning. Students will create reasoning systems in software and explore their capabilities in dealing with new knowledge. Ethical issues in Intelligent Systems will be presented and examined from a Christian perspective.	Spring
CSC 513	Security and Privacy in Computing (3) This course is a comprehensive treatment of computer security technology, including algorithms, protocols, and applications. Topics include an introduction to cryptography, authentication, access control, database security, intrusion detection and prevention, malicious software, denial of service, firewalls, software security, physical security, human factors, auditing, legal and ethical aspects, and trusted systems. Privacy in computing will receive special attention.	Fall
CSC 514	Theory of Computation (3) Computer scientists use hardware and software components to solve problems; this course encompasses the theoretical basics that underlie them. Automata, languages and grammar, language processing, computability and complexity theory will be examined in detail. Important topics will be explored using a combination of conceptual work and coding exercises.	Fall
CSC 520	Image Processing (3) This course is an introduction to all areas of modern image processing. Image formation and capture, display and compression will be covered. Algorithms from single-pixel and neighborhood operations to higher-level functionalities such as object recognition and scene understanding. Extensions to color and 3D imaging will be discussed. Several projects will offer students the opportunity to learn key topics in detail.	Fall
CSC 522	Software Development Methodology (3) This course gives detailed coverage to significant software development methodologies including traditional plan driven methods, lean methodologies and a particular emphasis on agile methods. Comparison and discussion of traditional and newer lightweight methods will be made throughout the course. The course may include one or more projects to gain experience practicing software development methods.	Fall
CSC 523	Mobile Applications Development (3) Investigation of mobile operating systems and associated software development environments. Consideration of unique constraints and techniques for creating software designed for mobile devices. Design and development of a mobile application.	Fall
CSC 524	Web Application Development (3) The design and development of data driven web applications. The integration and exploitation of HTML, JavaScript, server-side programming languages and database technology.	Spring
CSC 525	Advanced Database Systems (3) This course will engage the student in essential database topics. The course assumes a basic familiarity with relational databases and SQL. The course will advance the student's knowledge and skills in areas like database systems, database design, concurrency control and transactions, advanced SQL techniques, and data warehouse design.	Spring
CSC 526	Software Systems Design (3) An in-depth look at software design. Study of design patterns, frameworks, and architectures. Survey of current middleware architectures. Component based design. Measurement theory and appropriate use of metrics in design. Designing for qualities such as performance, safety, security, reusability, reliability, etc. Measuring internal qualities and complexity of software. Evaluation and evolution of designs. Basics of software evolution, reengineering, and reverse engineering. Prerequisite: CSC 527.	Spring
CSC 527	Software Construction (3) Coverage of software construction fundamentals including minimizing complexity, anticipating change, and constructing for verification. Discussion will include best practices like patterns, object oriented programming and agility. Management of the construction process and accounting for practical considerations will also be examined.	Fall
CSC 528	Software Project Management (3) Project planning, cost estimation and scheduling. Project management tools. Analysis of options and risks. Release and configuration management. Software process standards and process implementation. Approaches to maintenance and long-term software development.	Fall

College of Engineering

- CSC 565** **Special Topics in Software Engineering (1-4)** **As offered**
This course offers a concentration upon a specific topic within the field of Software Engineering. The topic varies by semester. May be repeated for credit with a change in topic.
- CSC 599** **Independent Study in Software Engineering (1-3)** **As offered**
This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a software engineering topic of particular interest.

Construction Management Course Descriptions

- CON 510** **Construction Cost Estimating (3)**
This course examines various systematic approaches to cost estimating for the purposes of developing estimates and budgets to be used for competitive bidding, negotiation, cost tracking and analysis. Topics include: quantity surveys; detail take-offs; equipment and labor costs; equipment utility; subcontracting; overhead; insurance and surety bonds; contract document analysis; risk identification and management; changes; value engineering; profit and evaluation of intangibles; and bidding strategies.
- CON 520** **Sustainability and Leadership in Energy and Environmental Design (3)**
This course focuses on sustainability for building development and construction process, this course covers the history, financial, regulatory and technical aspects involved with ecologically friendly construction, materials, technology and the art of recycling materials. Using the process to acquire LEEDS certification rating as the backbone for the course structure, students will examine the entire construction process and the life cycle costs and benefits involved in securing various rating levels. The course will also review the latest state energy code requirements and ASHRAE specifications as they relate to good and economical building designs.
- CON 530** **Construction Scheduling and Integrated Project Delivery (3)**
This course provides advanced techniques in schedule development and implementation for effective project management during the programming or construction phase of a project. It examines monitoring, updating, and controlling the project schedule; analyzing time-related change orders and delays; claims control; network and non-network models; resource leveling and algorithms, project diagnostics, optimum labor and equipment movement, relational databases, and dispute-avoidance considerations. Students will prepare a construction project schedule using computer software applications.
- CON 540** **Construction Safety Management and Labor Relations (3)**
This course examines the management of worker and public safety for construction projects. It provides a comprehensive review of industry construction safety standards and public safety laws; OSHA regulations; legal and economic issues of safety; risk reduction; hazard recognition; accident investigation and analysis; and the development and management of worker safety programs. The course further covers the history of labor and management relations, union and open shop organization; labor laws, legislation, regulations, and agreements; economic power, jurisdictional disputes, grievance procedures, and negotiating techniques.

Engineering Course Descriptions

- EGR 501** **Engineering Research and Practice (3)** **Fall, Spring**
This course is an introduction to the graduate study of engineering. Engineering mathematics and linear algebra, as needed for graduate study, will be covered. The Christian worldview and its perspective on advanced engineering will be examined through readings and reflections. An introduction to the topic of research and development will be provided.
- EGR 503** **Applied Engineering Analysis (3)** **Fall**
This course is intended for all graduate-level engineering students to develop analytic and problem solving skills. Mathematical principles and software tools are applied to analyze and solve engineering problems. Students learn to associate differential equations and other mathematical tools with physical phenomena descriptive of a variety of engineering problems. Topics include mathematical modeling of engineering problems; ordinary differential equations, matrix and vector analysis, linear algebra, eigenvalue problems, Fourier analysis, and partial differential equations.
- EGR 506** **Engineering Research and Development Methods (3)** **Fall, Spring**
This course is an introduction to research and development in the fields of engineering. Methods for properly researching a topic, collecting and processing data, drawing conclusions and presenting results are discussed. Special attention is paid to the process of technical development as opposed to research. Pre- or Co- Requisite: EGR 501.
- EGR 507** **Research and Development (3)** **Fall, Spring**
This course is a continuation of graduate research and development in the fields of engineering. Faculty will supervise the research and measure progress of the work. May be repeated three (3) times for credit. Prerequisite: EGR 506.

EGR 508	Documentation and Presentation (3) This course completes the required graduate research and development sequence in the fields of engineering. The project work or research will be completed, fully documented and presented to a group of faculty, peers and observers. Prerequisite: EGR 506.	Spring
EGR 511	Smart Irrigation Systems (3) This course will focus on computer controlled farm irrigation system evaluation and management. Topics include drip, micro-spray, furrow, border strip, and sprinkler systems. The course will also address irrigation efficiency and uniformity, and pumping costs.	As offered
EGR 512	Wells and Pumps (3) This course will study the water well drilling, design and development. It will also investigate the pump characteristics, system head design, series and parallel operation, design of pump intakes, and variable speed electric drives and engines.	As offered
EGR 513	Agricultural Design for Disability (3) This course focuses on farm equipment design for disability.	
EGR 531	Control Systems (3) Analog control system modeling, analysis, and design using root locus and frequency response methods. Introduction to state variable methods and digital control. Includes lab projects on real-time control systems. MATLAB and SIMULINK are used extensively as design tools.	Spring
EGR 544	Materials and Manufacturing Processes (3) Properties of the principal families of materials used in mechanical engineering design with an introduction to the manufacturing processes used to convert these materials into finished products. Application of statistics and probability to material properties and manufacturing. Laboratory experiments in strength of materials, property of materials, and manufacturing processes.	Spring
EGR 546	Machine Design (3) The fundamentals of machine elements in mechanical design. Includes the analysis of components under static and fatigue loadings, and the analysis, properties, and selection of machine elements such as shafts, gears, belts, chains, brakes, clutches, bearings, screw drives and fasteners.	Fall
EGR 561	Biomechanics (3) Introduces the fundamental principles of mechanics applied to study the physiology of biological systems with emphasis of analyzing human movements. Primary topic areas will include kinematics, statics, and kinetics of human movement including joint and segment position (acceleration, velocity, force and torque; work and power; and inverse solution methods), and an overview of musculoskeletal anatomy and physiology.	Spring
EGR 562	Biomaterials (3) The course provides students with a fundamental understanding of the material selection process required in engineering for medical applications. Materials to be covered include both short-exposure, such as surgical tools and catheters, and long-exposure, such as implants / shunts. Topics to be included are: the manufacturing process, performance characteristics, biocompatibility testing, and long-term biological response (tissue formation / fibrosis). Relevant design considerations will be discussed, including common medical device standards relating to biomaterials testing and performance.	Spring
EGR 564	Aqueous Humor Dynamics (3) This course covers the physical properties and flow dynamics associated with the eye's aqueous humor, the transparent fluid located in the space between the lens and the cornea. A focus will be placed on flow measurements, outflow pathways and resistance, and ocular biomechanics associated with Intraocular Pressure (IOP) changes. An emphasis will be placed on how these areas directly relate to glaucoma, including various engineered products designed to diagnosis and mitigate the disease. Prerequisite: EGR 503.	As Offered
EGR 565	Special Topics in Engineering (1-4) This course offers a concentration upon a specific topic within the field of engineering. The topic varies by semester. May be repeated for credit with a change in topic.	As offered
EGR 566	Occupational Biomechanics (3) Occupational Biomechanics is applying the field of Biomechanics to the workplace. This course will cover the relationship between human exertions on musculoskeletal injury.	As Offered
EGR 581	Systems Simulation (3) Model design to simulate discrete event systems with basic input and output analysis using high order languages, applied to industrial systems analysis and design problems.	As Offered

College of Engineering

EGR 582	Supply Chain and Logistics Management (3) Apply industrial and systems engineering and management approaches to improve the effectiveness and efficiency of material flow, information flow and cash flow for the entire supply chains.	As Offered
EGR 599	Independent Study in Engineering (1-3) This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a engineering topic of particular interest.	As offered

Mechanical Engineering Course Descriptions

MCE 541	Advanced Manufacturing and Industrial Engineering Processes (3) This course will cover a qualitative and quantitative study of manufacturing processes. Fundamental principles of value-added processing of materials into useable forms for the customer will be covered. Topics will include material properties and traditional and non-traditional manufacturing processes with an emphasis on process selection for optimum design with quality, strength and economic evaluations. The course will also cover the discussion on quality control, Six Sigma, Kaizen, lean manufacturing technologies and advanced planning and scheduling of production.	As offered
MCE 542	Imaging and Sensing for Engineers (3) An advanced study of waves and optics, with explicit investigation into mechanical and electromagnetic waves. Topics include (but not limited to): simple harmonic motion, superposition, dampening, forced oscillations, beats, elasticity, coupling, normal modes, polarization, constructive and destructive interference, single and double slit interference, diffraction gratings, lenses, ray optics, geometric optics, physical optics, beams, and Doppler effect. The course is a very lab intensive class taught in a semi inquiry-based manner. The class and lab are heavily integrated. Pre- or Co- Requisite: EGR 503.	As offered
MCE 543	SolarThermal Engineering (3) This course will cover the fundamentals of solar radiation, radiation characteristics of opaque surfaces, transmission through glazing, thermal analysis of flat plate and concentrating solar collectors. The course will also cover the topics of solar energy storage and solar water-heating. Numerical analysis and experimentation will be an integral part of the learning process.	As offered
MCE 544	Advance Fluid Mechanics (3) This course covers the topics of Equations of Compressible Viscous Flow, solutions of the Newtonian Viscous-Flow Equations, Laminar Boundary Layers, the Stability of Laminar Flows, Incompressible Turbulent Mean Flow, and Compressible Boundary Layer Flow.	As offered
MCE 545	Thermal Design of Heat Exchangers (3) This course covers the topics of classification of heat exchangers, design methods, single-phase convection correlations and two phase-correlations, pressure drop calculations, and fouling of heat exchangers. Study of various types of heat exchangers are also discussed, such as double pipe heat exchangers, shell-and-tube heat exchanger, compact heat exchangers, plate heat exchangers, condensers, and evaporators.	As offered
MCE 546	Aerodynamics (3) This course will introduce students the topic of gas dynamics and concepts of lift, drag, and pitching moment. The course will also cover the topics of potential flow, mechanics of laminar and turbulent flow, boundary-layer theory, and applications to wings and turbo-machinery. Numerical analysis will also be utilized in design analysis and problem solving.	As offered
MCE 547	Mechanics of Composite Structures (3) This course will introduce students to the fiber-reinforced composite materials and structures with emphasis on numerical analysis. Topics covered in this course will include composite micromechanics and failure criteria, design considerations for structures made of composite materials, and the overview of fabrication process and experimental characterization.	As offered
MCE 548	Propulsion (3) This course will introduce students to the topic of propulsion, stationary power production with gas turbine engines, and reciprocating engines. Air-breathing propulsion is emphasized, with a brief treatment of rocket propulsion. It also includes the application of thermodynamic and fluid-mechanical principles to analysis of performance and design with numerical methods.	As offered
MCE 565	Special Topics in Mechanical Engineering (1-4) This course offers a concentration upon a specific topic within the field of mechanical engineering. The topic varies by semester. May be repeated for credit with a change in topic.	As offered
MCE 599	Independent Study in Mechanical Engineering (1-3) This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a mechanical engineering topic of particular interest.	As offered

Courses beginning with the prefix STA are listed in the College of Arts and Sciences section of this catalog.

2016 | 2017

California Baptist University

College of Health Science

GRADUATE CATALOG

Dr. David Pearson

Dean

Administrative Assistant

Phone 951.343.4619

FAX 951.343.8739

alliedhealth@calbaptist.edu



DEPARTMENT OF ALLIED HEALTH PROFESSIONS

Dr. Nicole MacDonald

Chair, Department of Allied Health Professions

Director, Graduate Program in Athletic Training

Ms. Daphne Paramo

Department Secretary

Phone 951.343.4396

FAX 951.343.5097

Ms. Lisa Schwartz

Department Secretary

Phone 951.552.8535

lschwartz@calbaptist.edu

Faculty

Margaret Appenzeller, M.S.	Communication Sciences and Disorders
Mark Deharo, MHA	Radiological Sciences
Jolene Dickert, Ed.D., ATC	Athletic Training
Jan Edmisten, D.Sc., PT	Physical Therapist Assistant
Lisa Friesen, M.S.	Athletic Training
Namhee Kim, Ph.D.	Communications Sciences and Disorders
Leslie Mayne, Ph.D.	Communications Sciences and Disorders
Nicole MacDonald, Dr.P.H., ATC, CSCS	Athletic Training
Bryan Ness, Ph.D.	Communications Sciences and Disorders
Erik Salley, DPT	Athletic Training
Candace Vickers, Ph.D.	Communications Sciences and Disorders

College of Health Science

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

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

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

Mission Statement

The College of Health Science at California Baptist University, driven by its Christian commitment, prepares students for entry level professional employment or graduate school in the health professions by delivering lifespan health and wellness professions education through excellent teaching and mentoring, meaningful scholarship, and servant relationships.

Graduate Program in Athletic Training

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

Graduates of this program will complete eight (8) clinical rotations while in the program providing exposure to different professional athletic training settings including high schools, community colleges, universities, clinics, physician offices, and professional sport environments.

The Master of Science in Athletic Training program at CBU is the first professional master's degree program in California to be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Individuals wanting to become certified athletic trainers must earn a degree from a CAATE accredited athletic training program and must pass a national examination administered by the Board of Certification.

Graduate Program in Speech Language Pathology

The Master of Science in Speech Language Pathology at California Baptist University, in keeping with its Christian ideals, seeks to educate and prepare students with the knowledge, skills, passion, and compassion to become licensed and nationally certified speech-language pathologists who reflect a vision of service to the community consistent with mission of the University.

Admission Requirements

Master of Science in Athletic Training Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional acceptance
 - Applicants with a GPA lower than 3.0 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better in the past eight years)*
 - Biomechanics
 - Care and Prevention of Athletic Injuries with Lab
 - General Psychology
 - Health OR Nutrition
 - Human Anatomy and Physiology with Lab (2 semesters)
 - Exercise Physiology

Additional preferred prerequisites:

 - Medical Terminology
 - Research Methods
 - Statistics
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Background and/or experiences in sports, athletic training, physical education or related areas
 - Short and long term professional goals
 - Reasons for choosing to study at California Baptist University
5. Current Resume documenting all related professional and extracurricular experiences
6. CPR for the Professional Rescuer Certification, demonstrated by coursework or certification*
7. Clinical Observation*
 - Verification of 150 hours from two (2) or more athletic training setting supervised by a Certified Athletic Trainer
8. Successful Interview with the Athletic Training Admission Committee.*
 - Admission to the Athletic Training Program is both competitive and selective, therefore satisfactory completion of all program admission requirements and prerequisites does not guarantee program acceptance. The Athletic Training Admissions Committee will review all applicants for formal acceptance.

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

Master of Science in Athletic Training Post-Admission Requirements

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

1. Evidence of current liability insurance coverage
2. Evidence of current first aid and professional rescuer CPR certification
3. Completed health evaluation form
4. Signed declaration of understanding and liability to meet the Technical Standards for Admissions and Retention
5. Signed declaration of understanding and acceptance of all Program Policies and Procedures Handbook
6. Evidence of completed immunizations and annual TB screening
7. Evidence of completed background check

Master of Science in Speech Language Pathology Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA
2. Prerequisites
 - Completion of a Bachelor's degree with a Communication Disorders major or equivalent from a regionally accredited institution of higher education or the evaluated equivalency
 - Completion of Prerequisite Self Evaluation Form to show completion of Basic Science Requirements in the Course Content Areas as required by the American Speech-Language Hearing Association (ASHA) 2014 Standard IV-A*. These content areas include: biological sciences, physical sciences, statistics and the social/behavioral sciences.
* www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards
3. Three recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
 - Two recommendations should be from faculty
 - One recommendation should be from a professional
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - How the program will allow you to live your purpose in life
 - How your characteristics and goals are congruent with California Baptist University's mission
5. Current Resume documenting all related professional and extracurricular experiences
6. Successful interview with the Director of the Graduate Program in Speech Language Pathology

Master of Science in Speech Language Pathology Post-Admission Requirements

The following documentation and certifications must be current and on file with the Director of the Speech Language Pathology program:

1. Passing score on the CBEST
2. LiveScan Certificate of Clearance
3. Evidence of completed background check
4. Evidence of completed immunizations
5. Signed declaration of understanding and acceptance of all Program Policies and Procedures Handbook

ATHLETIC TRAINING

Pre-Athletic Training Curriculum

The following athletic training prerequisites are offered at California Baptist University

Pre-Athletic Training Courses

BIO	153	Human Anatomy and Physiology I with Lab
BIO	163	Human Anatomy and Physiology II with Lab
KIN	274	Applied Movement Anatomy
KIN	300	Nutrition Science
KIN	302	Contemporary Health Issues
KIN	312	Emergencies in Sports Medicine*
KIN	353	Care and Prevention of Athletic Injuries
KIN	383	Exercise Physiology
PSY	213	General Psychology

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

Master of Science in Athletic Training (57-60 units)

All students in the Master of Science in Athletic Training will complete a common set of core courses. The cumulative total for all Athletic Training Clinical Education courses must be at least 900 hours.

Core Requirements

ATR 501	Athletic Training Clinical Education I - Modalities and Equipment
ATR 502	Athletic Training Clinical Education II - Lower Extremity
ATR 503	Athletic Training Clinical Education III - Upper Extremity
ATR 504	Athletic Training Clinical Education IV- General Medicine
ATR 506	Practicum in Athletic Training I
ATR 507	Practicum in Athletic Training II
ATR 508	Practicum in Athletic Training III
ATR 509	Practicum in Athletic Training IV
ATR 510	Therapeutic Modalities
ATR 511	Functional Anatomy for Athletic Trainers
ATR 512	Emergencies in Athletic Training*
ATR 515	Therapeutic Exercise and Rehabilitation
ATR 525	Assessment of Lower Extremity Athletic Injury
ATR 520	Evidence-Based Research in Athletic Training
ATR 521	Clinical Research in Athletic Training I
ATR 522	Clinical Research in Athletic Training II
ATR 523	Clinical Research in Athletic Training III
ATR 524	Clinical Research in Athletic Training IV
ATR 530	Assessment of Upper Extremity Athletic Injury
ATR 536	Nutrition and Wellness in Athletic Training
ATR 540	Pathology of Injury and Illness
ATR 545	Management and Professional Issues in Athletic Training
ATR 550	Manual Therapy
ATR 555	Therapeutic Interventions for Musculoskeletal Rehabilitation

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

Athletic Training Course Descriptions

ATR 501	Athletic Training Clinical Education I - Modalities and Equipment (3)	Fall
	Athletic Training Clinical Education I - This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on the instruction in the safe and appropriate use of athletic training equipment, first aid and emergency skills, and therapeutic modalities.	
ATR 502	Athletic Training Clinical Education II - Lower Extremity (3)	Spring
	This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on reinforcing the assessment, evaluation and rehabilitation skills related to lumbar spine and lower extremity injury.	
ATR 503	Athletic Training Clinical Education III - Upper Extremity (3)	Fall
	This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on reinforcing the assessment, evaluation and rehabilitation skills related to upper extremity and cervical spine injury.	
ATR 504	Athletic Training Clinical Education IV - General Medicine (3)	Spring
	Athletic Training Clinical Education IV - This course will serve as a process for monitoring student's progression toward proficiency in athletic training psychomotor competencies with an emphasis placed on assessing and examining general medical conditions and clinical proficiency of pre-participation examinations, head injury assessment, return to play, and prevention, evaluation and rehabilitation of extremity and spine injury.	
ATR 505	Athletic Training Internship (1-3)	As Offered
	This course will serve as a means of monitoring student's progress toward remediation of a single requirement deficiency in any of the athletic training clinical education courses.	
ATR 506	Practicum in Athletic Training I (1)	Fall
	This course provides athletic training students an opportunity to observe an athletic training facility and experience the various duties performed by a Certified Athletic Trainer. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester.	

College of Health Science

ATR 507	Practicum in Athletic Training II (1) This course provides athletic training students an opportunity to apply proficiencies associated with previous coursework at a higher level of proficiency than previously evaluated. As students display competence, they will be given increased responsibility in working directly with the athletes/clients. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 501.	Spring
ATR 508	Practicum in Athletic Training III (1) This course provides athletic training students opportunity to integrate the psychomotor, cognitive and affective skills, and clinical proficiencies within the context of comprehensive patient care. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 502.	Fall
ATR 509	Practicum in Athletic Training IV (1) This course provides athletic training students opportunity to make significant progress towards mastery of applied clinical proficiencies by demonstrating a high level of clinical performance that includes integrating previous knowledge, skills, and proficiencies into comprehensive patient care. Students should focus on their professional development, BOC exam preparation as well as demonstrating a high level of critical thinking and clinical decision making. Students are assigned to clinical instructors who directly supervise the students as they complete field experiences in athletic training settings and must complete a minimum of 225 clinical field experience hours. Students will be instructed by various medical and allied health care personnel in required weekly seminars throughout the semester. Prerequisite: ATR 503.	Spring
ATR 510	Therapeutic Modalities (3) This course focuses on the theory and operation of various therapeutic modalities and medications which are used in the treatment of injuries to the physically active. The following categories of modalities will be included: infrared modalities, electrical stimulation modalities, therapeutic ultrasound, mechanical modalities, massage and other manual treatment techniques. Emphasis will be placed on their physiological effects, therapeutic indications and contraindications, and clinical application.	Fall
ATR 511	Functional Anatomy for Athletic Trainers (3) This course deals with the study of the musculoskeletal and nervous system as they are involved in the science of human movement.	Summer
ATR 512	Emergencies in Athletic Training (3) This course prepares the student to be a First Responder and ready to give emergency care required for catastrophic and/or life-threatening injuries and illnesses to physically active individuals. Completion of this course provides certification in professional rescuer CPR, Bloodborne pathogens, AED and First Aid.	Summer
ATR 515	Therapeutic Exercise and Rehabilitation (3) This course focuses on the theory and practice of therapeutic exercise and rehabilitation techniques to restore human function. Students will be introduced to the components of rehabilitation design and implementation such as determining therapeutic goals, documenting progress, evaluating efficacy of the therapeutic program and ability to return to athletic participation.	Spring
ATR 520	Evidence-Based Research in Athletic Training (3) This course provides an introduction to clinical research methodology and critical interpretation of the professional literature. Students will be able to develop focused clinical questions, conduct systematic evidence-based literature searches, identify levels of evidence and research design, critique methodology and summarize information, and determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.	Summer
ATR 521	Clinical Research in Athletic Training I (2) This course continues the process of clinical practice research, specifically developing the research project topic and completing a comprehensive review of literature in preparation of the research proposal. Weekly discussion will be focused on the importance of becoming a scholarly practitioner. Students will also determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts. Prerequisite: ATR 520.	Fall

ATR 522	Clinical Research in Athletic Training II (2) This course continues the development of scholarly practices, specifically developing methodology and defending a research project proposal as well as submitting Institutional Review Board documentation for approval. Weekly discussion will be focused on implementing action research. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts. Prerequisite: ATR 520.	Spring
ATR 523	Clinical Research in Athletic Training III (1) This course continues the development of scholarly practices. Weekly discussion will be focused on the collection and statistical analysis of action research data. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts. Prerequisite: ATR 520.	Fall
ATR 524	Clinical Research in Athletic Training IV (1) This course continues the development of scholarly practices. Weekly discussion will be focused on action research dissemination, presentation preparation, and speaker training. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts. Prerequisite: ATR 520.	Spring
ATR 525	Assessment of Lower Extremity Athletic Injury (4) This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury/illness to the lower extremity, thorax and abdomen. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action plan and a referral plan.	Fall
ATR 530	Assessment of Upper Extremity Athletic Injury (4) This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury and illness to the head, axial skeleton, and upper extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action plan and a referral plan. Prerequisite: ATR 525.	Spring
ATR 536	Nutritional and Wellness in Athletic Training (3) This course provides a foundation in the science of exercise nutrition and wellness. These foundational principles will be used in promoting healthy lifestyle behaviors and constructing sound nutritional and fitness recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, body composition, and risk factor screening will be discussed.	Fall
ATR 540	Pathology of Injury and Illness (3) This course involves a systems approach to dealing with human disease. Fundamental etiology, progression, and epidemiology of injury, illness, and disease are discussed with a clinical emphasis. Pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity.	Fall
ATR 545	Management and Professional Issues In Athletic Training (3) This course addresses the organizational, administrative, and professional aspects of athletic training care for the physically active. Topics include: leadership, management, and administrative styles, personnel concerns, facilities and equipment management, budgetary administration, medical records, insurance issues, medico-legal aspects, public relations, computer use, federal and state regulation, pre-participation physical evaluations, drug testing, ethical issues in sports medicine, and other current topics of concern in athletic training.	Spring
ATR 550	Manual Therapy (3) This course will familiarize the athletic training student with the theory, skills, and clinical application necessary to treat individuals with orthopedic dysfunction primarily related to soft tissue injury. Emphasis is placed on laboratory application and integration of theoretical constructs, evidence-based practice, examination, intervention, and measurement of outcomes.	Fall
ATR 555	Therapeutic Interventions for Musculoskeletal Rehabilitation (3) This course emphasizes the theory and practice of therapeutic interventions utilized in athletic training. Focus will be applied to the application of physical, mechanical, and soft-tissue biomechanical principles in formulating a therapeutic intervention. Students will gain experience in identifying and utilizing organized and systematic clinical reasoning frameworks to improve clinical decision making expertise. Additional presentations will discuss the most recent clinical treatment applications discussed in the literature to treat the spectrum of the physically active population.	Spring

SPEECH LANGUAGE PATHOLOGY

Master of Science in Speech Language Pathology (65 units)

The Master of Science in Communication Disorders at California Baptist University prepares students with the knowledge, skills, passion, and compassion to become licensed and nationally certified speech-language pathologists.

Core Requirements (55 units)

CDS 500	Research Design and Methods
CDS 505	Articulation and Phonological Disorders
CDS 510	Clinical Practice and Contemporary Issues
CDS 515	Pediatric Language Disorders
CDS 520	Diagnostic Assessment Processes
CDS 525	Autism Spectrum Disorders
CDS 530	Neuroanatomy of Communication and Swallowing
CDS 535	Early Intervention
CDS 540	Acquired Neurogenic Language Disorders
CDS 543	Acquired Neurogenic Cognitive Communication Disorders
CDS 545	Augmentative and Alternative Communication
CDS 550	Disorders of Fluency
CDS 555	Speech Language Services in Public Schools
CDS 560	Multicultural and Multilingual Issues
CDS 565	Voice and Resonance Disorders
CDS 570	Motor Speech Disorders
CDS 575	Dysphagia
CDS 580	Counseling in Communication Disorders
CDS 590	Capstone
CDS 595	Praxis Review

Clinical Practicum Requirements (10 units)

CDS 542	Clinical Practicum I
CDS 552	Clinical Practicum II
CDS 562	Clinical Practicum III
CDS 572	Clinical Practicum IV
CDS 582	Public School Practicum
CDS 592	Medical and Community Externship

Comprehensive Examination Requirements (0)

CDS 551	Comprehensive Examination I
CDS 591	Comprehensive Examination II

Communication Sciences and Disorders Course Descriptions

CDS 500	Research Design and Methods (3)	Fall
This course covers research designs and methods, as well as analysis within evidence-based-practice. Students will evaluate research studies in communication sciences and disorders and apply results of research-based intervention in practice of speech-language pathology. They will also demonstrate understanding of the clinician's role as an evaluator and consumer of research, learn to critically read literature, apply findings, and identify their own priorities for research to advance both theory and practice in the communication sciences and disorders.		
CDS 505	Articulation and Phonological Disorders (3)	Fall
The course provides detailed and in-depth study of normal development of articulation/phonology, the nature and causes of abnormal articulation/phonology, and the assessment and treatment of these processes. Students develop skills in the phonetic transcription of errors, administration and evaluation of articulation test results, and in planning of individualized treatment procedures.		
CDS 510	Clinical Practice and Contemporary Issues (3)	Fall
The course guides students to develop an understanding of the clinical process, clinical terminology and contemporary professional issues affecting practice. They will also become familiar with processes involved in reviewing files, reviewing general disorder areas, understanding communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, data collection and analysis. Students will use this knowledge to prepare for their first clinical experience.		

CDS 515	Pediatric Language Disorders (3) The course focuses on pediatric language disorders in children ages 3-21, the impact of language disorders on academic performance, and high and low incidence disorders. Students will also become knowledgeable in prevention, screening, assessment, identification, and treatment of pediatric language disorders. Principles and techniques of assessment, intervention with a focus on the periods of emergent language, language for learning, and advanced adolescent language are also presented and integrated with students' clinical practicum.	Fall
CDS 520	Diagnostic Assessment Processes (3) The course details the specialized skills necessary for conducting diagnostic assessment, as well as the knowledge and skills for assessment of communication disorders across the lifespan, interpretation of assessment findings, and communication of test results to clients and families. Students will acquire practical skills for assessing test development and measurement of validity, reliability, and standardized scores. Students will engage in active test administration, and combine case history assessment information to develop client profiles leading to diagnosis, recommendation, and treatment goals. Prerequisites: CDS 510 and 542.	Fall
CDS 525	Autism Spectrum Disorders (3) Students will study Autism Spectrum Disorder in terms of its diagnosis, etiologies, and characteristics across the lifespan. They will analyze and compare a variety of current, controversial, and traditional treatments and theories, as well as biomedical issues, special diets, and chelation. The course also focuses on the early childhood assessment procedures essential for diagnosis and intervention.	Spring
CDS 530	Neuroanatomy of Communication and Swallowing (3) This course provides detailed information regarding the peripheral and central nervous systems as they relate to normal speech and voice production, language, cognition, and swallowing. Students will practice relating site of lesion to corresponding disorders, and describe the neuropathologies that contribute to neurogenic communication disorders and dysphagia.	Spring
CDS 535	Early Intervention (3) Students will learn to identify, assess, diagnose and treat communication disorders in infants and toddlers from birth to age three. Students will gain experience with both norm-and reference-based standardized assessments for this age group. Students will be introduced to team-based assessment and trans-disciplinary intervention, and the unique challenges and needs of NICU infants and their families will be discussed.	Spring
CDS 540	Acquired Neurogenic Language Disorders (2) The purpose of this course is to familiarize students with acquired neurogenic language disorders and the left hemisphere pathologies that cause them (stroke, brain injury). Students will describe and practice procedures for assessment, treatment and management of patients with all forms of aphasia in locations ranging from the intensive care unit and outpatient services to community based rehabilitation. Prerequisites: CDS 530.	Spring
CDS 542	Clinical Practicum I (1) Students will acquire 45 hours of clinical experience in the following areas: 1) administration of hearing screenings for children and adults and supervised clinical experience in provision of aural habilitation and rehabilitation services, and, 2) assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings. Concurrent requisite: CDS 510.	Fall
CDS 543	Acquired Neurogenic Cognitive Communication Disorders (2) The purpose of this course is to equip graduate students with foundational knowledge in current best practice for diagnosis and treatment of acquired neurogenic cognitive communication disorders. The course provides essential information concerning cognitive communication disorders resulting from traumatic brain injury, right hemisphere brain injury and progressive neurological disorders (dementia). The course will also offer students a path to obtaining the Provisional Certificate in Brain Injury. Prerequisites: CDS 530 and 540.	Summer
CDS 545	Augmentative and Alternative Communication (3) Students complete in depth study of augmentative and alternative communication (AAC), and related assistive technology used to aid individuals with complex communication needs (e.g., severe physical impairments, sensory impairments, severe communication disorders, etc). Students will gain experience in the selection and programming process, including practical skills for gaining funding for devices for clients in various settings. They will also analyze the impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, assessment, intervention, and research issues.	Summer

College of Health Science

CDS 550	Disorders of Fluency (3) Students gain familiarity with detailed information about the nature of fluency disorders, as well as the assessment of and treatment of stuttering and fluency disorders for both pediatric and adult age groups. The course includes demonstrations of assessment and treatment of dysfluency and stuttering, as well as cluttering behaviors that interfere with ease of communication in home, school and community life. Prerequisites: CDS 505, 515, and 520.	Summer
CDS 551	Comprehensive Exams I (0) Graduate students in the master's program for Speech Language Pathology take Comprehensive Exams I at the end of the spring semester of the first year in the cohort program. The comprehensive examination will cover content from fall and spring of the first year. If a student does not pass the comprehensive examination, he or she will need to re-enroll in the course. Prerequisites: CDS 500, 505, 510, 515, 520, 525, 530, 535, 540, 542, and 552.	Spring, Summer
CDS 552	Clinical Practicum II (1) Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of articulation and phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings. Prerequisites: CDS 510 and 542.	Spring
CDS 555	Speech Language Services in Public Schools (3) This course reviews contemporary practice issues surrounding the educational system where many speech language pathologists work, including understanding/appreciation of varying processes/procedures, legislative foundations, the referral/assessment process, Student Study Team, IEP process, Response to Intervention (RTI) process, options for service delivery, collaboration, specific state curriculum standards, specialized services, and review of SLP role in public school. Prerequisites: CDS 505, 510, 515, and 520.	Fall
CDS 560	Multicultural and Multilingual Issues (3) The course reviews current theories on language acquisition and practical application pertaining to culturally and linguistically diverse persons with communication disabilities. Students will explore and develop cultural competence for assessment, intervention, and family/community interactions in school, community and healthcare settings for persons across the lifespan. Students will gain practical experience in appropriate procedures for use of interpreters and describe community resources for language difference, disorder, and disability.	Fall
CDS 562	Clinical Practicum III (1) Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings. Prerequisites: CDS 510, 542, and 552.	Summer
CDS 565	Voice and Resonance Disorders (3) The course provides in-depth-study of etiology, interdisciplinary assessment, remediation of communicative impairments in children, and adults with craniofacial anomalies. Students will acquire detailed knowledge regarding etiological factors and methodology for prevention, diagnosis, and treatment of functional and organic disorders of voice across the lifespan and in diverse populations.	Fall
CDS 570	Motor Speech Disorders (3) The course provides detailed study of motor speech disorders in children/adults resulting from developmental, acquired, and progressive conditions caused by damage to the central or peripheral nervous system. Students will utilize knowledge of the neurological bases of speech production and neuroanatomy in gaining skills for differential diagnosis of motor speech disorders, and plan assessment and treatment for persons with apraxia of speech and/or the dysarthrias. Prerequisite: CDS 530.	Fall
CDS 572	Clinical Practicum IV (1) Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings. Prerequisites: CDS 510 and 540.	Fall
CDS 575	Dysphagia (3) Students complete in-depth study of the anatomy and physiology of the normal swallow in children and adults, neurological and oncologic disorders which affect the swallowing process, and evaluation of the patient with dysphagia for both clinical and instrumental analysis. Treatment plans based on history and evaluation results will be designed and examined. Students will also analyze the impact of historical and current research on the assessment and management of swallowing disorders. Prerequisite: CDS 530.	Spring

CDS 580	Counseling in Communication Disorders (3) This course will introduce students to the counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided. Students will understand the emotional needs of individuals with communication disorders and their families and how communication disorders affect the individual and family system. Counseling needs of individuals with specific disorders will be discussed, including those with voice and resonance disorders, fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.	Summer
CDS 582	Public Schools Practicum (3) Students will acquire 105 hours of direct clinical experience in an externship in a public school setting. Students will compete both assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the lifespan in a variety of settings. Students may focus on a specialty area: acquired neurogenic, voice, cranio facial disorders, and cognitive disabilities. Prerequisites: CDS 562 and 572.	Spring
CDS 590	Capstone (2) Students complete a Capstone project in which they explore a special interest in the field of speech language pathology. Projects may consist of a detailed case study, comprehensive literature review, or service oriented research project. A further requirement of the course includes student's completion of an electronic portfolio which provides evidence of both academic and preprofessional accomplishments during graduate school which will support the student for pursuing employment in the field. Prerequisite: CDS 572.	Spring
CDS 591	Comprehensive Exams II (0) Graduate students in the master's program in Speech Language Pathology take Comprehensive Exams II at the end of the spring semester of the second year in the cohort program. The comprehensive examination will cover content from summer of the first year, and both fall and spring of the second year. If the student does not pass the comprehensive examination, he or she will need to re-enroll in the course. Prerequisites: CDS 545, 550, 555, 560, 565, 570, 575, 572, and 582.	
CDS 592	Medical and Community Externship (3) Students will acquire 105 hours of clinical experience in community, health-care and/or medical settings. Clinical contact will include specialty areas of acquired neurogenic communication disorders, voice and resonance disorders, and dysphagia with linguistically and culturally diverse populations. Prerequisites: CDS 510, 572, and 582.	Summer
CDS 595	Praxis Review (1) The Praxis Review course is designed to provide students with a comprehensive review of communication and swallowing processes, and their assessment and treatment as a preparation for taking the national Praxis examination in speech language pathology. In addition, the course will emphasize understanding of the current Praxis exam format, question style, and test taking strategies. Students will prepare for next steps in pursuing the speech language pathology services credential, clinical fellowship year, and required professional experience for state licensure. Prerequisite: Permission of the Department Chair of Public Health Sciences.	Summer

DEPARTMENT OF KINESIOLOGY

Dr. Sean Sullivan

Chair, Department of Kinesiology

Director, Graduate Program in Kinesiology

Ms. Daphne Paramo

Department Secretary

Phone 951.343.4396

FAX 951.343.5097

Faculty

Trevor Gillum, Ph.D.	Kinesiology
Jan Edmisten, D.Sc., PT, CNS	Kinesiology
Jong-Kyung Kim, Ph.D.	Kinesiology
Amy Miller, Dr.P.H.	Kinesiology
David Pearson, Ph.D., CSCS	Kinesiology
Erik Salley, D.P.T.	Kinesiology
Sean Sullivan, Ph.D.	Kinesiology

Graduate Program in Kinesiology

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

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

Admission Requirements

Master of Science in Kinesiology Admission Requirements

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

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional acceptance
 - Applicants with a GPA lower than 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the California Subject Examination for Teachers (CSET)
2. Prerequisites (completed with a “C” or better)
 - The Physical Education emphasis requires a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course
 - The Exercise Science concentration requires prerequisite courses in anatomy and physiology, exercise physiology and biomechanics or an equivalent
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations.
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Background and/or experiences in sports, physical education or related areas
 - Short and long term professional goals
 - Reasons for choosing to study at California Baptist University
5. Current Resume documenting all related professional and extracurricular experiences
6. Successful Interview with the Director of the Graduate Program in Kinesiology

KINESIOLOGY

Master of Science in Kinesiology (33-34 units)

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

Core Requirements (12 units)

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

Concentrations Requirements (18 units)

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

Exercise Science; Physical Education; Sport Management

Exercise Science

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

Physical Education Pedagogy

- KIN 500 Leadership in Kinesiology
- KIN 501 Applied Pedagogy in Physical Education
- KIN 560 School Health Education
- EDU 514 Secondary Methods OR EDU 522 Curriculum Theory and Development
- EDU 515 Reading and Writing in the Content Area OR EDU 521 Theories of Learning and Teaching
- EDU 518 Classroom Management and Ethics OR EDU 542 Models of Teaching

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

Sport Management

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

Thesis/Comprehensive Exam Requirement (3-4 units)

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

Exercise Science Thesis/Exam Requirement

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

Physical Education Thesis/Exam Requirement

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

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

Sport Management Thesis/Exam Requirement

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

Kinesiology Course Descriptions

- KIN 500 Leadership in Kinesiology (3)**
This course covers the historical and philosophical roles of sport programs in education. Leadership theory will be applied to various physical activity roles within K-12 and higher education settings.
- KIN 501 Applied Pedagogy in Physical Education (3)**
This course is designed to improve teaching effectiveness by covering curricular, classroom management, assessment, and physical development issues for students of all ages.
- KIN 502 Contemporary Health Issues (3)**
Major areas include personal, family, and community health, including the effects of alcohol, dangerous drugs and narcotics, degenerative and infectious diseases, and tobacco on the human body. Exploration of community resources related to health issues is offered. Meets California Teacher Credential requirements. Crosslisted with KIN 302.
- KIN 510 Ethics and Philosophy in Kinesiology (3)**
This course studies contemporary and historical value systems in sport and the role of ethical leadership. Current ethical issues in modern sport and physical education are examined.
- KIN 515 Managing Sport Programs (3)**
This course covers various management issues including policy development and implementation, management style and philosophy, and human resource issues. Also covered will be the interaction of sport managers with governing boards, administrators, and constituents.
- KIN 516 Advanced Exercise Physiology (3)** Spring
This course that prepares students to better understand clinical exercise physiology, sport physiology, and exercise testing and prescription. Students will understand the bioenergetics, energetics of human movement, lactate metabolism, cardiovascular and pulmonary exercise physiology, and both acute and chronic hormonal responses to exercise.
- KIN 526 Musculoskeletal Exercise Interventions (3)** Fall
This course examines the use of resistance and strength training in exercise programs. Topics include treatment of selected neuromuscular, orthopedic, and musculoskeletal diseases and dysfunction, as well as improvement of performance through musculoskeletal exercise.
- KIN 535 Event and Facility Management (3)**
This course will encompass a thorough conception of the planning and management of various athletic events and facilities. Class will periodically attend events outside of normal class hours, including weekends.
- KIN 536 Clinical Exercise Physiology (3)** Fall
This course is an advanced study of human physiological adaptations to exercise. Emphasis is placed on energy metabolism, energetics, and exercise training techniques. Clinical application of current research findings is stressed.
- KIN 545 Sport Marketing and Promotion (3)**
This course covers a variety of promotional and marketing strategies for sport programs and facilities ranging from high school athletics through professional sports.
- KIN 546 Sports Nutrition (3)**
This course provides a foundation in the science of exercise nutrition and bioenergetics. These foundational principles will be used in constructing sound nutritional recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, and body composition will be discussed.
- KIN 550 Legal Aspects of Kinesiology (3)**
This course provides an understanding of the American legal system and its response to sport related disputes. Material includes legal terminology, liability, risk management, personnel issues, Title IX, and various issues facing today's teachers, coaches and athletic administrators.
- KIN 554 Behavioral Aspects of Physical Activity (3)** Fall
This course will examine psychosocial and behavioral factors as they relate to and impact physical activity. Behavior change theories will be applied to the mental and physical health effects of exercise and physical activity with an emphasis on the relationships between exercise and health for promotion of physical activity in clinical and public health settings. Physical activity determinants and community interventions will also be addressed.

KIN 560	School Health Education (3) School health education, drug and tobacco education, family living, community health, and safety education are mixed with teaching philosophy and current research to prepare the physical education teacher to teach health. Approved by the California Commission on Teacher Credentialing to meet requirements for the professional clear credential.	
KIN 560L	School Health Education Lab (1) Students will connect the content from the core lecture course with practice at the district, school, or classroom level through a problem-based learning experience. Pre- or Co- Requisite: KIN 560.	
KIN 565	Economics of Sport (3) This course provides an introduction to the economic principles that influence athletic and sport organizations. Topics discussed include monopoly, economic impact analysis, budget preparation and related topics.	
KIN 566	Clinical Exercise Intervention for Chronic Disease (3) This course will prepare students for laboratory based clinical exercise assessments through hands on experience and guided case studies. Focus will be given to cardiovascular, musculoskeletal, and pulmonary assessments. This course will discuss the underlying pathology of a variety of metabolic and lifestyle disease with specific emphasis on exercise prescription for the prevention and treat of lifestyle diseases. This course will center on 4 primary domains: 1) Patient/ Client Assessment, 2) Exercise Prescription, 3) Program implementation/ongoing support, 4) Leadership and Counseling.	
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 575	Media and Public Relations in Sport (3) This course examines media and public relations in sport. Different types of media, technology and alternative marketing and communication channels will be explored.	Summer
KIN 577	Community Based Physical Activity Interventions (3) This course provides an overview of the role of the physical activity specialist within the community health department. The course analyzes the development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.	Spring
KIN 580	Research Project Seminar (3) This course provides the student with the opportunity to complete an original research project of either quantitative or qualitative design. Designed to deepen the student's knowledge in an area of professional interest.	
KIN 585	Field Experience I (3) Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties are arranged by the student with the assistance and approval of the faculty advisor.	Fall, Spring, Summer
KIN 586	Electrocardiography in Clinical Exercise (3) This course prepares students for clinical interpretation of electrocardiography (EKG) in the rehabilitation, medical and exercise performance environments. Laboratory experiences are included that provide an understanding of EKG readings during health and exercise related activities.	Summer
KIN 594	Comprehensive Examination (1) Required for students wishing to take a comprehensive examination to complete degree requirements for a Master of Science in Kinesiology. The course is not repeatable for credit. Students may retake the course once if the final examination is unsuccessful. Prerequisites: KIN 570 and program director permission. Pass/Fail.	Fall, Spring, Summer
KIN 595	Field Experience II (3) Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties to be arranged by the student with the assistance and approval of the faculty advisor.	Fall, Spring, Summer
KIN 598	Thesis (3) This course provides an extended research experience for the student. Under the direction of a faculty chair and thesis committee, the student will conduct further empirical research after completing KIN 580 through the preparation and defense of a thesis. In the event the student does not successfully defend by the end of the course, the student will retake the course the next semester it is offered. If the thesis defense is not successful after two attempts the student will meet with the program director and enroll in the comprehensive examination to fulfill the examination requirement. Prerequisite: KIN 570, 580, and department chair permission.	Fall, Spring, Summer

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

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Dr. Allan Bedashi

Chair, Department of Physician Assistant Studies

Director, Graduate Program in Physician Assistant Studies

Grace Utomo

Department Secretary

Phone 951.552.8515

FAX 951.552.8338

Faculty

Brian Bearie, M.D., FACEP	Physician Assistant Studies
Allan Bedashi, D.H.Sc., PA-C.	Physician Assistant Studies
Heather Ontiveros, M.A., ATC, PA-C.	Physician Assistant Studies
Jennifer Zamora, MPAP, PA-C	Physician Assistant Studies
Mary Ann Stahovich, MHP, PA-C.	Physician Assistant Studies

Graduate Program in Physician Assistant Studies

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

Admission Requirements

Master of Science in Physician Assistant Studies Admission Requirements

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

1. Grade Point Average
 - A minimum overall 3.0 GPA and science 3.0 GPA for unconditional acceptance
2. Prerequisite (completed with a "C" or better)
 - Human Anatomy and Physiology with Lab (2 semesters)*
 - General Chemistry with Lab (2 semesters)**
 - English / Writing (2 semesters)***
 - Microbiology with Lab
 - General Psychology, Developmental Psychology, OR Abnormal Psychology
 - Social Sciences / Humanities (3 courses)
 - College Algebra, Calculus, Pre-Calculus, OR Statistics***

Additional preferred prerequisites

 - Biochemistry
 - Genetics
 - Medical Terminology
 - Statistics
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations
4. Successful Interview with the Director of the Graduate Program in Physician Assistant Studies

Note: Science courses taken within the past 5 years are preferred. Science courses taken online are not acceptable for fulfillment of prerequisites.

*Can be met by the completion of a combination of courses that cover all human systems.

**Can be met by the completion of a combination of Organic Chemistry, Inorganic Chemistry, and Biochemistry.

***Can be met by a score of three (3) or higher on the Advanced Placement (AP) exam.

Master of Science in Physician Assistant Studies Post-Admission Requirements

The following documentation and certifications must be current and on file with the Department of Physician Assistant Studies:

1. Evidence of current liability insurance coverage
2. Completed health evaluation form
3. Evidence of completed immunizations
4. Evidence of drug test
5. Evidence of completed background check
6. Evidence of current Basic Life Support CPR certification recommended

PHYSICIAN ASSISTANT STUDIES

Master of Science in Physician Assistant Studies (119 units)

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

Core Requirements (74 units)

PAS	501	Human Anatomy and Physiology I
PAS	502	Human Anatomy and Physiology II
PAS	503	Research Methodology I
PAS	504	Research Methodology II
PAS	505	Health Care Ethics
PAS	506	Medical Microbiology
PAS	507	Clinical Laboratory Science
PAS	508	Professional Practice and Policy I
PAS	509	Professional Practice and Policy II
PAS	510	History and Physical Examination I
PAS	511	History and Physical Examination II
PAS	512	History and Physical Examination III
PAS	513	Pathophysiology of Disease I
PAS	514	Pathophysiology of Disease II
PAS	520	Pharmacology and Pharmacotherapeutics I
PAS	521	Pharmacology and Pharmacotherapeutics II
PAS	522	Medical Genetics
PAS	523	Health Promotion, Disease Prevention, and Epidemiology
PAS	524	Behavioral Medicine
PAS	525	Clinical Skills and Procedures I
PAS	526	Clinical Skills and Procedures II
PAS	530	Clinical Medicine I
PAS	531	Clinical Medicine II
PAS	532	Clinical Medicine III
PAS	533	Clinical Medicine IV
PAS	534	Women's Health
PAS	535	Global Health Engagement

Clinical Courses (45 units)

Students must complete all of the following requirements:

Clerkships

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

Physician Assistant Studies Course Descriptions

- PAS 501 Human Anatomy and Physiology I (4) Fall**
This course exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs.
- PAS 502 Human Anatomy and Physiology II (4) Spring**
This course further exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.
- PAS 503 Research Methodology I (1) Fall**
This course exposes students to methods used in research. Students will become familiar with common tools used in research. In addition, students will explore and appraise the research process, types of research, sampling and generalizability, reliability and validity, research design, methods of measurement, data collection, and statistical analysis. Students will search the internet and critique peer-reviewed medical literature, with culmination of an article analysis.
- PAS 504 Research Methodology II (1.5) Spring**
This course exposes students to methods used in medical research and evaluation of the reliability of findings. Students will make recommendations which could improve the research process. In addition, students will appraise the essential requirements for a research paper and discuss the AMA paper format. The course will culminate in a critical analysis of peer-reviewed literature, using concepts taught in the class. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.
- PAS 505 Health Care Ethics (3) Fall**
This course exposes students to legal and ethical issues faced in medical practice. Through assigned readings, reflection, application, and class discussions, students will explore approaches that facilitate thinking through the complexities of ethical issues in clinical practice. Representative opinions on death and dying decisions, informed consent, decisional capacity, cultural and religious beliefs, euthanasia and assisted suicide, genetic screening, and the use of humans in clinical research will provide opportunities for thoughtful debate and analysis.
- PAS 506 Medical Microbiology (3) Fall**
This course exposes students to the role of microorganisms in infectious diseases, in preparation for advanced coursework in pharmacology, pathophysiology and clinical medicine. Students will appraise the mechanisms of microbial pathogenicity associated with specific infectious diseases, in relation to bacteria, fungi, parasites, mycoplasmas, rickettsias, chlamydias, spirochetes, vibrios, and viruses.
- PAS 507 Clinical Laboratory Science (3) Fall**
This course exposes students to clinical considerations for laboratory tests based on patient presentation and clinical findings. An emphasis is placed on interpretation and clinical significance of commonly ordered laboratory tests. The course incorporates both observation and performance of selected laboratory testing procedures applicable to specialty and primary care settings.
- PAS 508 Professional Practice and Policy I (1) Fall**
This course exposes students to the history, development, and current status of the PA profession. Students explore the evolution of the PA profession, current and expected future practice trends, the PA's role as part of the health care team, patterns of health care delivery, and political and legal factors that affect PA practice. Health care systems, billing, and patient privacy issues, ethical behavior, and professional responsibilities are emphasized.
- PAS 509 Professional Practice and Policy II (1) Spring**
This course exposes students to principles and practices that enhance patient safety, employment considerations, professional liability and risk management. In addition, the student will acquire knowledge and skills in resume writing, job search, interviewing strategies, contract negotiation, state licensure, networking, state practice requirements, credentialing, privileging, DEA certification, and supervisory agreements. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.
- PAS 510 History and Physical Examination I (4) Fall**
This course exposes students to methods of patient evaluation. Students develop critical thinking, interviewing techniques, examination techniques, and proper equipment use. In addition, students appraise patient responses and culturally background. Students learn how to obtain a patient history, document information using the SOAP format, and use medical terminology. Assessment of the skin, head, neck, eyes, ears, nose, sinuses, oral cavity, chest & lungs, and nutrition are practiced in a lab setting.

PAS 511	History and Physical Examination II (4) This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will undertake evaluation of the heart, the peripheral vascular system, the abdomen, the acutely ill patient, the male genitalia, and also perform patient write-ups. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring
PAS 512	History and Physical Examination III (4) This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will perform evaluation of the pediatric patient, musculoskeletal system, breast, pregnant female, nervous system and the geriatric patient. The practical culmination is the performance of a comprehensive physical examination. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 513	Pathophysiology of Disease I (2) This course exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to the cardiovascular, blood, pulmonary, gastrointestinal, liver, exocrine pancreatic, renal, and male reproductive systems. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring
PAS 514	Pathophysiology of Disease II (2) This course further exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related the immunologic, rheumatologic, endocrine, nervous systems; infectious, and hematologic disease processes, as well as neoplasia. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 520	Pharmacology and Pharmacotherapeutics I (3) This course exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Student are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations.	Fall
PAS 521	Pharmacology and Pharmacotherapeutics II (3) This course further exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Student are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring
PAS 522	Medical Genetics (1.5) This course exposes students to the basic principles of heredity (including cytogenetics, molecular, and mendelian genetics) and the processes that lead to genetic variability in humans. Through a few select genetic disorders, students will become aware of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients. Students attend workshop sessions to solve genetic problems.	Fall
PAS 523	Health Promotion, Disease Prevention, and Epidemiology (2) The course exposes students to strategies for fostering a provider-patient partnership, and tools for effectively communicating healthy lifestyles. Students will be presented with current information about various conditions commonly seen in the clinical setting. In addition, students will appraise benefits of prevention, barriers to preventive care, historical perspectives, shared decision-making, selectivity of ordering tests, and improving the delivery of preventive clinical services. Particular attention will be paid to Healthy People 2020. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 524	Behavioral Medicine (2) This course exposes students to the psychological and social factors that influence human behavior. Students examine how behavior can be influenced by illness, leading at times to poor coping skills, and physical and mental manifestations. In addition, student will explore development through the life cycle, sleep, sexuality, violence, reaction to illness and learn how to take a proper mental health history and perform a Mini-Mental Status Examination. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 525	Clinical Skills and Procedures I (3) This course exposes students to practical approaches in the management of medical and surgical conditions. Students perform procedures including prescription writing, aseptic techniques, surgical protocol, venipuncture, intravenous catheterization, suturing techniques, incision and drainage, splinting and casting, oral screening, oral case presentation, and dermatologic procedures. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring

College of Health Science

PAS 526	Clinical Skills and Procedures II (3) This course exposes students to practical approaches in the management of medical and surgical conditions. Students perform procedures including radiology, lung and heart sounds, bladder catheterization, nasogastric tube placement, joint access, steroid therapy, anesthesia techniques, BLS, ACLS, and miscellaneous urgent care/primary care procedures. In addition, students will take a PACKRAT and an OSCE exam. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 530	Clinical Medicine I (3) This course exposes students to common medical and surgical disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics of the head, eyes, ears, nose, throat, heart, and lungs will be incorporated. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring
PAS 531	Clinical Medicine II (4) This course further exposes students to common medical and surgical disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics of the gastrointestinal, renal, musculoskeletal, endocrine, infectious diseases, nutrition, metabolic disorders, rheumatology, and fluids, electrolytes and acid-base disorders will be incorporated. Prerequisites: PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535.	Spring
PAS 532	Clinical Medicine III (4) This course further exposes students to common medical and surgical disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics in dermatology, neurology, infectious diseases, sexually transmitted diseases, oncology/hematology and coagulation disorders, psychiatric disorders, family violence and abuse, rehabilitative medicine, end-of-life issues, and emergency medicine will be incorporated. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 533	Clinical Medicine IV (4) This course exposes students to common medical and surgical disorders in the newborn, pediatric and adolescent populations. Students will review pertinent anatomic and pathophysiologic aspects of disease conditions, clinical presentation, physical findings, diagnostic work-up, diagnosis, formulation of treatment plans and referral. In addition, students will obtain knowledge pertinent to the physical and psychosocial development of patients in the newborn to adolescent age group and learn strategies for interviewing, performing evaluations, screening exams, and providing anticipatory guidance. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 534	Women's Health (3) This course exposes students to common conditions in caring for the adolescent, adult and elderly female. Students will appraise the etiology, pathophysiology, clinical presentation, diagnostic work-up, and management of these problems. Further, students will learn management techniques involved in pregnancy, fetal medicine, dysmenorrhea, iso-immunization, diabetes and hypertension in pregnancy, complications of pregnancy, labor and delivery, post-partum issues, sexually transmitted diseases, menstrual-endocrine abnormalities, reproductive life extremes, fertility regulation, disorders of pelvic support, ovarian, endometrial, cervical and vulvar neoplasia, and cancer. Prerequisites: PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532.	Summer
PAS 535	Global Health Engagement (2) This course exposes students to major global health challenges relating to health and disease. Students will analyze recent and emerging health dilemmas, medical emergencies, effects of poverty and conflicts, health systems and disease prevention. In addition, students will explore strategies for acquiring cultural awareness and sensitivity, understanding the status of global health, and identifying opportunities for medical missions in overseas, and rural and medically underserved areas in the United States.	Fall
PAS 601	Family Medicine Clerkship (5) Provides practical clinical exposure opportunities for physician assistant students to expand, refine and integrate knowledge and skills in the area of primary care medicine. Student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.	

- PAS 602 Internal Medicine Clerkship (5)**
Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills in internal medicine. Student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 603 Emergency Medicine Clerkship (5)**
Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills. Students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. In addition, the student will expand didactic emergency medicine principles to clinical situations, and refine clinical psychomotor skills. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 604 General Surgery Clerkship (5)**
Provides exposure to general and specific principles of evaluating and treating surgical patients, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to evaluate, diagnose, manage, and refer patients presenting with surgical conditions. In addition, students will perform pre-operative work-ups, post-operative documentation and care for patients, and will assist in the operating room as a member of a surgical team. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 605 Adolescent and Pediatric Medicine Clerkship (5)**
Focuses on general and specific principles of evaluating and treating patients in the pediatric and adolescent age groups of both gender, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to perform common pediatric treatment procedures, recognize developmental milestones and manage life-threatening conditions. In addition, students will perform drug dosage calculations, provide immunizations, and provide anticipatory guidance. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 606 Behavioral Medicine Clerkship (5)**
Provides practical clinical exposure opportunities for students to expand refine and integrate knowledge and skills in Behavioral Medicine/Psychiatry. Students will develop proficiency in patient history-taking, evaluation, diagnosis, and management of emotional and psychiatric conditions seen in the pediatric to geriatric populations, and in all genders. In addition, students will expand didactic psychiatric medicine principles to clinical situations. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 607 Women's Health Clerkship (5)**
Reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will develop proficiency in performing pelvic examinations, saline preps, KOH preps, specimen collection, and some minor surgical procedures such as abscess incision and drainage. In addition students will be involved in providing care for general female conditions, family planning, contraception, prenatal care, preventive education and health promotion related to issues in women's health. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 608 Urgent Care Clerkship (5)**
Provides students with opportunities to engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition to gaining specific skills in the urgent care setting, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.
- PAS 609 Elective Clerkship (5)**
Students gain additional or new clinical experience by returning to a previous clinical specialty or pursuing studies in another area of clinical interest. Student engage in activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine and inter-professional practice. Prerequisites: PAS 512, 514, 523, 524, 526, 532, 533, and 534.

DEPARTMENT OF PUBLIC HEALTH SCIENCES

Dr. Robert LaChausse

Chair, Department of Public Health Sciences

Dr. Marshare Penny

Director, Graduate Program in Public Health

Dr. Candace Vickers

Director, Graduate Program in Speech Language Pathology

Ms. Lisa Schwartz

Department Secretary

Phone 951.552.8535

FAX 951.552.8739

Faculty

Sangmin Kim, Ed.D.	Public Health
Robert LaChausse, Ph.D.	Public Health
Sanggon Nam, Ph.D.	Public Health
Ashley Parks, M.P.H.	Public Health
Marshare Penny, Dr.P.H.	Public Health
Charles D. Sands, Ph.D.	Public Health
Melissa Wigginton, Dr.P.H.	Public Health

Graduate Program in Public Health

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

Admission Requirements

Master of Public Health Admission Requirements

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

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional acceptance
 - Applicants with a GPA lower than 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisite (completed with a “C” or better)
 - An introductory course in statistics
3. Two Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations
 - One recommendation should be from previous faculty or from a current employer if academic references are more than ten years old
 - One recommendation should be a personal reference
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - How this program will allow you to live your purpose in life
 - How your characteristics and goals are congruent with California Baptist University’s mission
5. Successful Interview with the Director of the Graduate Program in Public Health

PUBLIC HEALTH

Master of Public Health (47 units)

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

Core Requirements (24 units)

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

Concentrations Requirements (15 units)

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

Health Education and Promotion; Health Policy and Administration

Health Education and Promotion

- HSC 505 Principles of Community Nutrition
- HSC 545 Advanced Evaluation Methods in Health Promotion
- HSC 555 Public Health Leadership
- HSC 575 Advanced Methodology in Health Education
- KIN 554 Behavioral Aspects of Physical Activity

Health Policy and Administration

- HSC 521 Poverty, Inequality, and Policy
- HSC 535 Health Economics
- HSC 539 Health Care Management Strategy
- HSC 552 Health Law and Ethics
- HSC 565 Financial Management in Public Health Organizations

Capstone Requirements (8 units)

- HSC 590 Research Methods
- HSC 595 Public Health Practicum OR HSC 594 Global Engagement Practicum
- HSC 599 Public Health Capstone

Health Science Course Descriptions

- HSC 501 The American Health Care System (3)**
This course is a comprehensive introduction to the organization of the U.S. health care “system.” It examines the major institutions, professions and political forces that influence the provision of health care services. Students explore the development of major components of the medical care system from an historical perspective by examining the changes in their organization and role over time. They also consider the major problems presently confronting each aspect of health care and discuss alternative means of resolving these issues for the future.
- HSC 502 Environmental and Occupational Health (3)**
This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.
- HSC 505 Principles of Community Nutrition (3)**
This course is an analysis of nutrition issues concerned with health and disease among the population. Biochemical, physiological and socioeconomic interactions will be evaluated as they relate to the development, implementation, monitoring and evaluation of nutrition programs and research that affect the population as a whole.
- HSC 510 Healthcare Budgeting and Reimbursement (3)**
This course is foundational to healthcare budgeting and reimbursement and the impact of resource allocation on healthcare delivery. The course explores a variety of provider reimbursement mechanisms within the healthcare field as well as introducing revenue and expense drivers in the health professions. In addition, the course explores specific regulatory issues in the healthcare environment.

College of Health Science

- HSC 516 Public Health Promotion and Disease Intervention (3)**
This course discusses approaches to health promotion and disease prevention intervention in different settings, using varied strategies, and for different target groups. The course is intended to be practical in nature focusing on the specifics of intervention development and delivery and how these might vary across settings, behaviors and strategies. The course will emphasize the careful exploration of examples of intervention creation, delivery and effectiveness. Emphasis will be placed on understanding the resources, and other practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness.
- HSC 521 Poverty, Inequality, and Policy (3)**
This course examines the nature and extent of poverty primarily in the U.S. but with a comparative perspective (developed countries in Europe). It considers possible causes and consequences, and the antipoverty effects of existing and proposed policies.
- HSC 522 Social and Behavioral Sciences Applied to Health (3)**
The overall framework for the course is based on the bio-psychosocial or ecologic perspective on health. In these models, health is seen as being determined by biologic, behavioral, social, and environmental factors that interact with each other and, to a greater or lesser extent, can be influenced by individuals and groups.
- HSC 530 United States Healthcare Policy (3)**
This course is designed to provide the students with an overview of the healthcare policy process in the United States. Students will gain an understanding of how the healthcare system works and how healthcare policy has been made in the U.S. Review and analysis of current various proposals for healthcare reform will be conducted.
- HSC 535 Health Economics (3)** **Fall**
Health economics is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce upper level undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics.
- HSC 539 Health Care Management Strategy (3)**
This course is designed to provide knowledge and skills pertaining to the functions of strategic planning and marketing in the health care setting. These will be applied to the health care manager whose responsibilities center upon management functions other than an assignment as a planning or marketing specialist. Areas to be covered include an analysis of strategic planning and marketing theory emphasizing strategic planning concepts in an era of regulation and competition and a marketing orientation to designing the services offered by the health care organization.
- HSC 540 Principles and Methods of Epidemiology (3)**
Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease.
- HSC 544 Statistics in Public Health (3)**
This course will cover the statistical methods commonly used in the collection and analysis of public health data. Includes descriptive statistics, basic concepts in regression, non-parametric statistics, and parametric statistics as well as an introduction to the use of statistical software. Emphasis on understanding and applying statistical concepts to the interpretations of health research data.
- HSC 545 Advanced Evaluation Methods in Health Promotion (3)**
This course will focus on principles, methods and issues in conducting program evaluations in health education and health promotion programs. We will be reviewing terms, principles, and methods related to: using program evaluation as the determination of merit, worth, or significance, differences and connections between: evaluation and description, explanation, prediction, recommendation, etc., the main fields in evaluation: program, policy, proposal, product, and performance evaluation, assessing needs, process vs. outcome evaluation, bias and objectivity, evaluation models and history, theories or models for evaluation and current controversies in program evaluation.
- HSC 552 Health Law and Ethics (3)**
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations..

HSC 555	Public Health Leadership (3)	
	This course introduces leadership theories and principles and how they can be applied to public health. Students are introduced to different leadership styles and practices in preparation for leadership and management roles in the field of public health. Through leadership analysis and case studies students will become familiar with leadership skills and competencies as well as applications in the diverse settings of public health.	
HSC 560	Public Health Program Planning and Evaluation (3)	Fall
	This is an introductory, graduate level public health program planning, development, and evaluation course that broadly addresses program planning models, process of program development and methods of evaluation in the area of public health. This course will be focused on the following three areas: (1) study of program planning models, (2) process of program development, and (3) methods of evaluation in public health settings.	
HSC 565	Financial Management in Public Health Organizations (3)	
	In this core course in financial management, students will learn the fundamentals of budgeting and accounting for public, health, and not-for-profit organizations. Through readings, lectures, real-world case studies, and assignments, students will gain an understanding of how to use financial information in organizational planning, implementation, control, reporting, and analysis. In addition, students will have the chance to develop their spreadsheet skills by using Excel to perform financial calculations and create financial documents.	
HSC 570	Outbreak and Emergency Preparation and Response (3)	
	This course is an intensive introduction to public health emergency preparedness and response and covers a number of topics, including: the role of public health in disasters; intentional mass threats; emergency operations planning and exercises; and infectious disease emergency readiness.	
HSC 575	Advanced Methodology in Health Education (3)	
	This course reviews various approaches to health promotion and disease prevention intervention strategies. The course is intended to be practical in nature, focusing on the logistics of intervention development and delivery and how these might vary across settings, behaviors, strategies/theories, and populations. Examples of intervention creation, delivery and effectiveness will be provided and the practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness will be emphasized.	
HSC 590	Research Methods (3)	Summer
	This course provides an introduction to research methods that examines two major approaches in research paradigms. The course will study in depth different types of quantitative research designs such as experimental, quasi-experimental, and descriptive approaches and students will initiate a research project that investigates behavior, knowledge, or attitudes factors that help students to understand the complexity of behavior change through the use of qualitative and quantitative data. Prerequisite: HSC 544 or STA 544.	
HSC 594	Global Engagement Practicum (3)	Spring, Summer
	The practicum course consists of a minimum of 150 hours of structured and supervised professional experience in an international setting in which students will receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world, international setting. Prerequisite: Permission of the Program Director.	
HSC 595	Public Health Practicum (3)	Spring, Summer
	The practicum is a structured and supervised professional experience with an approved agency for which students receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world setting. Prerequisite: Permission of the Program Director.	
HSC 597	Public Health Practicum Extension (1)	Summer
	This course is an extension of HSC 595 Public Health Practicum. May be repeated one time for credit. Pass/Fail. Prerequisite: Permission of the Program Director.	
HSC 598	Public Health Capstone Extension (1)	Fall
	This course is an extension of HSC 599 Public Health Capstone. May be repeated one time for credit. Pass/Fail. Prerequisite: Permission of the Program Director.	
HSC 599	Public Health Capstone (2)	Fall, Summer
	This course is designed to be a culminating exercise for students to reflect upon, evaluate, and assimilate knowledge and experience they gained by participating in a research or project opportunity prior to or concurrent with this course. Following Research Methods, sequentially, this course continues the student's development of the research and reflective experience initiated in Research Methods. Students in the capstone will prepare a presentation (both oral and written) that focuses on that experience. Prerequisite: Permission of the Program Director.	

2016 | 2017

California Baptist University

School of Behavioral Sciences

GRADUATE CATALOG



Dr. Jacqueline Gustafson

Dean

Prof. Mischa Routon

Associate Dean, Graduate Programs

Ms. Debbie Jahant

Project Specialist /

Professional License Analyst

Phone 951.343.4287

FAX 951.343.4569

SCHOOL OF BEHAVIORAL SCIENCES

Dr. Jacqueline Gustafson

Dean, School of Behavioral Sciences

Prof. Mischa Routon

Associate Dean, Graduate Programs

Dr. Nathan Lewis

Director, Graduate Program in Counseling Ministry

Dr. Joshua Knabb

Co-Director, Graduate Program in Counseling Psychology

Ms. Jan Stanfield

Co-Director, Graduate Program in Counseling Psychology

Ms. Jenny Aguilar

Director, Graduate Program in Forensic Psychology

Ms. Debbie Jahant

Project Specialist / Professional License Analyst

Phone 951.343.4287

FAX 951.343.4569

Faculty

Jenny Aguilar, M.A.	Psychology
Satara Armstrong, Ph.D.	Social Work
Aine Bergin, Psy.D.	Psychology
Mark Cox, M.S., LMFT	Psychology
Angela Deulen, Ed.D., LMFT, LPCC.	Psychology
Ana Gamez, Ph.D.	Psychology
Jacqueline Gustafson, Ed.D.	Psychology
Troy Hinrichs, J.D.	Criminal Justice
Nathan Iverson, M.A.	Psychology
Joshua Knabb, Psy.D.	Psychology
Anne-Marie Larsen, Ph.D.	Psychology
Charles Lee-Johnson, D.Min.	Social Work
Nathan Lewis, Ed.D.	Psychology • Christian Behavioral Science
Kristin Mauldin, Ph.D.	Psychology
Ken Pearce, Ph.D.	Psychology
Mischa Routon, M.S., LMFT, LPCC.	Psychology
Beverley Sale, Psy.D.	Psychology
Erin Smith, Ph.D.	Psychology
Jan Stanfield, M.S.W., LCSW, LMFT.	Social Work
H. Bruce Stokes, Ph.D.	Anthropology • Christian Behavioral Science
Veola Vazquez, Ph.D.	Psychology

Graduate Program in Counseling Ministry

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

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

Graduate Program in Counseling Psychology

The Master of Science in Counseling Psychology at California Baptist University is designed for those who wish to gain the theoretical knowledge and practical experience to counsel in a variety of settings. Catering to a diverse range of professional and personal goals, the MS in Counseling Psychology offers a curriculum that academically prepares students for Marriage and Family Therapy licensure as well as a concentration for the Professional Clinical Counselor (dual licensure option) and a certificated concentration in Forensic Psychology. Additionally, the MS can be paired with the Master of Arts in Counseling Ministry.

Students graduating with a Master of Science in Counseling Psychology will have completed a curriculum designed to meet the pre-2012 and post-2012 requirements for MFT licensing as mandated by the Board of Behavioral Sciences. The program emphasizes an understanding of human behavior based on psychological theory and practice, as well as scriptural principles. The graduate program relates academic studies to practical experience in both inpatient and outpatient settings. Students in the program will have the opportunity to receive clinical experience on campus and in other appropriate clinical settings.

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

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

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

Graduate Program in Forensic Psychology

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

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

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

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

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

Admission Requirements

Master of Arts in Counseling Ministry Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better)
 - An introductory course in Anthropology, Behavioral Science, Psychology or Sociology
 - Christian Doctrine or a course in Systematic Theology
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a counseling minister
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Ministry program

Masters in Counseling Ministry and Counseling Psychology Dual Masters Admission Requirements

Admission standards for graduate studies at California Baptist University can be found in the Admissions section of the University Catalog. Admission to the dual masters program in Counseling Ministry and Counseling Psychology is at the discretion of the Graduate Faculty. Specific application requirements for the dual masters program in Counseling Ministry and Counseling Psychology are:

1. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better)
 - An introductory course in Anthropology, Behavioral Science, Psychology or Sociology
 - Developmental Psychology or Human Behavior and the Social Environment
 - Theories of Personality
 - Statistics
 - Christian Doctrine or a course in Systematic Theology
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a counseling minister and therapist
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Ministry program and Director of the Counseling Psychology program.

Master of Science in Counseling Psychology Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better)
 - Developmental Psychology or Human Behavior and the Social Environment
 - Theories of Personality
 - Statistics
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward becoming a therapist
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Counseling Psychology Program

Master of Arts in Forensic Psychology Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisites (completed with a “C” or better)
 - General Psychology
 - Abnormal Psychology
 - Methods of Research
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped your present values and approach to life
 - Include in your essay a response to this question: “Have you ever received psychiatric treatment or counseling, yes or no?” If yes, please provide a brief explanation.
5. Successful interview(s) with the Director of the Forensic Psychology Program

COUNSELING MINISTRY

Master of Arts in Counseling Ministry (36-50 units)

Core Requirements (36 units)

CBS	500	Congregational and Professional Counseling Applications
CBS	505	Theology as a Behavioral Science
CBS	510	Law and Ethics for Church Based Counselors
CBS	520	Human Development through the Biblical Life-Cycle
CBS	530	Congregation as a Healing Community
CBS	535	Marriage and Family Ministry in the Congregation
CBS	540	A Theology of Helping People
CBS	545	Survey of Church Based Counseling Programs
CBS	546	Relational Counseling Techniques
CBS	550	Church Based Counseling Practicum I
CBS	555	Church Based Counseling Practicum II
CBS	560	Church Based Counseling Practicum III
CBS	566	Pathology, Abnormality and Sin
CBS	575	Readings in Christian Behavioral Sciences (3 units)

Comprehensive Examination

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

Optional Concentration Requirements

Students have the option of completing a concentration in Professional Ministry or Research in Counseling Ministry.

Professional Ministry* (14 units)

PSY	500	Diversity Issues in Counseling Psychology
PSY	515	Human Sexuality
PSY	535	Advanced Psychopathology
PSY	580	Family Therapy I
PSY	585	Family Therapy II

* Admission into the Professional Ministry Program required.

Research in Counseling Ministry (12 units)

CBS	575	Reading in Christian Behavioral Sciences (6 units*)
CBS	580	Thesis Proposal
CBS	585	Thesis Research
CBS	590	Thesis Writing and Presentation

* Complete six (6) additional units of CBS 575 beyond the core requirements

Counseling Ministry Church Based Counseling Practicum

Congregational Participation Requirement

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

Practicum Admission

The Church Based Counseling Practicum is an integral part of the degree. The Practicum may be taken concurrently with the other courses for the degree or during the year following completion of the last course taken. See the Director for details. The degree may not be obtained without the practicum aspect and the Church Participation Requirement will not be waived. Students entering Practicum must complete the following requirements:

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

Ministry Credential and Experience Requirement

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

Counseling Ministry Research Option

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

Certificate

Counseling Specialization for Ministers

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

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

COUNSELING MINISTRY AND COUNSELING PSYCHOLOGY

Counseling Ministry and Counseling Psychology Dual Masters Program (92 units)

A special complementary masters program is available to students who wish to have both the Master of Science in Counseling Psychology and the Master of Arts in Counseling Ministry. The Dual Masters Program prepares students for licensure as Marriage and Family Therapists (MFT) working in a clinical as well as congregational setting.

Master of Arts in Counseling Ministry (30 units)

Core Requirements

CBS	505	Theology as a Behavioral Science
CBS	510	Law and Ethics for Church Based Counselors
CBS	520	Human Development through the Biblical Life-Cycle
CBS	530	Congregation as a Healing Community
CBS	535	Marriage and Family Ministry in the Congregation
CBS	540	A Theology of Helping People
CBS	545	Survey of Church Based Counseling Programs
CBS	546	Relational Counseling Techniques
CBS	550	Church Based Counseling Practicum I
CBS	555	Church Based Counseling Practicum II
CBS	560	Church Based Counseling Practicum III
CBS	566	Pathology, Abnormality and Sin

Master of Science in Counseling Psychology (62 units)

Core Requirements

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

School of Behavioral Sciences

PSY	560	Professional Ethics and Law
PSY	570	Practicum II
PSY	580	Family Therapy I
PSY	585	Family Therapy II
PSY	590	Christian Perspective on Professional Counseling
PSY	595	Psychopharmacology
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment
PSY	597b	HIV/AIDS Counseling
PSY	597c	Domestic Violence
PSY	598a	Addictions Counseling
PSY	598c	Aging and Mental Health

Comprehensive Examination

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

COUNSELING PSYCHOLOGY

Master of Science in Counseling Psychology (62-80 units)

Core Requirements (62 units)

PSY	500	Diversity Issues in Counseling Psychology
PSY	501s	Professional Practice Seminar I
PSY	502s	Professional Practice Seminar II
PSY	505	MFT Counseling Theory
PSY	510	Human Growth and Development
PSY	515	Human Sexuality
PSY	520	Human Communications in Group Process
PSY	525	MFT Counseling Techniques
PSY	530	Advanced Research Methodology
PSY	535	Advanced Psychopathology
PSY	540	Psychodiagnostics
PSY	545	MFT Counseling: Child and Adolescent
PSY	555	Practicum I
PSY	560	Professional Ethics and Law
PSY	570	Practicum II
PSY	580	Family Therapy I
PSY	585	Family Therapy II
PSY	590	Christian Perspective on Professional Counseling
PSY	595	Psychopharmacology
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment
PSY	597b	HIV/AIDS Counseling
PSY	597c	Domestic Violence
PSY	598a	Addictions Counseling
PSY	598c	Aging and Mental Health

Comprehensive Examination

Students in the Master of Science in Counseling Psychology Program will be required to successfully pass a comprehensive examination prior to graduation. The exam will be taken concurrent with the Practicum during the last year of the program. The exam includes the Counselor Preparation Comprehensive Exam (CPCE) and written vignette questions that address diagnosis, law/ethics, and treatment planning. Students may retake the exam once to remediate any deficiency. There is a \$100 fee associated with the exam administration and scoring.

Optional Concentration Requirements

Students may, in addition to the core requirements, complete one or more of the following concentrations:

Forensic Psychology; Professional Clinical Counselor

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

Forensic Psychology (18 units)

Core Requirements

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

Elective Requirements

Complete two (2) of the following courses:

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

Professional Clinical Counselor (18 units)

PSY	536	Community Mental Health Counseling
PSY	537	Career Counseling
PSY	541	Empirically-Based Treatment for Treating Adults with Severe Mental Illness
PSY	542	Play Therapy for Special Populations
PSY	543	Evaluation and Treatment of Compulsive Disorders
PSY	599	Special Topics (3 units)*

*See Licensed Professional Clinical Counselor (LPCC) for approved course topics

Psychotherapy Requirement

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

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

Practicum Admission

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

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

Licensed Professional Clinical Counselor (LPCC)

Students entering the Graduate Program in Counseling Psychology (MFT) may also complete an additional eighteen (18) units to satisfy the Licensed Professional Clinical Counselor requirements. Students must complete PSY 536, 537, 541, 542, and 543. In addition students must complete an additional three (3) units chosen from the following areas: Evaluation and Treatment Strategies for Military Personnel and Their Families; Case Management in the Public and Private Sectors; Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders; Treatment Concerns in Interethnic and Interfaith Families.

Certificates

Church Based Counseling Certificate (18 units)

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

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

Forensic Psychology Certificate (18 units)

Required Courses

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

Elective Courses

Complete two (2) of the following courses:

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

FORENSIC PSYCHOLOGY

Master of Arts in Forensic Psychology (57 units)

Core Requirements

CJS	510	Legal Research and Reasoning
CJS	520	Advanced Criminal Law
CJS	530	Theories and Perspectives of Criminal Behavior
CJS	560	Criminal Investigation
FPY	500	Statistics Analysis I
FPY	501	Statistics Analysis II
FPY	505	Qualitative Forensic Research Methodology
FPY	506	Quantitative Forensic Research Methodology
FPY	510	Biological Bases of Behavior
FPY	520	Criminal Profiling
FPY	530	Advanced Social Psychology
FPY	535	Advanced Psychopathology and Criminality
FPY	540	Forensic Psychology
FPY	560	Forensic Practicum I
FPY	565	Forensic Practicum II
FPY	595	Special Topics
FPY	596	Forensic Evaluation I
PSY	510	Human Growth and Development

Final Requirement

Choose one of the following options:

FPY	597	Thesis
FPY	598	Forensic Evaluation II and Comprehensive Exam

Thesis/Comprehensive Exam Requirement

The Thesis is a traditional academic research paper and should be completed concurrent with the student's last semester of the program. Students should contact the program director for details regarding the selection of the committee and the procedure for approval. Students graduating from the non-thesis track will be required to successfully complete a seven (7) hour written comprehensive examination. Information regarding content and format of the examination may be obtained from the School of Behavioral Sciences.

Forensic Practicum

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

Practicum Admission

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

1. Admission to Practicum will be a faculty decision based on grades, evaluation of the Practicum application, and placement approval.
2. A written appeal process will be instituted in the event that a student is not considered ready for Practicum.

Christian Behavioral Science Course Descriptions

CBS 500	Congregational and Professional Counseling Applications (3) A comparison and analysis of the foundations, theories, scope of practice and applications of Professional MFT vs. Pastoral and Church Based Counseling. Emphasis will be toward an understanding of the differences, complementary aspects, and possible models for mutual referrals and cooperation between these two approaches.	Summer
CBS 501	Special Topics in Christian Behavioral Science (1-3) An in depth seminar on a selected topic within Christian Behavioral Science.	As offered
CBS 505	Theology as a Behavioral Science (3) An overview of philosophy and theology systems as ancient and contemporary behavioral sciences. Students will understand the application of theology as a counseling application as distinct from an apologetic system.	Summer
CBS 510	Law and Ethics for Church Based Counselors (3) An examination and explanation of current laws and ethical issues affecting Pastoral Counselors and Church Based Counseling applications.	Summer

CBS 520	Human Development Through the Biblical Life-Cycle (3) A general overview of life development following the Biblical Stages from birth through death with emphasis on the relational skills, roles and rituals associated with each stage.	Spring
CBS 530	Congregation as a Healing Community (3) A general understanding of the dynamics of congregational life to personal development and adjustment necessary in maintaining healthy marital, family and personal relationships in community context. Emphasis will be placed on the congregational structure and dynamics necessary for the application of life-to-life and other congregational counseling models.	Fall
CBS 535	Marriage and Family Ministry in the Congregation (3) The course examines the content and approaches to Marriage and Family Ministry within the local congregation. It surveys the approaches presently used by various congregations and compares their respective strengths and weaknesses. It also addresses the present controversy and battle between civil and religious marriage, the emergence of Gender-Neutral marriage, and the implications for religious traditions which do not treat marriage as a sacrament.	Fall
CBS 540	A Theology of Helping People (3) A survey of Christian approaches to counseling and relational healing with application to a life-to-life model of counseling in the congregation. Theology as a counseling theory will also be addressed.	Spring
CBS 545	Survey of Church Based Counseling Programs (3) A survey of specific programs of Church Based Counseling and their application in a congregational setting.	Fall
CBS 546	Relational Counseling Techniques (3) An examination of the relational skills and settings that establish and maintain an effective counseling relationship in a congregational setting.	Spring
CBS 550	Church Based Counseling Practicum I (1) Supervised counseling experience in a congregational setting. This course assists the student in establishing a practicum position in a congregation, selection of a supervisor, and the parameters of counseling ministry under the Counseling Ministry program. Pass/Fail.	Fall, Spring, Summer
CBS 555	Church Based Counseling Practicum II (1) Supervised counseling experience in a congregational setting. This course continues supervised counseling experience in an established congregational site. Pass/Fail. Prerequisite: CBS 550.	Fall, Spring, Summer
CBS 560	Church Based Counseling Practicum III (1) Supervised counseling experience in a congregational setting. This course assists students in the culminating supervised counseling experience in an established congregational site. Pass/Fail. Prerequisite: CBS 555.	Fall, Spring, Summer
CBS 566	Pathology, Abnormality and Sin (3) This course introduces the student to the general categories and theories of physical illness, mental health and spiritual transgression. The student will become familiar with theories of psychology related to the DSM, related health issues and the Biblical theology of hamartiology. General concerns include the relationship of illness and mental health to righteous behavior and the use of holistic models of the person in addressing repentance, restitution and reconciliation of relationships with self, others, and God.	Fall
CBS 575	Readings in Christian Behavioral Science (1-3) A reading course in which the student will develop an extended annotated reading list in Christian Behavioral Science texts. This course may be repeated with a change in topic for a maximum of fifteen units.	Fall, Spring, Summer
CBS 580	Thesis Proposal (2) A guided development of a thesis proposal including the submission and approval of the proposal by the Thesis Committee. This course may be repeated twice for credit. Pass/Fail.	Fall, Spring, Summer
CBS 585	Thesis Research (2) Independent research toward the completion of the approved thesis. This course may be repeated twice for credit. Pass/Fail.	Fall, Spring, Summer
CBS 590	Thesis Writing and Presentation (2) Final writing and oral presentation of the approved thesis. This course may be repeated twice for credit.	Fall, Spring, Summer
CBS 599	Independent Study in Christian Behavioral Science (1-3) An investigation of a special interest related to the development or application of Christian Behavioral Science.	

Criminal Justice Course Descriptions

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

Forensic Psychology Course Descriptions

- FPY 500** **Statistical Analysis I (3)** **Fall**
This course introduces graduate students to univariate and bivariate statistical analysis. The course will review linear correlations, reliability analyses, independent t-tests, dependent t-tests, one way ANOVA, factorial ANOVA, linear regression, and chi-squares statistics.
- FPY 501** **Statistical Analysis II (3)** **Spring**
This course introduces graduate students to multivariate statistics, overview of univariate and bivariate statistics, screening of data including issues of normality, linearity, homoscedasticity, multiple regression, canonical correlations, analysis of covariance, multiple analysis of variance and covariance, profile analysis, logistic regression, principle components and factor analysis, and introduction to structural equation modeling. Prerequisite: FPY 500.
- FPY 505** **Qualitative Forensic Research Methodology (3)** **Fall**
This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. The course reviews qualitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission.
- FPY 506** **Quantitative Forensic Research Methodology (3)** **Spring**
This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. This course reviews quantitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission. Prerequisites: FPY 500.
- FPY 510** **Biological Bases of Behavior (3)** **Fall**
This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament.
- FPY 520** **Criminal Profiling (3)** **Spring**
This course is meant to teach graduate students the fundamentals of reconstructing the serial offenders' motives and intent through examination of psychological evidence left by perpetrators at crime scenes. This course incorporates a multifaceted approach to psychological profiling utilizing criminal investigative skills, social psychological principles, and advanced research methodology. Prerequisites: CJS 530, 560, FPY 540, and either FPY 506 or PSY 530, and either FPY 535 or PSY 535.
- FPY 530** **Advanced Social Psychology (3)** **Summer**
Survey of theory, method, and research results in areas of social psychology, such as attitude formation and change, social perception/ cognition, impression formation, social influence, interpersonal attraction and relationships, aggression and pro-social behavior, and group dynamics. Application in areas such as criminal behavior, legal settings, or neurobehavioral psychology will also be included.

FPY 535	Advanced Psychopathology and Criminality (3) Nature and causes of reactions to social, biological and psychological stress and maladaptive developments with an emphasis on psychopathy and criminality.	Fall
FPY 540	Forensic Psychology (3) This course covers relevant laws and ethical issues affecting forensic psychologists practicing in California. It is designed to instill a broad understanding of the issues/areas within the field of forensic psychology. This broad understanding will include the areas of psychology, law, criminal justice, and forensic mental health. Students will be given the opportunity to gain this basic knowledge and will be expected to critically analyze theories, policies, research, and practices within the field of forensic psychology.	Spring
FPY 560	Forensic Practicum I (3) This course will serve as a supplement to the student's academic and field placement experience. Within a small group setting, students and professors will discuss issues and linkages between their academic work and their field placement experience. This may best be described as a weekly, small group supervision process allowing students to concretize theoretical models utilized within the culture of forensic practice. Pass/Fail.	Fall
FPY 565	Forensic Practicum II (3) A continuation of Forensic Practicum I. Pass/Fail.	Spring
FPY 581	Collaborative Research Project I (2) This course will expose students to the application of graduate level research. The students will complete a research project under the direct supervision of a forensic faculty member. Students will be responsible for research and design of their project to provide an application of previously acquired skills in a forensic setting. The emphasis will be on the literature search and proposal of the project to IRB.	Fall
FPY 582	Collaborative Research Project II (2) This is a continuation of Collaborative Research Project I. The students will finish their research projects previously started in the other course under the direct supervision of a forensic faculty member. The emphasis will be on the collection of data and analysis of results of their research project.	Spring
FPY 583	Collaborative Research Project III (2) This is a continuation of Collaborative Research Project II. The students present their finished research projects in a colloquium setting. Students are encouraged to adapt their projects into either conference presentations or peer-reviewed journal article publications.	Summer
FPY 595	Special Topics (3) This course is designed to be an in-depth seminar on a selected topic within Forensic Psychology. Course is repeatable for a total of nine units with a change of topic.	Fall, Spring
FPY 596	Forensic Evaluation I (3) This course prepares the student for a culminating project- either a thesis or comprehensive evaluation of progress. Pass/Fail. Prerequisite: FPY 506.	Fall
FPY 597	Thesis (3) This course requires the student to engage in the preparation, evaluation, development, and presentation of research in forensic psychology culminating in a thesis. Pass/Fail. Prerequisite: FPY 596.	Spring
FPY 598	Forensic Evaluation II (3) This course is designed to provide an in-depth review of the core competencies that are required to demonstrate the ability to practice forensic psychology within the acceptable standards of the profession. Pass/Fail. Prerequisite: FPY 596.	Spring

Psychology Course Descriptions

PSY 500	Diversity Issues in Counseling Psychology (3) Examination of the effects of therapeutic interventions on culturally distinct populations.	Summer
PSY 501s	Professional Practice Seminar I (2) Emphasis on empathy training and the structure of the therapeutic process through a lecture/discussion/small group format. Students will videotape simulated sessions with one another. Meets two hours per week. Students will be assigned an on-going case. Pass/Fail.	Fall
PSY 502s	Professional Practice Seminar II (2) Continuation of PSY 501s. Emphasis on various clinical and legal issues related to the practice of psychotherapy. Enables the student to develop the skills necessary to obtain a practicum placement. Pass/Fail. Prerequisite: PSY 501s.	Spring

School of Behavioral Sciences

PSY 504	Psychopathic Mind (3) This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Elective Course.	Spring
PSY 505	MFT Counseling Theory (3) The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.	Fall
PSY 510	Human Growth and Development (3) A study of the developmental cycle of the human organism from a cognitive, psychological, sociological, and moral perspective. Emphasis is placed on theories and research related to child development.	Fall
PSY 515	Human Sexuality (2) Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology.	Summer
PSY 520	Human Communications in Group Process (3) Application of group treatment models to various forms of interpersonal communication.	Spring
PSY 525	MFT Counseling Techniques (3) Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.	Spring
PSY 530	Advanced Research Methodology (3) Theoretical and practical applications of research methods of psychotherapy. Prerequisite: BEH 383 Statistical Techniques in Behavioral Science or equivalent.	Spring
PSY 534	Pre-Practicum (1) Supervised counseling experience in a professional setting. An elective course for students who begin counseling as trainees prior to the Fall PSY 555 Practicum I course. May be repeated once for credit. Pass/Fail. Prerequisites: PSY 501s, 502s, 505, 525, and 560.	Summer
PSY 535	Advanced Psychopathology (3) Nature and causes of reactions to social, biological and psychological stress, maladaptive development, and faulty learning. Includes an in depth study of anxiety disorders, character personality, and the psychoses.	Spring
PSY 536	Community Mental Health Counseling (3) This course introduces the student to the contemporary context of community mental health settings. Course content emphasizes recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse, the homeless, foster care services, case management, client advocacy, in-home and in-school services, bilingual client services, professional collaboration and medical family therapy. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register. Pre- or Co- Requisite: PSY 535.	Fall
PSY 537	Career Counseling (3) This course is designed to meet the professional training criteria of students within the field of Counseling Psychology and other helping professions to gain competency in the basic tenets of career counseling. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.	Spring
PSY 540	Psychodiagnostics (3) Applications of Intelligence Testing and Personality testing to diagnosis and treatment. Prerequisite: BEH 383 (Statistical Techniques in Behavioral Science) or equivalent.	Fall
PSY 541	Empirically-Based Approaches for Treating Adults with Severe Mental Illness (3) This course exposes students to empirically based approaches for treating adults with severe mental illness. Students will gain an understanding of the history, goals, techniques, and research outcomes associated with interventions for adults with major depression, schizophrenia, bipolar disorder, obsessive-compulsive disorder, posttraumatic stress disorder, and borderline personality disorder. A specific focus will be on empirically based approaches for severe mental illness, including acceptance and commitment therapy (ACT), mindfulness-based cognitive therapy (MBCT), and dialectical behavior therapy (DBT).	Fall
PSY 542	Play Therapy for Special Populations (3) This course introduces the student to the major theoretical models of play therapy with an emphasis on special populations including children experiencing grief and loss, children placed in foster care, and children who have been physically abused, sexually abused or neglected.	Spring

PSY 543	Evaluation and Treatment of Compulsive Disorders (3) This course offers an intensive study of the biopsychological mechanisms underlying compulsive behaviors. Focus includes eating disorders, sexual compulsions, gambling, and internet addiction. Evidence-based treatment approaches are identified and related to their impact on health, wellness, and recovery.	Summer
PSY 545	MFT Counseling: Child and Adolescent (3) Processes of diagnosis, dynamics, and treatment of children and adolescents.	Fall
PSY 555	Practicum I (3) Supervised counseling experience in professional settings. Pass/Fail. Prerequisites: PSY 501s, 502s, 505, 525, and 560.	Fall
PSY 560	Professional Ethics and Law (3) An examination and explanation of current laws and ethical issues affecting psychotherapists.	Summer
PSY 570	Practicum II (3) A continuation of PSY 555. Pass/Fail. Prerequisite: PSY 555.	Spring
PSY 580	Family Therapy I (3) An examination of the philosophical and theoretical suppositions of the major schools of family therapy. Emphasis on the historical and contemporary context of systems theory and family therapy.	Fall
PSY 585	Family Therapy II (3) Concentration on the therapeutic techniques of the various schools of family therapy discussed in Family Therapy I. Students are encouraged to develop specific family therapy skills through the use of videotape feedback, coaching, and classroom demonstration. Prerequisite: PSY 580.	Spring
PSY 590	Christian Perspective on Professional Counseling (2) Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.	Summer
PSY 595	Psychopharmacology (3) This course is designed for the non-medical psychotherapist. The major categories of medication used in psychiatric intervention and issues related to consultation and collaboration with treatment teams, including medical staff, will be discussed. Pass/Fail.	Fall, Spring
PSY 597a	Child Abuse and Neglect: Diagnosis and Treatment (2) Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse. Pass/Fail.	Fall, Spring
PSY 597b	HIV and AIDS Counseling (1) This seminar examines the clinical, social and ethical issues in counseling persons with AIDS-related problems. In addition to the lecture/discussion format, opportunity for supervised role-playing may be provided. Pass/Fail.	Summer
PSY 597c	Domestic Violence (1) Examines the characteristics and treatment of the perpetrators and victims of domestic violence. Pass/Fail.	Summer
PSY 598a	Addictions Counseling (3) This course provides the student with an overview of the addictive process including substance dependency and behavioral compulsions. The course emphasizes the etiology of addiction, the systemic impact of co-occurring disorders, the standard of care treatment modalities, and concepts of resiliency and recovery. Pass/Fail.	Fall, Spring
PSY 598b	Grief and Loss Counseling (1) This seminar explores the impact of grief and loss as it affects the individual and the family system. A lecture discussion format is utilized. Elective Course. Pass/Fail.	Spring
PSY 598c	Aging and Mental Health (2) This seminar addresses mental health issues in aging populations. Pass/Fail.	Fall, Spring
PSY 599	Special Topics (1-3) An in-depth seminar on a selected topic within Psychology. This course may be repeated with a change in topic.	As offered

2016 | 2017

California Baptist University

School of Business

GRADUATE CATALOG

Dean

Ms. Delores Washington
Administrative Assistant
Phone 951.343.4329



SCHOOL OF BUSINESS

Dean, Dr. Robert K. Jabs School of Business

Dr. Douglas Lainson
Director, Graduate Program in Business Administration

Ms. Delores Washington
Administrative Assistant
Phone 951.343.4329

Ms. Cindie Duncan
Administrative Secretary
Phone 951.343.4505

Faculty

Keanon Alderson, Ph.D.	Entrepreneurship • Management
James Bishop, J.D.	Ethics • Business Law
Stephen Christie, Ph.D.	Finance
Kristopher Floyd, Ph.D.	Marketing
Adele Harrison, Ph.D.	Finance
Andrew Herrity, Ph.D.	Management • Entrepreneurship • Marketing
Wendy Keyes, M.A.	Economics • Quantitative
Douglas Lainson, Ph.D.	Strategic Management
Bob Namvar, Ph.D.	Economics • Quantitative
Marc Weniger, Ph.D.	Global • Management
Natalie Winter, Ed.D.	Marketing

Graduate Program in Business Administration

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

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

The graduate program in Business Administration allows students to choose one concentration from among four designed to prepare students for a wide variety of careers in Accounting, Construction Management, Healthcare Administration, and Management.

Global Business Accreditation

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

Admission Requirements

Master of Business Administration Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission.
 - Applicants are considered based on a combination of GPA, management or professional work experience, and GMAT score.
 - Applicants with significant work experience or a high GPA may not need to submit GMAT score.*
2. Prerequisites (completed with a “C” or better)*
 Applicants should possess the following common body of knowledge from prerequisite courses or approved work related experience in:
 - Business Statistics
 - Computer Applications
 - Principles of Accounting I
 - Principles of Marketing
3. Two recommendations, completed on forms provided, from academic or professional sources. Family members and friends may not complete recommendations
4. Comprehensive essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Factors that will make applicant a good MBA candidate
5. Current resume
6. Successful interview with the Director of the MBA program*

* Not required for admission to the pre-MBA curriculum.

Additional Requirements for Accounting Concentration

Completion of twenty-one (21) units of Accounting is required for the Accounting Concentration.

BUSINESS ADMINISTRATION

Pre-MBA Curriculum

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

Pre-MBA Courses

ACC 250	Principles of Accounting I
BUS 315	Business Statistics
CIS 270	Business IT Applications
MKT 333	Principles of Marketing

Master of Business Administration (36 Units)

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

Core Requirements (24 units)

BUS	503	Foundations of Management
BUS	510	Innovation and Technology
BUS	515	Organizational Behavior
BUS	535	Economic Analysis for the Changing Business Environment
BUS	539	Financial Management
BUS	545	Global Business Management
BUS	548	Strategy and Decision Making
BUS	593	Interdisciplinary Culminating Project

Concentration Courses (12 units)

Students must also complete all of the requirements in one of the following concentrations: Accounting, Construction Management, Healthcare Administration, or Management.

Accounting

ACC	520	Advanced Topics in Managerial Accounting
ACC	530	Taxation for Business Entities
ACC	540	Advanced Topics in Financial Accounting
ACC	550	Ethics and Professional Responsibility for CPA's

Construction Management

CON	510	Construction Cost Estimating
CON	520	Sustainability and Leadership in Energy and Environmental Design
CON	530	Construction Scheduling and Integrated Project Delivery
CON	540	Construction Safety Management and Labor Relations

Healthcare Administration

HSC	510	Healthcare Budgeting and Reimbursement
HSC	530	United States Healthcare Policy
HSC	539	Healthcare Management Strategy
HSC	552	Health Law and Ethics

Management

BUS	506	Entrepreneurship: The New Venture
BUS	520	Managerial Ethics
BUS	521	Leadership and Change Management
BUS	530	Marketing Management

Accounting Course Descriptions

ACC 520 Advanced Topics in Managerial Accounting (3)

This course will build on the foundation laid in Cost Accounting and will explore additional topics in managerial accounting such as cost allocations and pricing decisions, balanced scorecard, management control systems, performance measurement, and other topics as developed. This course is designed to expand the accounting student's knowledge of how to use managerial accounting information to make decisions and influence strategy. The class will expose students to the use of cost data to measure and manage customer issues, process performance requirements, and life-cycle costs. In addition, behavioral and organizational issues will be analyzed and budget and financial controls will be utilized to support decision making. Prerequisite: Accounting concentration.

ACC 530 Taxation for Business Entities (3)

This course will focus on the federal tax implications of the formation, activity, and dissolution of business entities such as corporations, estates, trusts, and partnerships. This course will also incorporate techniques for tax planning and research. Prerequisite: Accounting concentration.

ACC 540 Advanced Topics in Financial Accounting (3)

This course will focus on contemporary issues in financial accounting such as the convergence of U.S. and international accounting standards, segment and interim reporting requirements, SEC financial reporting, hedging of foreign currency risk, variable interest entities (VIEs), and other current accounting issues as they develop. Students will develop effective writing skills through the use of problems and assignments focused specifically on the writing requirements for accounting professionals. Prerequisite: Accounting concentration.

- ACC 550 Ethics and Professional Responsibility for CPAs (3)**
A number of ethical failures in business have resulted in the necessity for this course in recent years. As such, this course focuses on the ethical and professional responsibilities of CPAs in public and private practice. Ethical reasoning, corporate governance, decision making and ethical frameworks will be examined to provide a base of understanding. The AICPA Code of Professional Conduct and other professional standards will also be studied as they apply to the practice of accounting. Prerequisite: Accounting concentration.

Business Course Descriptions

- BUS 503 Foundations of Management (3)**
A foundational course for all MBA students. It is designed to ensure all MBA students have the knowledge and skills required to be successful in the MBA program. Students will be required to demonstrate competency in finance, global business, economics, organizational behavior, operations management, human resources, ethics, and law. This course will also help students bridge the scholar-practitioner divide through teaching research and critical thinking skills needed to be successful in the program.
- BUS 506 Entrepreneurship: The New Venture (3)**
This course introduces new enterprise creation and management from the perspective of the entrepreneur. Some practical issues that are covered in detail include: market planning, business plan preparation, the opportunity recognition process, and startup capital acquisition. The course will cover social entrepreneurship as well as corporate entrepreneurship. Students may only earn credit for either BUS 505 or BUS 506.
- BUS 510 Innovation and Technology (3)**
This course provides a relevant and current survey of information systems in relation to the use of technology to achieve innovative business success. The course takes both a strategic and practical approach to the issues organizations face in understanding and determining the application of technical solutions and strategic planning. The course is designed to deliver the tools for the MBA student to apply immediately in their business roles outside of the university. In the course the student will participate in open discussion, group activities, and topical research and reporting.
- BUS 515 Organizational Behavior (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 theories of organizational behavior and leadership methods with emphasis on integrating biblical principles.
- BUS 520 Managerial Ethics (3)**
This course covers ethical reasoning based on biblical principles as it applies to business situations. Specific topics include the legal environment, corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. The course develops an awareness of and appreciation for cultural diversity in the workplace. Prerequisite: BUS 358 or BUS 503.
- BUS 521 Leadership and Change Management (3)**
This course provides a discussion of change in relation to the complexities of organizational life. The course takes both a theoretical and practical approach to the issue of organizational change to meet both the academic and applied aims of a cutting-edge MBA course. As such, the course will focus on a sound balance between discussions and practical application in a multi-dimensional context.
- BUS 530 Marketing Management (3)**
This course investigates the strategic implications and considerations of marketing management decisions. The course covers the formulation and implementation of effective planning for market development. Substantive and procedural aspects of marketing will also be addressed.
- BUS 535 Economic Analysis for the Changing Business Environment (3)**
This course surveys economic theory, techniques for recognizing and interpreting economic indicators, analyzing industries, price elasticity, and business and economic cycles that affect organizations and industries. Prerequisite: BUS 217, BUS 218, or BUS 503.
- BUS 539 Financial Management (3)**
The course focuses on the application and development of management decision making and problem solving skills in the financial area. Specific topics of discussion include financial statement analysis, credit and operational risk, financial planning and budgeting, asset valuation, cash flow analysis and capital budgeting, and firm valuation from a value-based management and corporate governance perspective. Prerequisite: ACC 250.

School of Business

BUS 545 Global Business Management (3)

This course focuses on management perspectives, economics, finance, culture, politics, legal, and organizational issues associated with international business operations. Course materials address business strategies, enterprise management alternatives, political and economic relations, comparative national systems, and the global economy.

BUS 548 Strategy and Decision Making (3)

This course is designed to develop the skills and analytical tools to build a strategic framework to align with organizational objectives. Quantitative tools, including decision models, game theory, and statistical analysis will be employed, and coupled with qualitative techniques, to examine critical business problems and develop and implement practical solutions. Insights from behavioral economics will offer an innovative approach to the managerial decision-making process and improve business performance.

BUS 593 Interdisciplinary Culminating Project (3)

This course, by its very nature, is an opportunity for students to integrate and apply the summative knowledge and competencies accumulated during their MBA courses. The course is designed to assess cognitive, affective, practical and presentation skills. Students will integrate their Master's coursework knowledge by developing an interdisciplinary final project that incorporates functional areas such as strategic management, operations, marketing, business law and regulations, finance, and HR issues. This project will encourage students to understand the internal mechanisms and structures of how firms build and sustain superior competitive positions and achieve long-run profitability.

Courses beginning with the prefix CON are listed in the College of Engineering section of this catalog.

Courses beginning with the prefix HSC are listed in the College of Health Science section of this catalog.

2016 | 2017

California Baptist University

School of Education

GRADUATE CATALOG



Dr. John Shoup

Dean

Dr. Ted Murcray

Associate Dean

Ms. Janie Armentrout

Administrative Assistant

Phone 951.343.4313

FAX 951.343.4553

GRADUATE PROGRAMS IN EDUCATION

Dr. John Shoup

Dean, Dr. Bonnie G. Metcalf School of Education

Director, Masters Programs in Education

Dr. Ted Murcra

Associate Dean

Ms. Janie Armentrout

Administrative Assistant

Phone 951.343.4313

FAX 951.343.4553

Faculty

Nona Cabral, Psy.D.	Education • School Counseling
Joe De Vol, M.S.	Elementary Education
Doreen Ferko, Ph.D.	Special Education
James Heyman, Ed.D.	Educational Leadership
Karin Johnson, Ph.D.	Educational Technology
Jane McGuire, LEP, Psy.D.	School Psychology
Denise McLurkin, Ph.D.	Elementary Education
Jeff McNair, Ph.D.	Special Education
Jin Sil Mock, Ph.D.	Secondary Education
Ted Murcra, Ed.D.	Education
Jonathan K. Parker, Ed.D.	Education
Kathryn Short, Ed.D.	Early Childhood Education
John Shoup, Ph.D.	Educational Leadership • Research
Susan Studer, Ph.D.	Educational Research
Rachel Timmons, Ed.D.	Elementary Education
Keith Walters, Ed.D.	Secondary Education

Mission Statement

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

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

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

Graduate and Teaching Credential Programs in Education

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

California Baptist University offers a Master of Arts and a Master of Science degree in Education and a state-approved teacher education program for the following credentials: Preliminary Education Specialist: Mild/Moderate and Moderate/Severe Disabilities, Multiple Subject, Single Subject, and Administrative Services. Clear credentials are offered for Pupil Personnel Services in School Psychology and School Counseling. All credentials have internship options available with the exception of the Administrative Services credential. California Baptist University is accredited by the Western Association of Schools and Colleges, and the School of Education credential programs are approved by the Commission on Teacher Credentialing. Students may complete a master's degree, a credential program or both. The Graduate Program Advisor, Credential Program Advisors, and the Credential Analyst are available to assist in course selection, degree check and other academic information.

Teaching in the elementary classroom requires passing the appropriate state examination. It is recommended that students seeking a Single Subject Credential complete a BA/BS in the same subject area. Single Subject candidates may satisfy Subject Matter Competence by completing an approved academic program at the university, or by passing the appropriate state examination. Presently, the Credential Program includes three phases: prerequisites, professional coursework, and a culminating field experience.

The credential program's offered by California Baptist University are state approved programs and subject to revision at any time by state or federal law. The University and the Metcalf School of Education reserves the right to modify the credentialing requirements stated in this catalog when directed to do so by the Commission on Teacher Credentialing.

Since credential legislation and regulations are subject to change, it is the student's responsibility to contact the School of Education about current regulations. Students are subject to any changes the state may impose until the student is fully credentialed.

Internship Credentials

Internship Credentials are issued to individuals who have enrolled in Commission-approved internship programs. These one-to-two year programs are administered by California colleges and universities in partnership with local school districts. Internship credentials authorize the holder to serve, under the supervision of a commission-approved college or university and the intern's employer, in the area or subject listed on the credential. California Baptist University sponsors university internship credentials in the following areas: Multiple Subject, Single Subject, Education Specialist (Mild/Moderate Disabilities, Moderate/Severe Disabilities) and Pupil Personnel Services in School Psychology and School Counseling. Students should see their credential advisor for a list of all requirements.

Admission Requirements

Master of Arts in Leadership Programs Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Programs in Leadership and Adult Learning, Leadership and Community Development, and Leadership and Organizational Studies are listed below.

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

*Not required for admission to the Leadership and Community Development program.

Master of Arts and Master of Science in Education Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission.
 - Applicants who do not meet the minimum GPA may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE) or a passing score on the California Subject Examination for Teachers (CSET).
2. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
3. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University
4. Acceptance by the director of the graduate program

Master of Science in Higher Education Leadership and Student Development Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Programs in Higher Education Leadership and Student Development are listed below.

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission.
 - Applicants who do not meet the minimum GPA may be considered for admission with relevant and successful work experience.
2. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Reasons for choosing to study at California Baptist University
3. Acceptance by the director of the graduate program

Master of Science in School Counseling Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Programs in School Counseling and in School Psychology are listed below.

1. Minimum 3.0 grade point average.
2. Certificate of Clearance must be granted prior to admission.
3. California Basic Educational Skills Test (CBEST) must be taken prior to admission and passed by completion of the second semester of enrollment. Documentation must be provided.
4. Prerequisites (completed with grades of C or better)
 - General Psychology
 - Introductory Statistics
 - Growth Development and Learning or Life Span Development
 - Abnormal Psychology or Personality Theory
5. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
6. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University
7. Acceptance by the director of the graduate program

Master of Science in School Psychology Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Specific admission requirements for the Graduate Programs in School Counseling and in School Psychology are listed below.

1. Minimum 3.0 grade point average.
2. Certificate of Clearance must be granted prior to admission.
3. California Basic Educational Skills Test (CBEST) must be taken prior to admission and passed by completion of the second semester of enrollment. Documentation must be provided.
4. Prerequisites (completed with grades of C or better)
 - General Psychology
 - Introductory Statistics
 - Growth Development and Learning or Life Span Development
 - Abnormal Psychology or Personality Theory
5. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
6. Comprehensive Essay of at least 500 words that includes the following elements:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University
7. Acceptance by the director of the graduate program

Credential Program Admission Requirements and Screening Procedures

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, in addition to the Masters in Education Admissions requirements, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at a regionally accredited college or university.
2. Take the state-administered California Basic Education Skills Test (CBEST) and register for at least one subtest of the California State Exam (CSET).
3. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission.
 - Applicants who do not meet the minimum GPA may be considered for admission with passage of the CSET exam.
4. Three Recommendations, completed on forms provided, from professional sources who can address your potential for success. Family members and friends may not complete recommendations
5. Complete a written literacy sample.
6. Complete a satisfactory interview with an Education faculty member.
7. Verification of Certificate of Clearance granted.
8. Completion of a college-level technology course is recommended.
9. Credential program acceptance.

Prerequisites for admission to the Preliminary Administrative Services Credential

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

Internship Teaching Credential Eligibility Requirements

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

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

EDUCATION

Master of Science in Education

Specialization in Educational Leadership for Faith-Based Institutions (32 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.

Competency

EDU 509 Educational Psychology

Core Requirements (17 units)

EDL 535L Spiritual Integration for Analysis of Teaching Behavior

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 522 Curriculum Theory and Development

EDL 522L Spiritual Integration for Curriculum Theory and Development

EDU 525 Survey of Educational Research

EDU 542 Models of Teaching and Learning

EDU 546 Analysis of Teaching Behavior

Specialization Requirements (12 units)

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

EDL 557 Law, Finance, and Development for Faith-Based Schools

EDL 559 Faith-Based Governance, Policy, Marketing, Community Relations, and Current Issues

EDL 561 Management and Organizational Behavior for Faith-Based Schools

Capstone Requirement (3 units)

EDL 581 Fieldwork in Faith-Based Schools

Master of Science in Education

Specialization in Educational Leadership for Faith-Based International Institutions (43 units)

This specialization is offered to students who are admitted into the Faith-Based program. Students completing this specialization will focus on a hybrid combination of the International Education specialization and the Educational Leadership for Faith-Based Institutions specialization. The program delivers its core classes during the Fall and Spring semesters through online instruction and offers the specialization courses in the Faith-Based Summer Institute at CBU.

Competency

EDU 509 Educational Psychology

Core Requirements (17 units)

EDL 535L Spiritual Integration for Analysis of Teaching Behavior

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 522 Curriculum Theory and Development

EDL 522L Spiritual Integration for Curriculum Theory and Development

EDU 525 Survey of Educational Research

EDU 542 Models of Teaching and Learning

EDU 546 Analysis of Teaching Behavior

Specialization Requirements (23 units)

- EDL 531 Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools
- EDL 557 Law, Finance, and Development for Faith-Based Schools
- EDL 559 Faith-Based Governance, Policy, Marketing, Community Relations, and Current Issues
- EDL 561 Management and Organizational Behavior for Faith-Based Schools
- EDU 533 Intercultural Competence
- EDU 534 International and Comparative Education
- EDU 536 Learning and Teaching a Second Language
- EDU 595 Special Topics

Elective Requirements (3 units)

Complete twelve (12) units from the following:

ART 515, EDL 530, EDU 502, 505, 512, 514, 516, 518, 519, 530, 541, 543, 545, 550, 565, 566, 595, ENG 543, ETC 515, 525, 535, 555, or other approved graduate level education course.

Master of Science in Education

Specialization in Educational Leadership for Public Institutions (36 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 Graduate Program Advisor for information.

Competency

- EDU 509 Educational Psychology

Core Requirements (12 units)

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

Specialization Requirements (15 units)

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

Capstone Requirements (9 units)

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

Master of Science in Education

Specialization in Educational Technology (33 units)

Competency

- EDU 509 Educational Psychology

Core Requirements (12 units)

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

Specialization Requirements (21 units)

Complete 21 units from the following:

- ETC 505 Educational Computing - Level I
- ETC 507 Technology and Learning
- ETC 510 Foundations/Research in Educational Technology
- ETC 515 Selection and Utilization of Instructional Media
- ETC 525 Instructional Design and Development
- ETC 530 Technology Management Issues
- ETC 535 Internet for Educators
- ETC 545 Introduction to Interactive Multimedia
- ETC 550 Advanced Interactive Multimedia
- ETC 555 Educational Desktop Publishing
- ETC 595 Internship in Educational Technology
- ETC 599 Independent Study in Ed Technology

Master of Science in Education

Specialization in Instructional Computer Applications (30 units)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 521 Theories of Learning and Teaching OR EDU 542

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

Specialization Requirements (4 units)

ETC 507 Technology and Learning

Specialization Electives (6 units)

Complete six (6) units from the following:

ETC 505 Educational Computing - Level I

ETC 510 Foundations/Research in Educational Technology

ETC 515 Selection and Utilization of Instructional Media

ETC 525 Instructional Design and Development

ETC 535 Internet for Educators

ETC 545 Introduction to Interactive Multimedia Design

ETC 550 Advanced Interactive Multimedia Design

ETC 555 Educational Desktop Publishing

ETC 599 Independent Study in Educational Technology

Electives (8 units)

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

EDU 505, 512, 514, 515, 516, 518, 543, 550, 596, 597, 598, ENG 563, KIN 502, 560, SPE 553, 555, 568, 569, 590 or approved graduate level education coursework.

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

Master of Science in Education

Specialization in International Education (33 units)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 542 Models of Teaching and Learning OR EDU 521

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

International Education Specialization Requirements (9 units)

EDU 533 Intercultural Competence

EDU 534 International and Comparative Education

EDU 536 Learning and Teaching a Second Language

Elective Requirements (12 units)*

Complete twelve (12) units from the following:

ART 515, EDL 530, EDU 502, 505, 512, 514, 516, 518, 519, 530, 541, 542, 543, 545, 550, 565, 566, 595,

ENG 543, ETC 505, 515, 525, 535, 555, KIN 560, RDG 530, 535, 536, 538

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

Master of Science in Education

Specialization in Reading (36 units)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 521 Theories of Learning and Teaching OR EDU 542

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

Specialization Requirements (24 units)

EDU 515 Reading and Writing in the Content Area

EDU 516 Teaching Reading and Phonics

EDU 545 Multiethnic Literature Child/Young Adult

RDG 530 Mechanics of Reading and Writing

RDG 535 Diagnosis of Reading Problems

RDG 540 Models and Processes of Teaching Reading

RDG 590 Clinical Experiences in Teaching Reading or SPE 590

RDG 595 Special Topics in Reading Instruction

Master of Arts in Education

Specialization in Science Education (30 units)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

EDU 542 Models of Teaching

Specialization Requirements

Complete eighteen (18) units from the following:

BIO 505 Ornithology: Birds in Flight and Flock

BIO 510 Insects and Their Impact in California

BIO 515 Environments and Conservation Biology

SCI 505 Current Topics in Marine Science

SCI 510 Forensic Science in the Classroom

SCI 515 Drugs and Man: Addictive and Therapeutic Chemicals

SCI 520 Planetary Science

Master of Science in Education

Specialization in Special Education in Mild/Moderate Disabilities (35 units)

(Non Credential Option)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 521 Theories of Learning and Teaching OR EDU 542

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

Specialization Requirements (17 units)

EDU 518 Classroom Management and Ethics

EDU 541 The Exceptional Child

SPE 555 Collaboration, Consultation and Effective Intervention

SPE 558 Assessment and Interventions

SPE 590 Diagnostic and Remedial Techniques in Reading

Approved Electives (6 units)

Complete six (6) additional units from the following EDU 505, 512, 514, 515, 516, 550, 596, 597, 598, ENG 563, KIN 502, 560, SPE 568, 569 or approved graduate level education coursework.

School of Education

Master of Science in Education

Specialization in Special Education in Mild/Moderate Disabilities (50-63 units)

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

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

Foundation Course Requirements (13 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 541 The Exceptional Child
- ETC 507 Technology and Learning

Core Requirements (12 units)

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

Specialization and Professional Course Requirements (23 units)

- EDU 505 Elementary Curriculum and Instruction: Math and Science
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Ethics
- SPE 546 Applied Behavior Analysis
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 558 Assessment and Interventions
- SPE 590 Diagnostic and Remedial Techniques in Reading

Student Teaching (15 units)

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

Master of Science in Education

Specialization in Special Education in Moderate/Severe Disabilities (31 units)

(Non Credential Option)

Competency

- EDU 509 Educational Psychology

Core Requirements (12 units)

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

Specialization Requirements (19 units)

- EDU 541 The Exceptional Child
- SPE 546 Applied Behavior Analysis
- SPE 555 Collaboration, and Consultation and Effective Intervention
- SPE 558 Assessment and Interventions
- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration

Master of Science in Education

Specialization in Special Education in Moderate/Severe Disabilities (46-55 units)

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

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

Foundation Course Requirements (13 units)

- EDU 509 Educational Psychology
- EDU 541 The Exceptional Child
- EDU 516 Teaching Reading and Phonics

Core Requirements (12 units)

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

Specialization and Professional Course Requirements (19 units)

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

Student Teaching (15 units)

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

Master of Science in Education

Specialization in Teacher Leadership (32 units)

This program has been designed to prepare individuals for positions of leadership and service in the global and local education community. Graduates of this program will demonstrate the leadership skills and knowledge of the key principles necessary to understand the trends, issues, and research associated with education in general and with their respective specialization, evaluate and conduct research practices to optimize educational and institutional cultures, employ leadership practices to optimize educational and institutional outcomes, and articulate worldview and perspectives for enhancing student learning.

Competency

- EDU 509 Educational Psychology

Core Requirements

- EDU 502 Professional Interpersonal Communication (3 units)
- EDU 522 Curriculum Theory and Development OR EDU 525
- EDU 542 Models of Teaching and Learning
- EDU 562 Teacher Leadership Practicum (4 units)
- EDU 590 Directed Readings
- LDR 502 Theories and Foundations in Leadership Studies
- LDR 521 Organizational and Institutional Theories
- LDR 541 Knowledge Management and Decision Making
- LDR 550 Leadership Ethics, Virtues, and Practices
- LDR 596 Teacher Leadership Portfolio

School of Education

Master of Science in Education

Specialization in Teaching (32 units)

Competency

EDU 509 Educational Psychology

Core Requirements (12 units)

EDU 501 Leadership, Worldviews and Contemporary Issues

EDU 521 Theories of Learning and Teaching OR EDU 542

EDU 522 Curriculum Theory and Development

EDU 525 Survey of Educational Research

Specialization Requirements (20 units)

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

ART 515 Aesthetics in the Classroom

EDL 530 Introduction to Educational Leadership

EDU 502 Professional Interpersonal Communication

EDU 504 The History and Future of American Education

EDU 505 Elementary Curriculum and Instruction: Math and Science

EDU 512 Teaching Language Arts and Social Studies

EDU 514 Secondary Methods

EDU 515 Reading and Writing in the Content Areas

EDU 516 Teaching Reading and Phonics

EDU 518 Classroom Management and Ethics

EDU 519 Subject Area Specialization

EDU 530 Cultural Anthropology for Educators

EDU 541 The Exceptional Child

EDU 542 Models of Teaching and Learning

EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom

EDU 545 Multiethnic Literature for Children/Young Adults OR EDU 548

EDU 550 Bilingual Methods and Issues

EDU 565 Multiple Intelligences

EDU 566 Effective Intervention and Collaboration

EDU 595 Special Topics

ENG 563 Language Structure and Acquisition

ETC 505 Educational Computing - Level I

ETC 515 Selection and Utilization of Instructional Media

ETC 525 Instructional Design and Development

ETC 535 Internet for Educators

ETC 555 Educational Desktop Publishing

KIN 560 School Health Education

LDR 590 Advanced Studies in Leadership Practices

RDG 530 Mechanics of Reading and Writing

RDG 535 Diagnosis of Reading Problems

RDG 536 Diagnosis of Reading Problems Fieldwork

RDG 538 Advanced Assessment and Intervention Strategies in Reading and Language Arts

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

Master of Science in Education**Specialization in Teaching and Learning (32 units)**

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

Competency

EDU 509 Educational Psychology

Core Requirements

EDU 521 Theories of Learning and Teaching OR EDU 542
 EDU 521L Theories of Learning and Teaching Lab OR EDU 542L
 EDU 522 Curriculum Theory and Development
 EDU 522L Curriculum Theory and Development Lab
 EDU 524 Issues and Trends in Public Education
 EDU 524L Issues and Trends in Public Education Lab
 EDU 526 Applied Educational Research
 EDU 526L Applied Educational Research Lab
 EDU 550 Bilingual Issues and Methods
 EDU 550L Bilingual Issues and Methods Lab
 EDU 565 Effective Intervention and Collaboration
 EDU 565L Effective Intervention and Collaboration Lab
 ETC 507 Technology and Learning
 KIN 560 School Health Education
 KIN 560L School Health Education Lab

Master of Science in Education**Specialization in Teachers of English to Speakers of Other Languages (TESOL) (30-31 units)****Competency**

EDU 509 Educational Psychology

Core Requirements (12 units)

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

Specialization Requirements (6 units)

ENG 523 Theory and Methods of TESOL
 ENG 563 Language Structure and Acquisition

Elective Requirements (12 units)

Complete twelve (12) units from the following:

ENG 543 Teaching Second Language Writing
 ENG 546 Teaching Second Language Reading
 ENG 553 Second Language Curriculum Development and Assessment
 ENG 573 Second Language Acquisition
 ENG 599 Special Topics (3 units, upon approval)

HIGHER EDUCATION

Master of Science in Higher Education Leadership and Student Development (40 units)

This program has been designed to prepare individuals for positions of leadership and service in higher education. Graduates of this program will demonstrate the ability to successfully guide personnel and programs toward institutional objectives. The program also provides candidates with an essential framework for understanding college student development, and will equip candidates with the skills needed to support and encourage student growth.

Core Requirements

EDU 525	Survey of Educational Research OR PSY530
HED 500	Foundations of Service in Higher Education
HED 505	The College Student Experience
HED 510	Student Development in Higher Education
HED 520	Worldviews and Multiculturalism in Student Affairs
HED 530	Introduction to College Counseling and Advising
HED 550	Law and Finance in Higher Education
HED 560	Program Development and Assessment
HED 580	Supervised Practice (4 units)
LDR 502	Theories and Foundations in Leadership Studies
LDR 521	Organizational and Institutional Theories
LDR 541	Knowledge Management and Decision Making
LDR 550	Leadership, Virtues, Ethics and Practice

LEADERSHIP

Master of Arts in Leadership and Adult Learning (30 units)

The Master of Arts in Leadership and Adult Learning equips educators and staff with the ability to implement a variety of leadership models to actively engage adults in professional development for both school and non-school settings.

Adult Education Requirements

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

Leadership Requirements

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

Master of Arts in Leadership and Community Development (30 units)

This program has been designed to prepare individuals for positions of leadership and service in the global and local community. Graduates of this program will demonstrate the leadership skills and knowledge of the key principles necessary to facilitate transformative change, understand research in order to identify and implement the best leadership practices, and be equipped to practically apply theological principles of the Kingdom of God in community development.

Core Requirements

EDU 525	Survey of Educational Research
LDR 501	Introductions to Leadership and Organizational Theory
LDR 505	Church and Community
LDR 525	Biblical Perspectives on Social Change
LDR 541	Knowledge Management and Decision Making
LDR 570	Social Capital
LDR 595	Community Leadership Practicum (12 units)

Master of Arts in Leadership and Organizational Studies (30 units)

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

Leadership Requirements

- EDU 502 Professional Interpersonal Communication
- LDR 502 Theories and Foundations in Leadership Studies
- LDR 521 Organization and Institutional Theories
- LDR 531 Group Dynamics and Staff Development
- LDR 541 Knowledge Management and Decision Making
- LDR 550 Leadership Ethics, Virtues and Practices
- LDR 560 Leading and Managing Complexity
- LDR 561 Leadership Tactics
- LDR 570 Social Capital
- LDR 589 Internship OR LDR 590

Leadership Studies Certificate (12 units)

The Leadership Studies Certificate program will prepare emerging leaders for career advancement opportunities by developing critical perspectives through decision making and leadership models.

Core Requirements

- LDR 502 Theories and Foundations in Leadership Studies
- LDR 521 Organizational and Institutional Theories

Elective Requirement

Complete six (6) units from the following:

- LDR 541 Knowledge Management and Decision Making
- LDR 550 Leadership, Ethics, Virtues, and Practices
- LDR 560 Leading and Managing Complexity
- LDR 561 Leadership Tactics
- LDR 570 Social Capital

SCHOOL COUNSELING

Master of Science in School Counseling (48 units)

Students completing all requirements including course requirements, 100 hours of introductory fieldwork, 600 hours of field experience/internship following completion of coursework, and a passing score on the required Praxis exam for School Counseling, will be eligible for the Master of Science in School Counseling and may apply for recommendation for the Pupil Personnel Services Credential with a Specialization in School Counseling.

Core Requirements (30 units)

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

School Counseling Requirements (8 units)

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

Practicum Course Requirements (4 units)

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

Final Field Experience Requirement (6 units)

Students must have documented at least 100 clock hours in practicum fieldwork through the completion of the practicum courses to be approved to begin the field experience/internship requirements.

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

SCHOOL PSYCHOLOGY

Master of Science in School Psychology (61 units)

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

Core Requirements (30 units)

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

School Psychology Requirements (13 units)

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

Practicum Course Requirements (6 units)

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

Final Field Experience Requirement (12 units)

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

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

CREDENTIAL PROGRAM

Preliminary Single Subject Credential

The Single Subject Teaching Credential program prepares teachers for positions at the middle and high school levels (7-12).

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). Candidates must complete all credential and State requirements to be eligible for a credential. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Foundation Course Requirements (13 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 514 Secondary Methods
- ETC 507 Technology and Learning

Methods Course Requirements (9 units)

- EDU 515 Reading and Writing in the Content Areas
- EDU 518 Classroom Management and Ethics
- EDU 519 Subject Area Specialization

Capstone Course Requirement (15 units)

- EDU 580 Student Teaching and Seminar OR EDU 581

Dual Preliminary Single Subject and Education Specialist Credential in Mild/Moderate Disabilities

This program is designed for candidates seeking a preliminary dual Single Subject and Education Specialist in Mild/Moderate Disabilities credential. The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults. Mild/Moderate Disabilities (M/M) includes specific learning disabilities; mild to moderate mental retardation; other health impairment; serious emotional disturbance; and authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

Candidates must complete all credential and State requirements to be eligible for a credential. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Foundation Course Requirements (9 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 541 The Exceptional Child

Methods Course Requirements (23 units)

- EDU 514 Secondary Methods
- EDU 515 Reading and Writing in the Content Areas
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Ethics
- EDU 519 Subject Area Specialization
- ETC 507 Technology and Learning
- SPE 590 Diagnostic and Remedial Techniques in Reading with Lab

Dual Credential Course Requirements (10 units)

- SPE 546 Applied Behavior Analysis
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 558 Assessment and Interventions

Student Teaching (15 units)

- EDU 580 Student Teaching and Seminar
- SPE 580 Student Teaching in Special Education

Preliminary Multiple Subject Credential

The Multiple Subject Credential program prepares teachers for positions at the elementary and middle school levels (K-8).

Candidates must complete all credential and State requirements to be eligible for a credential. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Foundation Course Requirements (13 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 516 Teaching Reading and Phonics
- ETC 507 Technology and Learning

Methods Course Requirements (11 units)

- EDU 505 Elementary Curriculum and Instruction: Math and Science
- EDU 512 Teaching Language Arts and Social Studies
- EDU 518 Classroom Management and Ethics
- EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom

Capstone Course (15 units)

- EDU 580 Student Teaching and Seminar OR EDU 581

Dual Preliminary Multiple Subject and Education Specialist Credential in Mild/Moderate Disabilities

This program is designed for candidates seeking a preliminary dual Multiple Subject and Education Specialist in Mild/Moderate Disabilities credential. The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. Mild/Moderate Disabilities (M/M) includes specific learning disabilities; mild to moderate mental retardation; other health impairment; serious emotional disturbance; and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.

Candidates must complete all all credential and State requirements to be eligible for a credential. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Foundation Course Requirements (9 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 541 The Exceptional Child

Methods Course Requirements (19 units)

- EDU 512 Teaching Language Arts and Social Studies
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Ethics
- EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom
- ETC 507 Technology and Learning
- SPE 590 Diagnostic and Remedial Techniques in Reading with Lab

Dual Credential Course Requirements (10 units)

- SPE 546 Applied Behavior Analysis
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 558 Assessment and Interventions

Student Teaching (15 units)

- EDU 580 Student Teaching and Seminar
- SPE 580 Student Teaching in Special Education

School of Education

Preliminary Education Specialist Credential in Mild/Moderate Disabilities

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

Candidates must complete all all credential and State requirements to be eligible for a credential. Credential requirements can be obtained from the School of Education Credential Program Advisors.

Foundation Course Requirements (13 units)

- EDU 509 Educational Psychology
- EDU 511 Theories and Methods of Teaching Diverse Students
- EDU 541 The Exceptional Child
- ETC 507 Technology and Learning

Professional Course Requirements (23 units)

- EDU 505 Elementary Curriculum and Instruction: Math and Science
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Discipline
- SPE 546 Applied Behavior Analysis
- SPE 555 Collaboration, Consultation and Effective Intervention
- SPE 558 Assessment and Interventions
- SPE 590 Diagnostic and Remedial Techniques in Reading

Student Teaching (15 units)

- SPE 580 Student Teaching in Special Education OR SPE 581

Preliminary Education Specialist Credential in Moderate/Severe Disabilities

This program is designed for candidates seeking the Preliminary Education Specialist Credential in Moderate/Severe Disabilities. Candidates who complete the Preliminary Education Specialist: Moderate/Severe Disabilities Credential may teach a variety of students, which include those classified as having autism; deaf-blindness; moderate to severe mental retardation; multiple disabilities; serious emotional disturbance. The credential authorizes service in grades K-12 and in classes organized primarily for adults through age 22. Candidates must complete all requirements before Student Teaching: prerequisite courses, professional coursework, passage of the Basic Skills requirement, negative TB test, subject matter competency, a current CPR certificate covering infant, child and adult, U.S. Constitution and RICA exam is required.

Prerequisite Course Requirements (9 units)

- EDU 509 Educational Psychology
- EDU 541 The Exceptional Child
- EDU 516 Teaching Reading and Phonics

Professional Course Requirements (19 units)

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

Student Teaching (15 units)

- SPE 580 Student Teaching in Special Education OR SPE 581 Internship

Education Course Descriptions

- ART 515 Aesthetics and the Classroom (3)**
An upper division and graduate level course for the classroom teacher and liberal studies major. Studies assumptions we make about art, investigates our difficulties in understanding art, builds skill in perceiving and communicating about art, and connects lessons learned to practical classroom application.
- ECH 510 Characteristics of Infants to Preschoolers with IFSP/IEP (3)** Fall, Spring
This course offers the candidate an opportunity to explore the etiology and developmental characteristics of young children with exceptional needs. All categories of exceptionality will be surveyed including anomalies such as social/emotional imperceptiveness, communication delays, communicable diseases and attention deficit disorder. Candidates will study children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Credential program acceptance.
- ECH 515 The Role of the Family ECSE (3)** Fall, Spring
This course is intended to provide opportunities for the candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. In addition, the candidate will develop an understanding of the impact of the child's disability on the family and will be trained in the skills to sensitively elicit family's concerns, priorities, and resources in relation to their child. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Credential program acceptance.
- ECH 520 Assessment and Intervention: Birth to Pre-K (3)** Fall, Spring
This course is intended to provide the candidate with clear, accessible formal and informal assessment information plus practical skills and techniques for improving services for young children with special needs in home and classroom settings. This course fulfills one of four of the CTC ECSEAA courses. Prerequisite: Credential program acceptance.
- ECH 525 Instructional Strategies: Birth to Pre-K (3)** Fall, Spring
This course provides information and skill-building opportunities on curricula, instructional strategies, service environments, and staffing roles for teachers of young children, birth – pre-kindergarten with disabilities. Candidates will learn the background knowledge and preliminary skills needed for successful inclusion of children with disabilities in early childhood education settings. This course fulfills one of four of the CTC ECSEAA courses. Prerequisites: Credential program acceptance.
- EDL 522L Spiritual Integration for Curriculum Theory and Development (1)**
The integration of Biblical teaching, concepts, and points of view into curriculum theory and development. Explicit spiritual formation and character development through the curriculum design. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 530 Introduction to Educational Leadership (3)**
This course equips students to lead from multiple theories and establish best practices in educational leadership and introduces students to the ethical, legal, fiscal and administrative knowledge and skills required for effective school leadership.
- EDL 531 Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools (3)**
The course explores questions such as “What is a philosophy of Christian education? Why it is a valid question? How does one develop the scriptural case for a truly Christian education?” Scriptural models of Christian leadership and the spiritual integration of learning and faith are investigated. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 534 Program Evaluation and Development (3)**
This course equips students with the knowledge and skills to lead comprehensive curricular program improvement. Students will develop strategies and techniques that use data to identify and assess areas for instructional improvement, design and implement plans to improve instruction for all students and develop systems for ongoing program improvement. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- 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. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.

School of Education

- EDL 545L Spiritual Integration for Supervision and Staff Development (1)**
Administrator as spiritual model, mentor, and evangelist and the explicit spiritual formation and character development of staff and personnel. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 556 School Law and Finance (3)**
This course equips students with the necessary knowledge of the laws and finance affecting students and schools and skills for implementing the law and developing and managing the school budget. Attention is given to role of the school administrator as a leader and manager of legal, financial, physical and human resources and obligations. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 557 Law, Finance, and Development for Faith Based Schools (3)**
Legal issues and their administrative impact in Christian education regarding school policies, financial operations and development practices. Financial management, budgetary processes, and development plans. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 558 Governance, Policy and Community Relations (3)**
This course equips candidates with the knowledge and skills that build productive relationships with various school constituents and mobilize necessary resources for all students to achieve. Candidates examine the relationships between national, state, and local political systems and the governance of public school systems and learn strategies for developing a school-community relations program. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 559 Faith Based Governance, Policy, Marketing, Community Relations, and Current Issues (3)**
Governance, policy, and marketing issues in Christian education and their interrelations with a faith based philosophy of education and educational leadership. How school policies are initiated, researched, and created. Board, staff, volunteer, student, and parent, policy handbooks. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 560 School Site Leadership and Organizational Development (3)**
This capstone course requires that candidates demonstrate mastery of the knowledge and skills required of ethical school site leaders. In addition, candidates integrate and synthesize knowledge and skills from previous courses in the administrative program into a coherent and comprehensive model to refine and guide their leadership practices. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 561 Management and Organizational Behavior for Faith Based Schools (3)**
Christian models of management and organizational behavior for board, administration, staff, faculty, parents, students, volunteers, and community. Institutional and teaching models, assessment, accreditation, extra-curricular activities, and automation from a Christian worldwide perspective. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDL 580 Fieldwork (3)**
Students demonstrate through structured field experiences in an elementary and secondary level school site the mastery of knowledge, skills and dispositions required of candidates for the California Preliminary Administrative Services Credential. Candidates synthesize their learning from the previous courses in the credential program and apply the principles and practices in the field to gain experience with the roles and responsibilities of a school site administrator. Candidates register for two 3-unit assignments to be performed at different sites. Graded on a Pass/Fail basis only. Prerequisite: Declared Educational Leadership for Public Institutions Specialization.
- EDL 581 Fieldwork in Faith Based Schools (3)**
Field study designed to give students an opportunity to perform duties and responsibilities of an administrator in a private, faith based school with special emphasis on explicit spiritual integration. Graded on a Pass/Fail basis. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDU 501 Leadership, Worldviews and Contemporary Issues (3)**
Students will evaluate a range of contemporary issues related to education from different leadership and worldview perspectives and develop a worldview and leadership philosophy. Students are equipped with a foundational understanding of worldviews and leadership so as to be informed catalysts for change in education environments.
- EDU 502 Professional Interpersonal Communication (2-3)**
The course provides students an opportunity to develop the requisite knowledge and skills to deal effectively with difficult interpersonal situations that emerge in the education profession. Students will develop resources to be proactive in establishing appropriate personal and professional boundaries, identifying problems and framing creative solutions, and managing conflict.

- EDU 504 The History and Future of American Education (2-3)**
The course evaluates the historical contexts and milestones that have left their imprint and continue to shape the American educational system. Students will evaluate trends in American education beginning from 1636 AD to the present in order to understand current educational practices and influence future educational policy.
- EDU 505 Elementary Curriculum and Instruction: Math and Science (3)**
This course prepares future teachers to meet the California State requirements for the Multiple Subject Credential in math and science and to equip diverse students with knowledge and methodologies necessary for the successful integration and teaching of these subjects. This course consists of the study of current best practice techniques and curriculum development used in teaching mathematics and science in the public schools. Emphasis is placed on effective instructional methods and evaluation procedures. A minimum of 20 hours of observation and participation in math and science classrooms is required with the purpose of providing students with opportunities to apply methods learned in this course to public school settings. Prerequisite: Credential program acceptance.
- EDU 507 Introduction to Adult Education (3)**
This course focuses on the identification of principles and practices of adult learning, differences between adults and youth as learners, and a review of research on adult learning. The course investigates the physiological, psychological, and psychosocial changes in the adult life span and the implications these changes have for adult learning.
- EDU 509 Educational Psychology (3)**
This course will equip candidates to appraise the relationship between the theories and practices of human development and teaching/learning methods. Specifically, candidates will examine the manner in which world view perspectives of developmental forces impact classroom policies and procedures. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making the pedagogical decisions required in the TPA process. Four (4) hours of fieldwork is required. Prerequisite: Credential program acceptance.
- EDU 511 Theories and Methods of Teaching Diverse Students (3)**
This course will equip candidates with the theories and practices connected to working with diverse student populations. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making adaptations required in the TPA process. Ten (10) hours of fieldwork is required. Prerequisite: Credential program acceptance.
- EDU 512 Teaching Language Arts and Social Studies (3)**
This course prepares future teachers to meet the California state requirements for certification in language arts and social studies and to equip students with knowledge and skills necessary for the successful teaching of these subjects. It is a study of the scope, the organization, and the instructional procedures used to teach social studies and language arts. Students learn how to design and develop interdisciplinary units of study, how to write and assess instructional objectives, and how to organize and integrate social studies and language arts instruction for diverse learners in the public classroom. Twenty (20) hours of fieldwork is required. Prerequisite: Credential program acceptance.
- EDU 514 Secondary Methods (3)**
This course examines various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private. Twenty (20) hours of structured observation is required, equally divided between the middle school and high school classroom. This course will introduce the California TPA process. Prerequisite: Credential program acceptance.
- EDU 515 Reading and Writing in the Content Areas (3)**
Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons which integrate language arts standards with other content standards and provide for differentiated instruction for diverse students including English learners. Twenty (20) hours of fieldwork required. Prerequisite: Credential program acceptance.
- EDU 516 Teaching Reading and Phonics (3)**
This course consists of the study of current best theories and practices in the teaching of listening, speaking, reading and writing in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Phonics skills for teaching and learning will be stressed. Students will be required to spend two hours per week at an approved elementary school site observing, participating and tutoring students in reading. Approved by the California Commission on Teacher Credentialing for teacher preparation in comprehensive, balanced literacy instruction. Twenty (20) hours of fieldwork required. Prerequisite: Credential program acceptance.

School of Education

- EDU 517 Models and Methods of Adult Learning (3)**
This course evaluates a variety of models, methods, tools, and techniques employed in facilitating adult learning. The course equips students to structure learning activities for adult learners so as to maximize learning. Prerequisite: EDU 507.
- EDU 518 Classroom Management and Ethics (3)**
This course explores the context and best practices of teacher ethics and classroom management. The course equips students to navigate the implicit and explicit ethical dilemmas inherent in the routine decisions teachers make every school day in a manner consistent with the profession's code of ethics. The course also equips students with a variety of classroom management and ethics strategies and techniques to optimize the learning environment for all students. Ten (10) hours of fieldwork required. Prerequisite: Credential program acceptance.
- EDU 519 Subject Area Specializations (3)**
Working almost exclusively in small groups or one-on-one with the instructor, students focus only on the strategies and methods designed specifically for their subject areas. In addition to the 20 hours of observation required, divided equally between middle school and high school, students in this course will interact with students who are English language learners and complete at least one California TPA. Prerequisite: Credential program acceptance.
- EDU 520 Current Issues Seminar (2)**
Investigation of current problems and topics relative to research in curriculum and instruction as well as an introduction to the graduate programs in education. Recommended as the first course in the program.
- EDU 521 Theories of Learning and Teaching (3)**
Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.
- EDU 521L Theories of Learning and Teaching Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 521 and Declared Teaching and Learning Specialization.
- EDU 522 Curriculum Theory and Development (3)**
This course is an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.
- EDU 522L Curriculum Theory and Development Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 522 and Declared Teaching and Learning Specialization.
- EDU 523 Applied Educational Statistics (3)**
A foundational descriptive and inferential statistics course focusing on the interpretation and analysis of data. The course provides conceptual and procedural understandings of research in the field of education. The course will introduce a variety of statistical concepts and methods, and will evaluate, using statistical data, current issues and problems in education. Emphasis will be placed on using statistics as an effective tool for data-driven decision making, research, evaluation, and reports.
- EDU 524 Issues and Trends in Public Education (3)**
Examination of past, present, and future issues that have, are currently, and may impact schools and education in America. The course is designed to stimulate reflective thought about the issues in education that a professional educator should be able to address in an articulate manner. Students are encouraged to identify topics of interest for continued study. Prerequisite: Declared Teaching and Learning Specialization.
- EDU 524L Issues and Trends in Public Education Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 524 and Declared Teaching and Learning Specialization.
- EDU 525 Survey of Educational Research (3)**
An introduction to research methods in education. Provides opportunity to develop skill in interpreting research literature; to become acquainted with sources of research literature; to develop an understanding of the methodology of educational research; and to become a critical reader of research reports. An emphasis on the teacher as researcher will provide a basis for assignments.

- EDU 526 Applied Educational Research (3)**
This course introduces the variety of the most common research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will develop skill in interpreting research literature; becoming acquainted with sources of research literature; developing an understanding of the methodology of educational research; becoming a critical reader of research reports; and gaining a basic knowledge of statistics. An emphasis on the teacher as a researcher will provide a basis for assignments. Students will design, research, and complete an action research project as the culminating assignment for EDU 526L, the accompanying lab course. This project may be a continuation of action research begun in EDU 524/524L. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning Specialization.
- EDU 526L Applied Educational Research Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 526 and Declared Teaching and Learning Specialization.
- EDU 527 The History and Future of Higher Education in America (3)**
This course evaluates a variety of historical stands and milestones that have left their imprint on the American educational systems, with an emphasis on community colleges. Students will evaluate current educational practices in light of the past and respective implications for future educational policy and practices. Students will develop a holistic understanding on the role of education in contemporary society so as to implement lasting and systemic change that benefits students and society.
- EDU 530 Cultural Anthropology for Educators (3)**
A study of the cultural factors that affect human behavior. Topics include language, art, religion, subsistence and cultural change. Approved by the California Commission of Teacher Credentialing to satisfy requirements for CLAD certification.
- EDU 531 Comparative Worldviews and Education (2)**
This course evaluates different worldviews and their corresponding implications for education. Students will evaluate different belief systems in relation to their own, explore the nature of truth and reality, and compare educational systems associated with different beliefs. Students will refine their own worldview and identify best practices for education based upon international comparisons.
- EDU 532 Introduction to Leadership and Change (2)**
This course equips students to lead from multiple theories and established best practices in leadership and introduces students to the political and ethical knowledge and skills to facilitate positive change.
- EDU 533 Intercultural Competence (3)**
This course provides opportunities to investigate theories and models of intercultural competence in communication, relationship building and adaptation /transition across cultures for the purpose of equipping students for service in multi-national school communities. This course provides the opportunity for students to read, think, talk and write broadly and deeply about intercultural issues. Through exposure to a range of ideas and issues related to intercultural competencies you are prepared to navigate the barriers of successful intercultural interaction.
- EDU 534 International and Comparative Education (3)**
This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and examine the history of their respective educational systems and how the systems were organized to meet the political, social and economic agenda of the 21st century. By examining different approaches to common problems, students will have a broad foundation upon which they can analyze and evaluate different strategies for problem solving educational issues. Students will develop their personal worldview of international education based on a Judeo-Christian worldview.
- EDU 536 Learning and Teaching a Second Language (3)**
This course evaluates theories and methods for teaching and learning a second language, with an emphasis in cross cultural arenas. This course also prepares candidates to teach non-native speakers a second language and navigate the challenges of promoting learning in national or international language settings.
- EDU 537 Course and Program Development and Evaluation (3)**
This course examines the issues and models associated with developing courses and academic programs that promote student engagement and learning. Student will develop necessary strategies and skills to design and implement course and program improvement plans and effectively manage resources to accomplish course and institutional objectives.

School of Education

- EDU 541 The Exceptional Child (3)**
The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials including those appropriate for English language learners, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. A certificate of clearance is required prior to engaging in fieldwork. Approved by the California Commission on Teacher Credentialing to meet requirements for the credential.
- EDU 542 Models of Teaching and Learning (3)**
Students explore varied strategies of instruction from four families of teaching models: behavioral, social, personal, and information processing. Students will identify and study sixteen unique models of teaching, which provide the student with a wide repertoire of teaching models for classroom practice. Students examine relationships among theories of learning and instruction as well as various instructional alternatives. Prerequisite: EDU 300, EDU 302, and teaching experience or permission of the instructor.
- EDU 542L Models of Teaching Lab (1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 542 and Declared Teaching and Learning Specialization.
- EDU 543 Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom (2)**
This course is an introductory methods course for students seeking a career in education. This course is a study of the Visual and Performing Arts and the Physical Education California Frameworks. Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom will focus on understanding California's goals for teaching elementary age students non-core curriculum content. This course will focus on appropriate instructional and assessment goals. This course will also include strategies for teaching non-core content in settings heavily impacted by state assessments and pacing guides. Six hours of observation and four hours of teacher aiding are required. Prerequisites: EDU 300 and 302.
- EDU 544 Personnel Leadership and Development (3)**
This course equips candidates with the knowledge and skills for attracting, selecting, developing, evaluating and retaining quality and competent faculty and staff. Students also develop competencies in managing employee problems and due process. Prerequisite EDL 530 and either Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDU 545 Multiethnic Literature for Children and Young Adults (3)**
Students will focus on the identification and study of literature written by and about ethnic minorities in the United States. The course also provides an in-depth study of a variety of books appropriate for use in the classroom. Prerequisite: A course in children's literature recommended.
- EDU 546 Analysis of Teaching Behavior (3)**
This course is a systematic study of the teaching process, in which candidates examine research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom. Prerequisite: Declared Educational Leadership for Faith-Based Institutions Specialization.
- EDU 548 Multiethnic Education (3)**
A course to help in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices.
- EDU 550 Bilingual Issues and Methods (3)**
This course provides an in-depth study of the legal, ethical, social and cultural issues surrounding the field of bilingual education. Students will study and develop methods of delivering academic content in English in order to provide bilingual students with equal access to the curriculum.
- EDU 550L Bilingual Issues and Methods Lab(1)**
Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: EDU 550 and Declared Teaching and Learning Specialization.

- EDU 554 Teaching the Gifted and Talented: Nature and Needs of Gifted Children (3)**
A study of the nature and needs of gifted and talented children in the school setting will be examined. Models of human intelligence, including Multiple Intelligences Theory, and ways to identify and serve talented students in diverse populations, including American Indian children, will be addressed. Prerequisite: Credential program acceptance.
- EDU 557 Teaching and Learning in the Digital Age (3)**
The course examines the role and uses of technology and learning for adults. Candidates will play (experiment) with a variety of interactive technology and develop exemplars on how the respective technology can be used to enhance student learning and engagement. Students will complete several teaching projects using technology that they will share with their peers.
- EDU 562 Teacher Leadership Practicum (1)**
Under the supervision of a faculty member and representative from the sponsoring agency, candidates will complete formal learning activities in the Teacher Leader Certification Academy of Riverside County, hosted by the Riverside County Office of Education. This course will provide candidates with the skills to implement the ETS Teacher Leader Model Standards and be equipped to use their influence as leaders to positively transform the field of education. Candidates will assess their effectiveness as a leader and identify strengths, weaknesses, and goals for improvement. May be repeated for a maximum of four (4) units.
- EDU 565 Multiple Intelligences in the Classroom (3)**
An understanding of Gardner's Theory of Multiple Intelligences and how to put it to use in the classroom is the focus of this course. Class presentations will include an exploration of the theory and its relationship to the human brain, ways in which MI theory can assist teachers in developing curricula, choice of teaching strategies, and improvement of the classroom environment.
- EDU 566 Effective Intervention and Collaboration (3)**
Students will (a) become familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discuss the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrate the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (e) demonstrate the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level state-adopted academic content standards for students at high performance levels.
- EDU 580 Student Teaching and Seminar (15)**
Teaching experience in the public school under guidance of university supervisor with cooperation of a credentialed master teacher in the public school. Open to Multiple Subject and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- EDU 580A Student Teaching and Seminar (7)**
Teaching experience in elementary or secondary education under guidance of university supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- EDU 580B Student Teaching and Seminar (8)**
Teaching experience in elementary or secondary education under guidance of university supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Non-Degree applicable. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- EDU 581 Internship and Seminar (15)**
Within the intern's classroom, the intern will work with a university supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- EDU 581A Internship and Seminar (7)**
Within the intern's classroom, the intern will work with a university supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.

School of Education

- EDU 581B Internship and Seminar (7)**
Within the intern's classroom, the intern will work with a university supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- EDU 582 Internship Practicum (1-2)**
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. A grade of F is reason for dismissal from the Intern program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the final semester of student teaching. May be repeated. Prerequisite: Credential program acceptance and Program Advisor permission.
- EDU 583 Student Teaching Continuance (0)**
Students requiring additional weeks of Multiple Subject or Single Subject student teaching will need to enroll in this course until requirements for EDU 580 are fulfilled. Additional fees will apply. Pass/Fail. Prerequisite: EDU 580.
- EDU 585 International Education Practicum (1-3)**
Experience in International Education: Candidates will collaborate with the Professor to develop an International Education Applied Research project to take place in an international setting. The Practicum concludes the program and will require approximately 40 hours of exposure per credit hour, and candidates are required to take a minimum of 3 units. With the approval of the instructor more units may be offered depending on the complexity of the research topic. Pass/Fail. Prerequisites: EDU 531, 532, 533, 534.
- EDU 590 Directed Readings (3)**
This course focuses on special subjects of interest to current teachers and identified needs of specific educational groups.
- EDU 594 Comprehensive Exam (0)**
Registration in EDU 594 is required for students wishing to take a comprehensive exam to complete degree requirements for a Master of Education degree. Prerequisite: Program Advisor Permission.
- EDU 595 Special Topics (1-3)**
Focuses on special subjects of interest to current teachers. May be repeated for credit.
- EDU 596 Research Seminar (3)**
The seminar requires students to engage in preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project or thesis. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results. Prerequisite: EDU 525 and Program Advisor Permission.
- EDU 597 Project (1)**
Continuing enrollment for those not completing a project while enrolled in EDU 596. Prerequisite: Program Advisor Permission.
- EDU 598 Thesis (1)**
Continuing enrollment for those not completing a thesis while enrolled in EDU 596. Prerequisite: Program Advisor Permission.
- EDU 599 Independent Graduate Research (1-3)**
This is an independent inquiry into a topic not currently available in regular program offerings.
- ETC 505 Educational Computing - Level I (3)**
A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Required as a prerequisite for all Educational Technology courses.
- ETC 507 Technology and Learning (4)**
Candidates will examine and apply various instructional theories and technologies to enhance student engagement and achievement. Candidates will demonstrate proficiency in various computer, web, and mobile device applications for the K-12 classroom and evaluate their relative effectiveness in relation to student achievement. Prerequisite: Program acceptance.
- 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.

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.
ETC 515L	Selection and Utilization of Instructional Media Lab (1) Students will connect the content from the core lecture course with practice at the district, school or classroom level through a problem-based learning experience. Pre- or Co- Requisite: ETC 515 and Prerequisite: Declared Teaching and Learning Specialization.
ETC 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.
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.
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.
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 535 and 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.
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.
RDG 530	Mechanics of Reading and Writing (3) Hands-on methodology instruction for teachers in areas such as decoding, spelling and structural analysis. This class features an examination of numerous commercial programs that have been promoted to increase reading ability through phonics instruction. Software programs are also examined and evaluated. Comprehensive instruction in the writing process and application for classes across the curriculum will be included. Prerequisite: EDU 515, 516, and Declared Reading Specialization or Reading Certificate.
RDG 535	Diagnosis of Reading Problems (3) This course examines diagnostic procedures and techniques used to determine reading problems. Methods of reading instruction, to include linguistic and phonics approaches, will be examined and prescriptive plans for the improvement of reading will be taught based on ongoing assessment. Prerequisite: EDU 515, 516, RDG 530, and Declared Reading Specialization or Reading Certificate.
RDG 536	Diagnosis of Reading Problems Fieldwork (3) A weekly seminar and 45 hours of fieldwork are required for this course. Fieldwork is focused on bridging components of theory and practice in the diagnosis and remediation of reading problems in settings which provide a balanced, comprehensive reading program for all learners. May be taken concurrently with RDG 535. Prerequisites: EDU 515, 516, RDG 530, and Declared Reading Certificate.

School of Education

- RDG 538 Advanced Assessment and Intervention Strategies in Reading and Language Arts (3)**
This course is designed to enable teachers to gain advanced knowledge and skill in the use of assessment and evaluation techniques and to develop alternative intervention strategies based on sound theory and research with all learners. May be taken concurrently with RDG 535 and 536. Prerequisites: EDU 515, 516, RDG 530 or special permission of the program coordinator.
- RDG 540 Models and Processes of Teaching Reading (3)**
An examination of the theoretical models and processes involved in teaching reading. Special emphasis on linguistic, perceptual, affective and cognitive components of reading as well as historical trends, factors affecting reading achievement and implications for instruction. Prerequisite: EDU 515, 516, 530 and Declared Reading Specialization.
- RDG 590 Clinical Experiences in the Teaching of Reading (4)**
Clinical (4 units) experience to involve diagnosis of individual reading problems, the guided design of prescriptive plans to meet the needs of individual clients and a supervised implementation of remediation techniques for the improvement of client reading deficiencies. Prerequisites: RDG 530, 535, 540, and Declared Reading Specialization.
- RDG 595 Special Topics in Reading Instruction (2)**
The examination of research in areas such as Emergent Literacy, Vocabulary Acquisition, Comprehension, Discourse Analysis and Cognitive Processing models. Focus will be on interpretation of reading and language arts research as it relates to practice. The Internet will be used to access professional reading organizations and current investigations in reading. Prerequisite: Declared Reading Specialization.
- SPE 520 Transition and Career Planning (1)**
Candidates will demonstrate the knowledge and ability to implement factors associated with successful planning and implementation of transitional life experiences. They will collaborate with personnel from other educational and community agencies to plan for successful transitions for students. Prerequisite: Credential program acceptance.
- SPE 520F Fieldwork: Transition and Career Planning (1)**
The course requires completion of CFASST Events 7 and 9 or equivalent activities. In Event 7, candidates will record and analyze critical information about students, examine the organization and resources of the school, district, and community, identify levels of English proficiency and primary language function in English learners, and examine student assessment data and academic achievement information in a selected content area. Event 9 requires candidates to investigate prior student achievement in their content area of emphasis, use long-term planning skills to create a series of five lessons designed to increase student learning of the selected standard, be observed teaching two lessons, evaluate student work, reflect on it, and discuss conclusions in a conference with the District Support Provider. Prerequisite: Credential program acceptance.
- SPE 530 Professional Induction Seminar (1)**
Candidates will extend their knowledge of general and special education responsibilities in schools in order to build in-depth knowledge of defined areas of interest. The Professional Induction Plan designed in this course outlines how the assessed needs of each candidate will be met and identifies specific activities for facilitating professional development. Prerequisite: Credential program acceptance.
- SPE 531F Professional Induction Fieldwork (1)**
Candidates will complete CFASST Events 1 and 6, or approved equivalent activities. Event 1 requires candidates to complete a focused examination of the educational context where they teach and to identify characteristics that affect their daily teaching. They will reflect on their findings with a District Support Provider. Event 6 requires candidates to reflect on the first year of teaching, to summarize major areas of growth, and to select significant work to share with colleague at a Colloquium. Prerequisite: Credential program acceptance.
- SPE 546 Applied Behavior Analysis (3)**
The course focuses on developing an educational approach to supporting positive academic and social behaviors in the classroom and community using the principles of Applied Behavior Analysis (ABA). Specifically, students will be presented with the concepts of reinforcement, punishment, stimulus, control, shaping, and fading as they are applied to increasing or decreasing academic and social behaviors. Students will also be presented with information regarding functional assessment, behavior support and behavior intervention plans, and laws (federal and state) governing behavioral issues related to individuals with special needs. Fieldwork required.
- SPE 548 Technology and Moderate to SEvere Disabilities (3)**
This course discusses the use of technology for education and support of students with moderate to severe disabilities. Particular focus will be placed on students with autism spectrum disorder. Completion of a college-level technology course is recommended.

- SPE 550 Research in Special Education (1)**
Candidates will demonstrate the knowledge and ability to read and apply current and emerging research on best practices as well as maintain currency on educational policies that affect their professional practice. Prerequisite: Credential program acceptance.
- SPE 551 Introduction to Autism: Characteristics and Interventions (3)**
This class is an introduction to the field of autism. It focuses on the foundations and characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD. Fieldwork required.
- SPE 553 Educational Assessment for Special Education (3)**
This course will introduce students to specific assessment and educational testing techniques, strategies, and instruments appropriate for use in identifying and placing special education students, measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment; basic concepts of measurement; and ethnic and cultural aspects of assessment. Other areas to be covered are: assessment of specific domains such as intelligence, sensory acuity, oral language, perceptual-motor skills, personality, and academic achievement, assessment of young children, teacher-made tests, and application of assessment information in decision-making. 20 hours of fieldwork is required for this course. Prerequisite: Credential program acceptance.
- SPE 555 Collaboration, Consultation, and Effective Intervention (3)**
This course will focus on the basic aspects of effective communication between special education professionals and others involved in the education and care of individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team-building, knowledge of community resources, and advocacy. They will learn how to promote self advocacy for persons in special education. 10 hours of fieldwork is required for this course. Prerequisite: Credential program acceptance.
- SPE 556 Teaching and Learning Strategies for Students with Autism Spectrum Disorder (3)**
This course provides an overview of interventions and strategies used for individuals with Autism Spectrum Disorders. Fieldwork required.
- SPE 558 Assessment and Interventions (4)**
This course will equip candidates with the theories and skills related to assessment and intervention of students with Mild/Moderate disabilities. Candidates will examine the relationship among assessment, disability, and intervention. Candidates will examine the basic concepts and theoretical foundation of assessment as well as the range of assessments from informal to formal. Issues related to culture, language, faith and disability as they impact student learning are also emphasized. This course will provide candidates with opportunities to connect assessment to interventions that address the unique needs of students with Mild/Moderate disabilities. Finally, this course is a clinical course requiring 20 hours of fieldwork that will occur at a designated school sites. Prerequisites: Credential program acceptance, EDU 512, 516, and 518.
- SPE 560 Advanced Curriculum, Instruction, and Assessment (1)**
Candidates will acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild and moderate disabilities. Prerequisite: Credential program acceptance.
- SPE 561F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non- university activities (1)**
Candidates will complete CFASST Events 2, 3, 4, and 5, or equivalent activities. Event 2 requires candidates to implement a new approach in the classroom, track changes, reflect on them, and confer with their District Support Provider to identify their current level of practice. Event 4 requires candidates to assess student performance, reflect on their findings, and complete a closure conference to assess current practice on the three elements of Standard 5 (Assessing Student Learning) of the California Standards for the Teaching Profession. Events 3 and 5 are profiles of practice requiring structured observations by the District Support Provider and subsequent assessment of their level of practice. Candidates will consider their level of practice, school or district priorities, and other challenges in order to prepare a plan of professional development in an area they have targeted for growth. The Individual Induction Plan (IIP) prepared by all candidates will assist the District Support Provider in determining the best focus for candidate efforts in completing CFASST. Prerequisite: Credential program acceptance.
- SPE 562F Fieldwork: Advanced Curriculum, Instruction, and Assessment or approved non-university activities (1)**
Candidates will complete CFASST Events 9 and 11, or equivalent activities during their second CFASST year. Event 9 requires candidates to investigate prior student achievement in their content area of emphasis, use long-term planning skills to create a series of five lessons designed to increase student learning of the selected standard, be observed teaching two lessons, evaluate student work, reflect on it, and discuss conclusions in a conference with the District Support Provider. Event 11 requires candidates to analyze student learning over time, reflect on a summative assessment of student learning, draw conclusions about teaching effectiveness, and discuss findings in a conference with the District Support Provider. Prerequisite: Credential program acceptance.

School of Education

- SPE 568 Teaching Students with Moderate/Severe Disabilities: Instructional Strategies (3)**
Instructional strategies for students with moderate/severe disabilities. Includes assessment, curriculum adaptations, curriculum delivery, and program evaluation. Topics include functional academics, communication skills, behavioral issues, and accessing the core curriculum. Prerequisite: Credential program acceptance.
- SPE 569 Teaching Students with Moderate/Severe Disabilities: Community Integration (3)**
Integrating students with moderate/severe disabilities into the community. Includes social networks, social skills, community based instruction, movement, mobility and specialized health care. Prerequisite: Credential program acceptance.
- SPE 570 Advanced Behavior and Environmental Support (1)**
Candidates implement systems to assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs (Standard 14). They work with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment (Standard 14). Prerequisite: Credential program acceptance.
- SPE 571F Fieldwork: Advanced Behavior and Environmental Support or approved non-university activities (1)**
Candidates complete CFASST Event 7 or approved equivalent activities. They record and analyze critical information about students, examine the organization and resources of the school, district, and community, identify levels of English proficiency and primary language function in English learners, and examine student assessment data and academic achievement information in a selected content area. Prerequisite: Credential program acceptance.
- SPE 580 Student Teaching in Special Education (15 units)**
Teaching experience in an approved school under guidance of a university supervisor in cooperation with a credentialed Master Teacher. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 580A Student Teaching in Special Education (7 units)**
Teaching experience in a special education classroom under guidance of university supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 580B Student Teaching in Special Education (8 units)**
Teaching experience in a special education classroom under guidance of university supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 581 Internship and Seminar (15)**
Intern teaching experience in elementary or secondary education under the guidance of a university supervisor while employed by an approved school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 581A Internship and Seminar (7)**
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary education. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 581B Internship and Seminar (8)**
Intern teaching experience in elementary or secondary education under the guidance of a university supervisor while employed by an approved school. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Pass/Fail. Prerequisite: Credential program acceptance and program advisor permission. Non-Degree Applicable.
- SPE 582 Internship Practicum (1-2)**
Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary, secondary or special education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. The seminar focuses specifically on tools, techniques, materials and strategies that promote effective instruction in the classroom. A grade of F is reason for dismissal from the Intern program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the intern has filed for the preliminary credential. May be repeated. Prerequisite: Credential program acceptance and program advisor permission.

- SPE 583 Special Education Student Teaching Continuance (0)**
Students requiring additional weeks of Special Education student teaching will need to enroll in this course until requirements for SPE 580 are fulfilled. Additional fees will apply. Pass/Fail. Prerequisite: SPE 580.
- SPE 590 Diagnostic and Remedial Techniques in Reading (4)**
This course will focus on the various causes of reading disabilities, including severe visual and phonological dyslexia; formal and informal methods for diagnosing reading problems; and the application of the results of assessment in IEP design. Instruments such as the Wide Range Achievement Test, Informal Phonics Inventory, Fry's High Frequency Sight Word Test, the Johns Informal Reading Inventory, and the Woodcock Reading Inventory will be covered. Students will also examine various instructional procedures, strategies, and materials for remediating reading disabilities in students in special educational classrooms and mainstream classrooms. A clinical practicum of 20 hours is included in which students assess, plan, and tutor individuals with severe reading disabilities. Prerequisite: EDU 516 and Credential program acceptance.
- SPE 595 Professional Leadership and Communication Seminar (1)**
In their final course, candidates will continue to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. They complete CFASST Events 10 and 12 or approved equivalent activities. Event 10 requires candidates to complete a short self-assessment and a review of evidence from Events 7-9 to identify their level of Framework implementation and area(s) of emphasis for the Individual Induction Plan (IIP). Event 12 requires candidates to examine evidence collected in all events and complete a self-assessment in each of the six California Standards for the Teaching Profession. They will also select significant work to share with colleagues in a Professional Growth Colloquium. At the conclusion of this course, the candidate will secure approval of the completion of the Level II Professional Induction Plan from the University Advisor and the District Support Provider. Prerequisite: Credential program acceptance.
- SPE 595F Fieldwork: Professional Leadership and Communication Seminar (1)**
The course requires completion of CFASST Event 4, 10 and 12 or equivalent activities. Event 4 requires candidates to assess student performance, reflect on their findings, and complete a closure conference to assess current practice on the three elements of Standard 5 (Assessing Student Learning) of the California Standards for the Teaching Profession. Event 10 requires candidates to complete a short self-assessment and a review of evidence from Events 7-9 to identify their level of Framework implementation and area(s) of emphasis for the Individual Induction Plan (IIP). Event 12 requires candidates to examine evidence collected in all events and complete a self-assessment in each of the six California Standards for the Teaching Profession. They will also select significant work to share with colleagues in a Professional Growth Colloquium. At the conclusion of this course, the candidate will secure approval of the completion for the Level II Induction Plan from the University Advisor and the District Support Provider. Prerequisite: Credential program acceptance.

Higher Education Course Descriptions

- HED 500 Foundations of Service in Higher Education (3)**
This course introduces the student to leadership and service in higher education. Included is an abridged overview of various eras of higher educational history from the Ptolemaic dynasty to modern times, with emphasis on modes of teaching and learning, educational leadership and student life through the ages. In the modern context, this course compares contemporary campus cultures, objectives and settings, including public, private, and for profit colleges, as well as adult learning centers, online colleges, community colleges, universities, and professional/research institutes. Included is an introduction to structures of campus governance and areas of leadership and service delivery.
- HED 505 The College Student Experience (3)**
The course will provide an overview of multiple aspects and environments for the college student experience from institutional level to individual, and feature specific discussions of theory and research for broad populations of college students: community college, adult students, students of color, low income, and graduate students.
- HED 510 Student Development in Higher Education (3)**
An evaluation of developmental theories and issues as applied to college students from late adolescence to adulthood. This course will equip students with a foundational understanding of psychosocial, moral/cognitive, spiritual, intellectual, career, and social ecological development, and will prepare students to effectively integrate theories in assessing college student growth and developmental needs.
- HED 520 Worldviews and Multiculturalism for Student Affairs (3)**
Students will evaluate cultural diversity from worldview, anthropological, psychological, sociological, and theological perspectives so as to promote healthy cross-cultural experiences and build a dynamic inclusive learning community among heterogeneous groups of people. This course sensitizes students to various assumptions and beliefs individuals use when making sense out of the world and develops specific multi-cultural competences in student affairs.

School of Education

- HED 530 Introduction to College Counseling and Advising (3)**
This course equips students to help both individuals and groups through difficult transitions. Students will develop the ability to incorporate various academic advising approaches, employ effective counseling strategies, and develop career counseling techniques useful in practice. They will demonstrate an understanding of various helping roles (advisor, counselor and therapist), supportive communication, triage skills, and a firm understanding of when one's expertise ends and referral to other campus and outside resources may be needed. Prerequisite: HED 510.
- HED 550 Law and Finance in Higher Education (3)**
An analysis of legal and financial issues confronting higher education today. This course will prepare entry level professions with the essential skills needed to access legal information, recognize economic trends and their influence on the financial health of educational institutions, and understand budget processes at the department, division, or school level. The course is designed to assist students in understanding the role of the University General Counsel, fundamental legislative actions and case laws that have guided and shaped service in higher education, private and public revenue sources and trends, budget proposals, preparation, management, stewardship of resources and accountability.
- HED 560 Program Development and Assessment(3)**
This course examines the issues and models associated with developing and implementing comprehensive and holistic assessments of academic and social programs and institutions. Students will develop knowledge and skills needed to direct financial, human and technological resources to bring about program improvement and success. Students will develop necessary strategies and skills to design and implement program improvement plans and effectively manage resources to accomplish institutional objectives. Prerequisite: EDU 525 or PSY 530.
- HED 580 Supervised Practice (1)**
Supervised practice for students in the M.S. Higher Education Leadership and Student Development program. Refer to the HELSD Supervised Practice and Portfolio manual for more information. May be repeated four (4) times for credit.

Leadership Course Descriptions

- LDR 501 Introduction to Leadership and Organizational Theory (3)**
The purpose of this course is to equip students with the knowledge and skills necessary for successful leadership in public and private organizations. Students will study leadership and organizational theories with an emphasis on assessment of personal growth needs and enhancement of administrative skills including communications, decision-making, motivation, leadership styles, and team building.
- LDR 502 Theories and Foundations in Leadership Studies (3)**
This course evaluates the primary theories and cross-cultural perspectives on leadership and the respective implications and applications in developing a holistic and international model for leadership. Students will develop a comprehensive philosophy of leadership which also evaluates their assumptions about the nature and knowledge of truth, God, humanity, good and evil, and society and their respective implications for leadership in a global society. Students will also develop a leadership improvement plan that examines their leadership strengths and challenges. Students will evaluate established classics in the leadership genre and various case-studies on leadership.
- LDR 505 Church and Community (3)**
This course examines key biblical passages related to the church, overviews major historical positions of the church, and interacts with contemporary questions about the church in order to help the student formulate his or her own personal theology of the church in a way that is consistent with the historic church, faithful to Scripture, and relevant to the culture. The student will also see how ecclesiology shapes pastoral leadership, ministry and community development. Students will consider how the church understands its own identity and relationship with community structures, social policies, and institutions.
- LDR 511 Organization and Administration in Higher Education (3)**
This course explores the organizational and administrative culture unique to institutions of higher education. Students evaluate the various facets and demands associated with campus life that allow for optimal student participation and completion rates and achievement at institutions of higher education. Prerequisites: EDU 527 and LDR 501.
- LDR 521 Organizational and Institutional Theories (3)**
This course evaluates leadership in context of organizational and instructional environments. Students will develop an in depth understanding of organizational and institutional theory and practices recognizing the unique contribution of both fields in understanding formal and informal structures and rationale and irrational processes in any collective activity. Students will be equipped with multiple perspectives to strategically frame and leverage organizational and institutional policies and practices to promote ethical and desired outcomes. Prerequisite: LDR 501 or 502.

- LDR 525 Biblical Perspectives on Social Change (3)**
This course examines the theological foundations for social transformation and evaluates historical and current thinking and practice on the relationship between the Church and social problems. Students will evaluate institutional and individual influence on society as well as theories and practices of social change.
- LDR 531 Group Dynamics and Staff Development (3)**
The course examines a variety of models and methods to foster collaborative learning communities and work environments and promote professional development. Students will study group processes, communication, cooperation, conflict management, negotiations, and social facilitation as means to create cultures of trust and high performing.
- LDR 541 Knowledge Management and Decision Making (3)**
This course evaluates theories on the nature of knowledge, knowledge management and decision making. Students will evaluate common reasoning fallacies and biases that make for flawed decisions and develop more robust and creative decision making strategies and processes that meet the needs of the situation. Student will develop a comprehensive rubric of principles that allows for effective management of knowledge and decision making.
- LDR 550 Leadership Ethics, Virtues and Practices (3)**
This course evaluates various ethical frameworks and worldviews with an emphasis on the Christian worldview in order to promote ethical and virtuous leaders. Students will establish principles for practicing ethical judgments and habits for virtuous and ethical leadership practices. Students will develop a personal heuristic for developing virtues and making ethical decisions that address ethical and moral dilemmas and choices that confront those in leadership positions. Prerequisite: LDR 521.
- LDR 551 CCCAOE Professional Training (3)**
This course equips students with logistical skills associated with leading career and technical education programs in California community colleges. Students will document 120 hours of learning activities completed in the CTE Dean Training hosted by the California Community College Association for Occupational Educators and complete a learning portfolio to be approved by the university instructor of record. Prerequisite: Acceptance into the Leadership and Adult Learning Specialization.
- LDR 560 Leading and Managing Complexity (3)**
This course evaluates systems and complexity theories and their respective implications for leadership. Students will explore the rules and patterns that govern all nonlinear and dynamic systems. Students will develop strategies and skills to successfully lead institutions and manage the complexity and chaos associated with leadership in complex environments. Prerequisite: LDR 521.
- LDR 561 Leadership Tactics (3)**
The course equips students to successfully lead at the tactical level around issues associated with community college administration. Topics include, but are not limited to, managing CTE funding, legislation and regulations, union relations, projects, correspondences, and meetings.
- LDR 562 Contemporary Leadership Perspectives and Practices (3)**
This three unit course equips students to confront professional and organizational challenges from various leadership perspectives. Students will document 120 hours of formal learning activities completed in the Leadership Institute of Riverside County, hosted by the Riverside County Office of Education or the Riverside County Leadership Initiative and complete a learning portfolio to be approved by the university instructor of record. Prerequisite: Permission of the Dean of the School of Education.
- LDR 570 Social Capital (3)**
This course examines the relationship between social capital and specific types of political and economic behavior from a comparative (local, regional, and global) perspective. More specifically, the course examines the impact of social capital on important policy outcomes, such as democracy building, economic development, and governmental performance.
- LDR 589 Internship (3)**
Under the supervision of a faculty member and representative from the sponsoring organization, students will utilize the internship to develop and demonstrate the principles and skills introduced in the leadership studies course. Prerequisite: Declared Leadership and Organizational Studies specialization.
- LDR 590 Advanced Studies in Leadership Practices (3)**
Students will engage in readings designed to advance their understanding of critical leadership perspectives and practices and complete a project that synthesizes learning from previous coursework in leadership studies and their formal leadership experiences.

School of Education

- LDR 595 Community and Leadership Practicum (1-12)**
Under the supervision of a faculty member and representative from the sponsoring agency, students will implement principles and skills to promote human flourishing consistent with the mission of the assigned agency and program learning outcomes. Candidates will successfully accomplish predetermined goals and projects for the sponsoring agency agreed upon by the university and site supervisors and demonstrate their mastery of the program outcomes by completing a comprehensive portfolio. May be repeated for a maximum of twelve (12) units. Pass/Fail. Prerequisite: Permission of the Program Director.
- LDR 596 Teacher Leadership Portfolio (1)**
In this one unit course, candidates will document 40-45 hours of formal learning activities completed in the Teacher Leadership Certification Academy, hosted by the Riverside County Office of Education. They will reflect on completed hours and demonstrate their mastery of the program outcomes by completing a comprehensive portfolio.

School Counseling and School Psychology Course Descriptions

- PPS 501 Introduction to School Psychology (3)**
This course is designed to introduce first-year students in the Pupil Personnel Services Credential Program in School Psychology to theory, roles, and functions, and current issues of school psychology as an academic discipline and as a professional field. This course will orient new students to the model of school psychology practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience. Fieldwork required. Prerequisite: Acceptance to School Psychology Program.
- PPS 502 Introduction to School Counseling (3)**
Introduces students to theory, roles, and functions, and current issues of school counseling as an academic discipline and as a professional field. This course will orient new students to the ACSA national model of school counseling practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience. Prerequisite: Acceptance to School Counseling Program.
- PPS 503 Counseling Theory (3)**
The course surveys the major theoretical approaches to individual counseling in the schools: e.g., Person-Centered Counseling, Rational-Emotive Behavior Therapy, Behavioral Counseling/Therapy, Cognitive and Cognitive/Behavior Therapy, and Solution-Focused Brief Therapy. Theories of change and resiliency research are studied. Students will examine each theory critically, practice techniques from some of them, and define a personal approach to counseling. Fieldwork required. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 510 Practicum: Role of the School Counselor (1)**
This course provides students with supervised opportunities to observe school counselors working in a variety of roles within a school community and to interact with school counselors regarding the nature of the job of school counselor. Reflection about the student's own personality, work style, and areas of strength and weakness will also be integrated into the understanding of the roles of the school counselor. Prerequisite: Acceptance to School Counseling Program.
- PPS 512 Counseling Techniques for Exceptional Children (3)**
The nature and needs of pupils in special education with a wide range of learning disorders and handicaps, as well as health problems, and emotional problems will be studied in conjunction with appropriate educational and counseling interventions. Attention to ethics and legislation governing special education, including those regulating practice with diverse populations is included. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 513 Advanced Psychopathology (3)**
This course will focus on the variety of psychosocial problems of children and adolescents that impair academic success and life skills. Candidates will demonstrate the ability to differentiate among a wide range of clinical disorders, social and emotional disorders and behavioral disorders of childhood and adolescents. Candidates will review research studies, case studies, assessment tools, treatment design and school based intervention programs to facilitate positive outcomes for students impacted. Candidates will be involved in group processes, observations and case study reviews, fieldwork and research in various domains of psychopathology. Candidates will develop a repertoire of tools to assist them in the identification and intervention of individuals impacted within a linguistically and culturally diverse setting. Fieldwork required. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 515 Practicum: Role of the School Psychologist (1)**
This course provides students with supervised opportunities to observe school psychologists working in a variety of roles within a school community and to interact with school psychologists regarding the nature of the job of school psychologist. Reflection about the student's own personality, work style, and areas of strength and weakness will also be integrated into the understanding of the roles of the school psychologist. Prerequisite: Acceptance to School Psychology Program.

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

School of Education

- PPS 544 Individual Intelligence Testing (3)**
This course provides students with direct instruction and supervised practice in the administration, scoring, and interpretation of major standardized measures of intelligence. The student will also gain experience in report writing. Prerequisite: Acceptance to School Psychology Program.
- PPS 545 Practicum: Counseling and Clinical Diagnosis (1)**
This practicum is designed to allow students to investigate current issues related to the practice of school psychology with an emphasis on prevention and intervention. Students will identify intervention models and resources for specific types of problems facing young people today. Prerequisite: Acceptance to School Psychology Program.
- PPS 550 Practicum: Educational Interventions for Diverse Groups (1)**
This practicum is designed to equip students with knowledge and skills necessary to become effective problem solvers in relation to academic issues. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 553 Educational Assessment for School Psychology and School Counseling (3)**
This course will introduce students to specific assessment and educational testing techniques, strategies, instruments appropriate for use in identifying and placing special educational students, planning and measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment, basic concepts of measurement, and ethnic and cultural aspects of assessment. Twenty hours of fieldwork is required for this course. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 555 Intervention, Consultation, and Collaboration (3)**
This course will focus on the basic aspects of effective communication between education professionals and others involved in the education and care of disabled individuals, including parents and family members. PPS credential candidates will acquire professional knowledge and skills which will be developed through readings, seminar discussions, in-class role plays, and field based practice experiences. They will discuss relevant ASCA/NASP professional standards. Ten hours of fieldwork is required for this course. Prerequisite: Acceptance to School Psychology or School Counseling Program.
- PPS 561 Seminar in Program Design and Evaluation (1)**
This course will involve candidates with knowledge and skills necessary to plan, develop, implement and evaluate systematic counseling and guidance programs. A minimum of twenty (20) hours of practicum fieldwork is required. Prerequisite: Acceptance to School Counseling Program.
- PPS 563 Assessment of Emotional and Behavioral Disorders (3)**
This course introduces the basic principles involved in identifying and assessing problem behaviors and pathology in the educational setting. Knowledge and data-analysis are used to form conclusions and to communicate them clearly in addressing serious behavior problems. Candidates design positive behavior support plans and comprehensive functional behavior support plans for individuals, as well as school-wide plans to affect positive behavior change. Concurrent enrollment in Practicum III is required. Completion of twenty (20) hours of fieldwork through this course assessing and observing pupils in order to demonstrate the ability to communicate the results effectively and develop appropriate behavior plans is required. Prerequisite: Acceptance to School Psychology Program.
- PPS 564 Introduction to School Neuropsychology (3)**
This course provides an in-depth study of the brain-behavior relationships in children and adolescents. Course content includes functional, developmental neuroanatomy, neuropsychological assessment methods and tests, descriptions of specific brain-related disorders, and ways of linking assessment with intervention and rehabilitation. This course does not cover adult neuropsychological functioning nor does it cover forensic neuropsychology. Prerequisites: Individual Intelligence Testing, or equivalent course, and experience with WISC-IV administration. Prerequisite: Acceptance to School Psychology Program.
- PPS 565 Practicum: Behavioral Assessments and Interventions (1)**
Candidates will identify and assess problem behaviors and pathology in a multicultural educational setting, design positive behavior support plans, and develop comprehensive functional behavior support plans. They will design individual and school-wide plans to effect positive behavior change, analyze data to develop effective intervention strategies, and communicate these findings clearly. They will develop the knowledge and skills to address serious behavior problems. Prerequisite: Acceptance to School Psychology or School Counseling Program.

- PPS 566 Legal and Ethical Practice for Diverse Groups for School Counselors (3)**
 This course introduces legal and ethical practice to PPS candidates in school counseling. The Code of Ethics, Federal and State laws and Best Practices established by ASCA will be reviewed and actively applied through observation of school counselors, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school counselors, professional standards, the fundamentals of Federal and State guidelines and education code. Emphasis will be placed on the legal and ethical issues encountered under Individuals with Disabilities Education Act (IDEA) such as free appropriate public education, Individual Education Programs (IEPs) and 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, and family and student rights, limited liability, crisis response, and privileged communication. Fifteen (15) hours of fieldwork are required for this course. Prerequisite: Acceptance to School Counseling Program.
- PPS 567 Legal and Ethical Practice for Diverse Groups for School Psychologist (3)**
 This course introduces legal and ethical practice to PPS candidates in school psychology. The Code of Ethics, Federal and State laws and Best Practices established by NASP will be reviewed and actively applied through observation of school psychologists, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school psychologists, professional standards, the fundamentals of Federal and State guidelines and education code. Emphasis will be placed on the legal and ethical issues encountered under Individuals with Disabilities Education Act (IDEA) such as free appropriate public education, Individual Education Programs (IEPs) and 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, and family and student rights. Fifteen (15) hours of fieldwork are required. Prerequisite: Acceptance to School Psychology Program.
- PPS 576 Field Experience/Internship I in School Counseling (3)**
 Supervised field experience in paid or unpaid internship in school counseling. Candidates develop competencies in assessment and data-based decision making, consultation and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 300 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. Up to 150 hours of the total shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND at least 50 clock hours shall be with at least 10 pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 50 clock hours with pupils of a racial and ethnic background different from the candidate. (Standard 31) Appropriate settings and activities will be documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Prerequisite: Acceptance to School Counseling Program and successful completion of all coursework, including a minimum of 100 hours of practicum experience, approval by the Education Committee, and approval of fieldwork site by program coordinator or advisor.
- PPS 577 Field Experience/Internship I in School Psychology (6)**
 Supervised field experience in paid or unpaid internship in school psychology. Candidates develop competencies in assessment and data based decision making, consultation, and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 600 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. At least 800 hours of the total must be in preschool-grade 12. Of the 1200 hours required, 400 may be completed in other appropriate settings and activities as documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Approval from the School of Education to enroll in the course requires: successful completion of all coursework, including 450 hours of field practice, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor. Prerequisite: Acceptance to School Psychology Program and approval from the School of Education.

School of Education

PPS 578 Field Experience/Internship II in School Counseling (3)

Supervised field experience in paid or unpaid internship in school counseling. Candidates develop competencies in assessment and data-based decision making, consultation and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 300 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. Up to 150 hours of the total shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND at least 50 clock hours shall be with at least 10 pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 50 clock hours with pupils of a racial and ethnic background different from the candidate. (Standard 31) Appropriate settings and activities will be documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Approval from the School of Education to enroll in the course requires: successful completion of all coursework, including a minimum of 100 hours of practicum experience, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor. Prerequisite: Acceptance to School Psychology Program and approval from the School of Education.

PPS 579 Field Experience/Internship II in School Psychology (6)

Supervised field experience in paid or unpaid internship in school psychology. Candidates develop competencies in assessment and data based decision making, consultation, and systems change, cognitive and academic interventions, mental health interventions, and home/school/community collaboration. In addition to the required field experience, students are expected to participate in fifteen (15) hours of on-campus seminar and group supervision each semester. Candidates for the PPS credential will complete 600 hours of field experience for each course with satisfactory evaluations by the university and district supervisors. At least 800 hours of the total must be in preschool-grad 12. Of the 1200 hours required, 400 may be completed in other appropriate settings and activities as documented by institutional records. This may be done on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. Approval from the School of Education to enroll in the course requires: successful completion of all coursework, including 450 hours of field practice, approval for the internship by the Education Committee, and approval of fieldwork site by program coordinator or advisor. Twenty (20) hours of fieldwork required. Prerequisite: Acceptance to School Psychology Program and approval from the School of Education.

Courses beginning with the prefix BIO, ENG, or SCI are listed in the College of Arts and Sciences section of this catalog.

Courses beginning with the prefix KIN are listed in the College of Health Science section of this catalog.

2016 | 2017

California Baptist University

School of Music

GRADUATE CATALOG



Dean

Dr. Guy Holliday
Associate Dean

Ms. Kellie Brown
Support Specialist
Phone 951.343.4251
FAX 951.343.4570
schoolofmusic@calbaptist.edu

SCHOOL OF MUSIC

Dean, Shelby and Ferne Collinsworth School of Music

Dr. Guy Holliday

Associate Dean

Ms. Kellie Brown

Support Specialist

Phone 951.343.4251

FAX 951.343.4570

schoolofmusic@calbaptist.edu

Faculty

Judd Bonner, D.M.A.	Conducting • Choral • Instrumental
Angela Brand-Butler, D.M.A.	Piano • Music History
Jennifer Cruz, M.M.	Piano
Steven Dahlgren, M.M.	Piano • Music Theory • Choral
Dawn Gilmore, D.W.S.	Worship Leadership • Choral
Guy Holliday, D.M.A.	Instrumental • Conducting
Beverly Howard, D.M.A.	Music Theory • Organ
Hector Jimenez, M.M.	Worship Arts • Music Technology
Kathleen Kopitzke, M.M.	Choral
Glenn Pickett, D.M.A.	Piano • Composition
Stephen Posegate, D.M.A.	Music Education
Brenda Reinebach, M.A.	Voice
John Reinebach, D.M.A.	Voice
Ruth Noemy Wheeler, M.M.	Orchestra • Strings

Graduate Program in Music

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

Admission Requirements

Master of Music Admission Requirements

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

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.75 GPA for conditional admission
 - Applicants with a GPA lower than 2.75 may be considered for admission with the presentation of a minimum combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE).
2. Prerequisites
 - Completion of a Bachelor of Arts in Music or a Bachelor of Music from a regionally accredited college or university or the evaluated equivalency.

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

MUSIC

Master of Music (36 units)

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

Core Requirements (18 units)

MUS 500	Bibliography and Research Methods
MUS 503	Seminar in Music History I
MUS 504	Seminar in Music History II
MUS 511	Advanced Analysis of Form and Style
MUS 512	Conducting III
MUS 522	Conducting IV

Concentration Requirements (18 units)

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

Conducting; Music Composition; Music Education; Performance

Conducting

MUS 520	Advanced Orchestration
MUS 532	Conducting V
MUS 542	Conducting VI
MUS 550	Vocal Techniques
MUS 597	Conducting Recital/Project
Six (6) additional elective units in Music	

Music Composition

MUS 520	Advanced Orchestration
MUS 521	Advanced Arranging
MUS 555	Composing Music for Motion Media
MUS 575	Private Lessons in Music Composition (8 units)
MUS 595	Recital in Music Composition

Music Education

MUS 505	Contemporary Music Education
MUS 540	Technology and Pedagogy for General Music
MUS 571	Seminar in Choral Pedagogy OR MUS 572 Seminar in Instrumental Pedagogy
MUS 598	Music Education Project/Thesis
Nine (9) additional approved elective units in Music or Education	

Performance

MUS 521	Advanced Arranging
MUS 535	Music Literature
MUS 596	Instrumental/Vocal Recital
Three (3) units of Ensemble from MUS 560-567 or MUS 569	
Eight (8) units of Applied Instruction from MUS 580-588*	
One (1) additional elective unit in Music	

* Applied Instruction units must all be from the same area.

Music Course Descriptions

MUS 500	Bibliography and Research Methods (3) The study, survey and examination of research sources and methods. Attention will focus on varied philosophies of music, particularly in education and church music, and basic concepts involved in communicating as a conductor.	Fall (even years)
MUS 503	Seminar in Music History I (3) A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.	Fall (odd years)
MUS 504	Seminar in Music History II (3) A survey of performance practices, styles and literature, both choral and instrumental, from all periods. Special emphasis will be placed on techniques of authentic performance.	Spring (even years)
MUS 505	Contemporary Music Education (2) Students will examine philosophical, psychological, social, and historical issues in music education with a focus on practical application of the principles of psychology of music in the classroom, musical traditions in America, the development of music teaching, legislation relative to the arts and music education, and the changing context of music education in America. Students will develop a personal philosophy of and rationale for music education in preparation for the Music education project.	Fall (odd years)
MUS 511	Advanced Analysis of Form and Style (3) A study of the forms and structures of music, both choral and instrumental, from Bach to the present. Particular attention will be given to the effect of form on interpretation.	Spring (odd years)
MUS 512	Conducting III (3) Discussion and preparation of choral and choral-orchestral works. Musical interpretation, rehearsal procedures and techniques, programming, and performance procedures will be discussed and opportunities will be provided for practical conducting experiences.	Fall (even years)
MUS 520	Advanced Orchestration (3) Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. The course will concentrate on using the knowledge of scoring as a conductor and on practical writing techniques.	Fall (odd years)
MUS 521	Advanced Arranging (3) An opportunity for students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas will be covered.	Fall (even years)
MUS 522	Conducting IV (3) Discussion and preparation of instrumental works. Discussion will center on performance procedures, musical interpretation, rehearsal techniques, baton techniques, score reading and preparation and programming.	Spring (odd years)
MUS 532	Conducting V (3) A continuation of Conducting IV, this course involves a continuing practical approach to individual and universal problems in conducting technique. Stylistic performance procedures, musical interpretation, and choir management will be discussed.	Fall (odd years)
MUS 535	Music Literature (2) Survey of music from Ancient to Modern. The survey will be discipline based depending on the candidate's emphasis.	Fall (odd years)
MUS 540	Technology and Pedagogy for General Music (3) Students will discuss contemporary issues of interest to the general music teacher including the role of general music in the K-12 curriculum, best practices for the general music teacher, general choral and instrumental repertoires, and resources available for the general music teacher. Students will also gain practical knowledge about the role of technology in the general music classroom including electronic music instruments, music production, music notation software, computer-assisted instruction, and multimedia for the general music classroom.	Spring (even years)
MUS 542	Conducting VI (3) Special emphasis will be placed on repertoire for both school and church situations. The student will acquire a solid familiarity with works from the medieval period to the 20th century, with special emphasis on literature suited to the church. The ability of the ensemble to communicate with the audience will be stressed. Additional Fee: \$100 non-refundable recital fee is required.	Spring (even years)
MUS 550	Vocal Techniques (2) Proper vocal technique, as well as how to achieve various vocal styles, will be learned, especially as they apply to the role of the choral conductor. Teaching a student for half the semester is required.	Spring (even years)

MUS 555	Composing Music for Motion Media (3) An exploration of the musical and the emotionally affective techniques used by composers to create music that accompanies motion pictures for various types of media. Highlights from the history of film music are utilized to inform the creation of student works for motion pictures.	Spring (odd years)
MUS 560	University Choir and Orchestra (1) University Choir and Orchestra is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 561	Women's Choir (1) Women's Choir is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 562	Male Chorale (1) Male Chorale is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. May be repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 563	Experiences in Chamber Singing (1) Chamber Singers gives experience in preparation and performance of recognized and new choral works as well as masterworks of Western music written for small choral ensembles. May be repeated for up to four units of credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 564	New Song (1) This women's ensemble is open by audition to all interested students. The group will rehearse and perform a variety of music. A choral uniform purchase is required. A major tour of two weeks at the end of the school year is required. Maybe repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 565	Chamber Ensemble (1) Chamber Ensemble is an open ensemble, available to all interested instrumental (primarily string) music students. The group rehearses and performs a variety of music chosen from the standard chamber music repertoire. Performance opportunities will include on-campus concerts, churches and secular and sacred educational venues. Maybe repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 566	Jazz Band (1) Jazz Band provides musicians with opportunities to learn a variety of jazz styles in a "big band" setting, as well as to enhance individual improvisational skills. This course also provides practical experience through rehearsals and performances. It is open to qualified students by audition or instructor's consent. May be repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 567	Concert Band (1) This ensemble is designed to give instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A uniform fee is required. May be repeated for credit. Concurrent Requisite: MUS 580-588.	Fall, Spring
MUS 568	Choral Union (0-1) A public performance of major choral works is given each semester. This course is offered for 0 units in the Fall and 1 unit in the Spring. May be repeated for credit.	Fall, Spring
MUS 569	University Symphony Orchestra (1) The University Symphony Orchestra is open by audition to all qualified students. The group will rehearse and perform the finest examples of symphonic orchestra literature, ranging from the 18th century to the present. A uniform fee is required. May be repeated for credit. Concurrent Requisite: MUS 580-588	Fall, Spring
MUS 571	Seminar in Choral Pedagogy (3) Students survey repertoires and techniques appropriate for elementary, secondary, community and church choirs. Students also examine important issues such as the role of technology in the choral setting, best practices for choral programs, rehearsal strategies, and vocal techniques and development.	Spring (even years)
MUS 572	Seminar in Instrumental Pedagogy (3) Students survey methods books and repertoire appropriate for elementary, middle school, and high school settings, and study beginning and intermediate media instrumental development in schools, communities, and churches. Students will also examine important issues such as the role of technology in instrumental music; best practices for instrumental techniques, development, and maintenance.	Spring (even years)

School of Music

MUS 575	Private Lessons in Music Composition (1-2) This course is intended to provide students individual instruction in music composition. Students compose works in preparation for their Graduate Composition recital. Attendance at the semi-monthly Graduate Composers' Forum is also required. May be repeated for a maximum of twelve (12) units for credit. Additional Fee: Private Instruction.	Fall, Spring
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.	Fall, Spring
MUS 581	Applied Instruction: Voice (1-2) Applied instruction in voice is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. Additional Fee: Private Instruction.	Fall, Spring
MUS 582	Applied Instruction: Piano (1-2) Applied instruction in piano is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 583	Applied Instruction: Organ (1-2) Applied instruction in organ is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 584	Applied Instruction: Woodwinds (1-2) Applied instruction in woodwinds is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 585	Applied Instruction: Brass (1-2) Applied instruction in brass is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 586	Applied Instruction: Strings (1-2) Applied instruction in strings is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 587	Applied Instruction: Percussion (1-2) Applied instruction in percussion is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 588	Applied Instruction: Guitar (1-2) Applied instruction in guitar is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required. May be repeated for a maximum of twelve (12) units. Additional Fee: Private Instruction.	Fall, Spring
MUS 595	Recital in Music Composition (1) This course represents the culmination of the Master's Degree in Music with Composition concentration coursework. A 45-minute portfolio performance of original compositions and arrangements is presented in public recital. Recital Fee. Course graded pass/fail.	Fall, Spring

-
- | | | |
|----------------|---|---------------------|
| MUS 596 | Instrumental/Vocal Recital (1) | Fall, Spring |
| | Individualized assistance in research for the project (contents determined by the student and Dean of the School of Music) will be given in this course. The recital contents, length, and time will be decided on between the student and appropriate faculty member. Course graded pass/fail. | |
| MUS 597 | Conducting Recital/Project (1) | Fall, Spring |
| | Individualized assistance in research for the project (contents determined by the student and Dean of the School of Music) will be given in this course. The recital contents will be decided on between the student and appropriate faculty member. Course graded pass/fail. | |
| MUS 598 | Music Education Project/Thesis (1) | Fall, Spring |
| | As the culminating experience of the music education concentration, students will prepare a proposal for implementing a new music program or expanding and continuing an existing music program in a school, community, or church setting. | |

2016 | 2017

California Baptist University

School of Nursing

GRADUATE CATALOG

Dr. Geneva Oaks

Dean

Ms. Jeannette Russell

Administrative Assistant

Phone 951.343.4702

FAX 951.552.8402

jrussell@calbaptist.edu



SCHOOL OF NURSING

Dr. Geneva Oaks

Dean, School of Nursing

Dr. Susan Drummond

Associate Dean

Ms. Jeannette Russell

Administrative Assistant

Phone 951.343.4702

FAX 951.552.8402

jrussell@calbaptist.edu

Faculty

Cynthia Anderson, RN, M.S.N.	Nursing
Melissa Anozie, RN, M.S.N.	Nursing
Karen Bradley, RN, D.N.P.	Nursing
Lisa Bursh, RN, D.N.P.	Nursing
Deborah Carter, RN, Ed.D.	Nursing
Debra Coleman, RN, M.S.N.	Nursing
Christy Cotner, RN, M.S.N.	Nursing
Susan Drummond, RN, Ph.D.	Nursing
Marion Dunkerley, RN, Ed.D.	Nursing
Jan Flournoy, RN, M.S.N.	Nursing
Jeffrey Gage, RN, Ph.D.	Nursing
Sabrina Garrovillas, RN, M.S.N.	Nursing
Denise Glenore-Green, RN, M.S.N.	Nursing
Teresa Hamilton, RN, M.S.N.	Nursing
Dayna Herrera, RN, D.N.P.	Nursing
Dinah Herrick, RN, M.S.N.	Nursing
Susan Jetton, RN, D.N.P.	Nursing
Meg Matthews, RN, M.S.N.	Nursing
Nia Martin, RN, M.S.N.	Nursing
Rebecca Meyer, RN, Ph.D.	Nursing
Geneva G. Oaks, RN, Ph.D.	Nursing
Juliann Perdue, RN, D.N.P.	Nursing
Anthony Phillips, RN, M.S.N.	Nursing
Victoria Randazzo, RN, Ph.D.	Nursing
Pennee Robertson, RN, M.S.N.	Nursing
Brandy Shannon, RN, M.S.N.	Nursing
Lorraine Shields, RN, D.N.P.	Nursing
Jasmine Schmidt, RN, M.S.N.	Nursing
Tara Stephen, RN, M.S.N.	Nursing
Terri Thompson, RN, M.S.N.	Nursing
Stacey Toro, RN, M.S.N.	Nursing
Jeri Whitfield, RN, M.Div.	Nursing

Graduate Program in Nursing

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

The purpose of the Master of Science degree in Nursing (MSN) is to prepare students for dynamic nursing leadership to improve patient outcomes in a variety of healthcare settings. The focus is on critically examining ideas, research, and theories in relation to health issues and clinical practice in preparation for direct and indirect care both locally and globally. The program prepares graduates for seamless transition into doctoral study.

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

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

The Entry Level MSN program is designed for candidates who hold a non-nursing baccalaureate degree who are interested in transitioning into the field of nursing and prepares graduates for seamless transition into doctoral studies. The Entry-Level Master of Science in Nursing offers applicants the opportunity to become a licensed Registered Nurse. Students complete Board of Registered Nursing (BRN) approved pre-licensure courses designed to prepare the students to take the National Council Licensure Examination NCLEX-RN. The student will then complete post-licensure coursework to obtain their Masters of Science degree in Nursing.

The program requires a full-time commitment and students should not work or entertain other commitments during pre-licensure coursework.

Master of Science in Nursing (MSN) Program

This program is designed for registered nurses who hold a baccalaureate degree from a regionally accredited institution. The graduate student is eligible to apply for certification and/or credentialing after completion of MSN coursework in their chosen concentration, required clinical hours, and other criteria deemed necessary by the appropriate certification agency.

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

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

The Healthcare Systems Management program will examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

The Teaching-Learning program will analyze selected teaching and learning models that are applicable to nursing education, including course development, research, and instructional strategies with didactic and practicum teaching opportunities.

Post-Masters Credentialing

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

Doctor in Nursing Practice (DNP) Program

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

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

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

Licensure, Advanced Practice Certification, and Accreditation

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

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

Admission Requirements

Master of Science in Nursing Admission Requirements

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

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Prerequisites*. All prerequisites must be completed with a grade of C or higher prior to pre-licensure admission
 - Intermediate Composition
 - Interpersonal Communication
 - General Sociology or Cultural Anthropology
 - Abnormal Psychology
 - Introductory Statistics
 - Lifespan Development or Developmental Psychology
 - Human Anatomy/Physiology with Lab (2 semesters)
 - Organic and Biochemistry for Health Sciences with Lab
 - Human Microbiology with Lab
 - Microsoft Office Competency**
3. Clearances*:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
4. Graduate Record Examination (GRE) or California Critical Thinking Skills Test (CCTST) score*
5. Pre-Admission Examination.*^
6. Passport Photo*
7. Three Recommendations completed on forms provided.
 - Must be from sources who can personally attest to the candidate's potential for scholarly and professional success: one personal, one academic, and one employer. Family members and friends may not complete recommendations.
8. A Comprehensive essay of no more than 1000 words that includes the following elements:
 - Purpose for entering the program
 - Significant events and influences that have affected your approach to life
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Essay must be submitted in APA format
9. Successful Interview with the School of Nursing*

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

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

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

Additional Requirements for MSN Post-Licensure Admission

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

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

Additional Requirements for Post-Masters Credentialing Admission

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

Practicum Admission

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

Doctor in Nursing Practice Admission Requirements

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

1. Grade Point Average
 - A minimum 3.3 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Prerequisites: All prerequisites must be completed with a grade of C or higher
 - Microsoft Office Competency
 - Statistics
 - Research
3. Completion of a Master's Degree
 - A master's degree in nursing from a regionally accredited institution or evaluated equivalency of a master's degree from a regionally accredited institution is required.
 - Applicants with a master's degree in another discipline may be evaluated for admission on an individual basis.
4. Current California Registered Nursing (RN) license
5. Clearances
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
6. Three Recommendations completed on forms provided
 - Must be from sources who can personally attest to the candidate's potential for scholarly and professional success: one personal, one academic, one employer. Family members and friends may not complete recommendations.
7. Written essay of no more than 1000 words about a potential project that includes the following:
 - Identify a problem that requires a system change relevant to emerging healthcare issues and need for this change
 - Reason for interest in this topic as a potential project
 - How problem is applicable to the DNP-prepared health care provider
 - How having a doctoral education will be integrated into your personal professional goals
 - Reasons for choosing California Baptist University
8. Current professional resume
 - Must include work experience, professional activities, and scholarly activities
9. Successful Demonstration of Writing
 - Examples of writing competence include publications or master's degree research paper
10. Successful Interview with School of Nursing

NURSING

MASTER PROGRAM REQUIREMENTS

Pre-Nursing Curriculum

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

Pre-Nursing Courses

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

Master of Science in Nursing (109-125 Units) MSN

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

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

Pre-Licensure Course Requirements (64 units)

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

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

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

Post-Licensure Course Requirements (31 units)

Enrollment in the Post Licensure and concentration courses requires successful completion of pre-licensure coursework.

- NUR 550 Nursing Theoretical Perspectives
- NUR 555 Advanced Pathophysiology
- NUR 558 Advanced Pharmacology
- NUR 559 Nursing Research I
- NUR 560 Advanced Assessment
- NUR 561 Applied Biostatistics and Epidemiology for Nursing Practice
- NUR 562 Health Policy and Bioethics
- NUR 565 Leadership and Advanced Nursing Roles
- NUR 570 Nursing Research II
- NUR 578 Nursing Informatics

Concentration Courses (13-27 units)

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

Clinical Nurse Specialist Adult Gerontology (23 units)

- NUR 566 Clinical Nurse Specialist Adult/Older Adult I
- NUR 566P Clinical Nurse Specialist Practicum I
- NUR 567 Clinical Nurse Specialist Adult/Older Adult II
- NUR 567P Clinical Nurse Specialist Practicum II
- NUR 568 Clinical Nurse Specialist Adult/Older Adult III
- NUR 568P Clinical Nurse Specialist Practicum III
- NUR 579 Global Health
- NUR 580 Clinical Nurse Specialist Practicum IV

Family Nurse Practitioner (27 units)

- NUR 571 Family Nurse Practitioner I
- NUR 571P Family Nurse Practitioner Practicum I
- NUR 573 Family Nurse Practitioner II
- NUR 574P Family Nurse Practitioner Practicum II
- NUR 575 Family Nurse Practitioner III
- NUR 575P Family Nurse Practitioner Practicum III
- NUR 577 Family Nurse Practitioner IV
- NUR 577P Family Nurse Practitioner Practicum IV
- NUR 579 Global Health

Healthcare Systems Management (13 units)

- NUR 579 Global Health
- NUR 581 Healthcare Leadership I
- NUR 583 Healthcare Leadership Practicum I
- NUR 585 Healthcare Leadership Practicum II
- NUR 587 Healthcare Leadership II

Teaching-Learning Nursing (15 units)

- NUR 579 Global Health
- NUR 582 Nursing Curriculum and Program Development
- NUR 584 Instructional Strategies for Nurse Educators
- NUR 586 Evaluation and Testing for Nurse Educators

Comprehensive Exam/Directed Project Requirements (3 unit)

- NUR 597 Comprehensive Exam OR NUR 598 Directed Project

School of Nursing

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

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

Post-Licensure Course Requirements (31 units)

Enrollment in the Post Licensure and concentrations courses requires successful completion of pre-licensure coursework.

- NUR 550 Nursing Theoretical Perspectives
- NUR 555 Advanced Pathophysiology
- NUR 558 Advanced Pharmacology
- NUR 559 Nursing Research I
- NUR 560 Advanced Assessment
- NUR 561 Applied Biostatistics and Epidemiology for Nursing Practice
- NUR 562 Health Policy and Bioethics
- NUR 565 Leadership and Advanced Nursing Roles
- NUR 570 Nursing Research II
- NUR 578 Nursing Informatics

Concentration Courses (13-27 units)

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

Clinical Nurse Specialist Adult Gerontology (23 units)

- NUR 566 Clinical Nurse Specialist Adult/Older Adult I
- NUR 566P Clinical Nurse Specialist Practicum I
- NUR 567 Clinical Nurse Specialist Adult/Older Adult II
- NUR 567P Clinical Nurse Specialist Practicum II
- NUR 568 Clinical Nurse Specialist Adult/Older Adult III
- NUR 568P Clinical Nurse Specialist Practicum III
- NUR 579 Global Health
- NUR 580 Clinical Nurse Specialist Practicum IV

Family Nurse Practitioner (27 units)

- NUR 571 Family Nurse Practitioner I
- NUR 571P Family Nurse Practitioner Practicum I
- NUR 573 Family Nurse Practitioner II
- NUR 574P Family Nurse Practitioner Practicum II
- NUR 575 Family Nurse Practitioner III
- NUR 575P Family Nurse Practitioner Practicum III
- NUR 577 Family Nurse Practitioner IV
- NUR 577P Family Nurse Practitioner Practicum IV
- NUR 579 Global Health

Healthcare Systems Management (13 units)

- NUR 579 Global Health
- NUR 581 Healthcare Leadership I
- NUR 583 Healthcare Leadership Practicum I
- NUR 585 Healthcare Leadership Practicum II
- NUR 587 Healthcare Leadership II

Teaching-Learning Nursing (15 units)

- NUR 579 Global Health
- NUR 582 Nursing Curriculum and Program Development
- NUR 584 Instructional Strategies for Nurse Educators
- NUR 586 Evaluation and Testing for Nurse Educators

Comprehensive Exam/Directed Project Requirements (3 unit)

- NUR 597 Comprehensive Exam OR NUR 598 Directed Project

Post-Masters Credentialing Requirements

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

Healthcare Systems Management (21 units)

NUR 558	Advanced Pharmacology
NUR 560	Advanced Assessment
NUR 579	Global Health
NUR 581	Healthcare Leadership I
NUR 583	Healthcare Leadership Practicum I
NUR 585	Healthcare Leadership Practicum II
NUR 587	Healthcare Leadership II

Teaching-Learning Nursing (22 units)

NUR 558	Advanced Pharmacology
NUR 560	Advanced Assessment
NUR 579	Global Health
NUR 582	Nursing Curriculum and Program Development
NUR 584	Instructional Strategies for Nurse Educators
NUR 586	Evaluation and Testing for Nurse Educators

DOCTORATE PROGRAM REQUIREMENTS

Doctor in Nursing Practice (36 Units)

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

Core Course Requirements (24 units)

NUR 700	Nursing Science and Translational Research
NUR 705	Organizational Systems Leadership
NUR 710	Population Health and Epidemiology
NUR 720	Outcomes, Evaluation, and Scholarship
NUR 725	Financial Management in Health Care Systems
NUR 730	Transformational Health Care Technology
NUR 740	Social Justice and Health Policy
NUR 750	Health Quality, Safety, and Innovation

Capstone Project/Practicum Requirements (12 units)

NUR 702	Project Planning I Practicum
NUR 712	Project Planning II Practicum
NUR 722	Project Planning III Practicum
NUR 790	Translational Research Residency I
NUR 791	Translational Research Residency II
NUR 792	Translational Capstone Project

Nursing Course Descriptions

NUR 501 Theoretical Foundations/Ethics in Nursing (3)

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

School of Nursing

- NUR 502 Fundamental Nursing Skills (4)**
Prepares students to perform basic nursing skills based on mastery of core scientific principles. Two (2) hours/week theory; Six (6) hours/week skills lab.
- NUR 512 Physical Assessment (4)**
The course includes two (2) credit hours theory, two (2) credit hours/laboratory practicum and focuses on helping students acquire skills to conduct a comprehensive health assessment. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed. The practicum provides students with the opportunity to use interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan in simulated and actual settings. Two (2) hours/week theory; Six (6) hours/week practicum.
- NUR 515 Pathophysiology (3)**
Emphasis on complementary knowledge development in life sciences, as they relate to global health. Understanding of basic pathophysiology including disease processes, prevention, clinical signs and symptoms, secondary effects and methods of treatment, will enable health professionals to collaborate and provide curative and rehabilitative services. Study of scientific principles assist in developing critical thinking and analytic methods of inquiry for nursing practice. This course builds upon the general principles of anatomy/physiology studied as a nursing prerequisite. Presentation of a pathophysiological problem through a research paper is required. The effects of psychosocial stimuli on disease will be discussed. A global approach to disease will be emphasized. Students are expected to look at vital statistics of disease and research results in a critical manner.
- NUR 516 Pharmacology and Nutrition (3)**
An introduction to the basic principles of pharmacology and nutrition with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products. Emphasis also on nutritional health promotion as well as therapeutic nutrition related to selected illness states.
- NUR 521 Adult Health I (4)**
Introduction to theory-based nursing services with the young, middle and older adult. Focus is on the core knowledge acquisition and medical collaboration activities with health promotion/disease prevention, illness and disease management of common acute and chronic illnesses. Pre- or Co- Requisite: NUR 522.
- NUR 522 Adult Health I Practicum (3)**
Application of nursing theory-based services for young, middle, and older adults. Acute and chronic issues of health integration and themes of collaboration/communication, critical thinking, teaching-learning, change-persistence and leading-following in nursing services are emphasized. Focus is on collaborative services with health promotion/disease prevention as well as the medical management of common acute and chronic illnesses in a variety of settings. Nine (9) hours/week practicum. Pre- or Co- Requisite: NUR 521.
- NUR 523 Older Adult/Family Nursing (2)**
This course focuses on the health-related issues of older adults. Major content areas include viewing the unique needs of elders from a nursing theoretical perspective. An interdisciplinary and collaborative healthcare provider approach will be given in the discussion of knowledge concerning physical, psychological, economic and social age related changes. The course will explore personal, cultural, societal attitudes toward aging for the purpose of an enhanced understanding from the elder's perspective. Pre- or Co- Requisite: NUR 524.
- NUR 524 Older Adult/Family Nursing Practicum (1)**
This practicum course focuses on the application for nursing knowledge with elderly persons and families. Emphasis is given to the collaborative application of biological, social, behavioral disciplinary knowledge with the practice and role description of the professional nurse. Nursing services shall be provided in a variety of settings including the community, assisted living facilities, acute care facilities, rehabilitation centers, and long term care facilities. Three (3) hours/week in practicum setting. Pre- or Co- Requisite: NUR 523.
- NUR 526 Mental Health Nursing (3)**
Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion/disease prevention, as well as the management of common and acute and chronic medical diagnosis of mental health issues with individuals, families, and communities. A nursing theoretical perspective under girding nursing practice shall be emphasized. Various nursing services and treatment modalities are explored. Nursing services with special populations including the homeless and issues regarding abuse, neglect, and substance abuse are explored. Pre- or Co- Requisite: NUR 527.

- NUR 527 Mental Health Nursing Practicum (2)**
Practicum learning experience of nursing services with persons who have the medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the changing healthcare systems and collaborative health promotion/disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and management of common acute and chronic mental health problems with individuals and families. Six (6) hours/week practicum. Pre- or Co- Requisite: NUR 526.
- NUR 530 Adult Health II (3)**
Advanced study of theory and research-based nursing services of the young, middle and older adult. Focus is on the knowledge acquisition and management of complex acute and chronic illnesses and end of life processes. Pre- or Co- Requisite: NUR 536.
- NUR 531 Nursing Services with the Childbearing Family (3)**
Theoretical basis for professional nursing practice with childbearing families. Emphasis is on childbearing as a family experience, nurse-family processes, and changing health patterns with childbearing families. Nursing role, communication/ collaboration activities and teaching-learning opportunities with health promotion, risk reduction, and disease prevention will be discussed. Pre- or Co- Requisite: NUR 533.
- NUR 533 Nursing Services with the Childbearing Family Practicum (2)**
Practicum focuses on the application of nursing theory and nurse-family processes in providing nursing services and collaborative activities in preventive, supportive and restorative services to members of the childbearing family. Six (6) hours/week practicum. Pre- or Co- Requisite: NUR 531.
- NUR 535 Nursing Services with the Childrearing Family (3)**
The study of nursing science with childrearing families and health care issues commonly associated with children and adolescents. Nursing theory focuses on the meaning of health from the perspective of the childrearing family members. The focus will be on theoretical knowledge acquisition, teaching-learning, change-persistence, and collaboration with other healthcare professionals in health promotion/disease prevention as well as the management of common acute and chronic illnesses in children and adolescents. Emphasis is on the child in the family and the nursing services provided as the family lives with health in many diverse settings. Pre- or Co- Requisite: NUR 537.
- NUR 536 Adult Health II Practicum (3)**
Practicum course with focus on advanced application of theory and research-based nursing services for young, middle and older adults. Focus is on collaborative interdisciplinary management of complex adult health illnesses and situations in a variety of healthcare settings. Nine (9) hours/week practicum. Pre- or Co- Requisite: NUR 530.
- NUR 537 Nursing Services with the Childrearing Family Practicum (2)**
Practicum application of nursing theory and research-based nursing services of children and adolescents. Focus is on changing health, teaching-learning and collaborative nursing activities with promotion/disease prevention, as well as the management of common acute and chronic illnesses in a variety of healthcare settings. Six (6 hours/week practicum). Pre- or Co- Requisite: NUR 535.
- NUR 538 Community/Public Health Nursing (3)**
The course focuses on a theoretical understanding of nursing concepts which are utilized in nurse-community processes while providing nursing services to individuals, families, communities, and aggregates of populations. The student will explore the role of the community health /public health nurse as an interdisciplinary collaborator with other members of the healthcare team. Changing healthcare systems and policies from a global perspective will be explored. Pre- or Co- Requisite: NUR 539.
- NUR 539 Community/Public Health Nursing Practicum (3)**
Practicum experience in community/ public health nursing focusing on collaborative policy development, change, teaching-learning processes, the role, application of public health principles and nursing processes in the provision of nursing services with individuals/families and populations in a variety of community-based settings. Pre- or Co- Requisite: NUR 538.
- NUR 541 Christian Leadership in Nursing/Case Management (3)**
Concepts of management, leadership and followership, change-persistence and organizational structure as frameworks for managing policy development and delivery of nursing care to groups of clients in an acute care setting. The transition from student role to professional nursing role as provider, coordinator, and designer is emphasized. Pre- or Co- Requisite: NUR 543.

School of Nursing

- NUR 543 Christian Leadership in Nursing/Case Management Practicum (3)**
Practicum hours are to equal hours 6 hours per week for the 15 weeks semester (90 hours total for the semester). This experience emphasizes the student experience of observing and assuming the role of nurse leader/manager. Implications for nursing theory-driven practice, teaching-learning processes, change-persistence, and collaboration with other healthcare providers shall be emphasized. Six (6) hours/week practicum. Preceptors are selected and assigned to students by the course coordinator and/or nursing faculty. Pre- or Co- Requisite: NUR 541.
- NUR 546 Capstone Practicum (3)**
This practicum senior level course focuses on the roles and responsibilities of a new graduate professional nurse. The course provides an opportunity for the student to further develop leadership and practice nursing skills necessary for the beginning practitioner role. It also facilitates synthesis of the nursing knowledge and skills acquired in previous program courses in the provision of nursing care to individuals, families, and aggregates. Faculty in collaboration with the nursing administrators in health care agencies identify agency nurses who will assist students to achieve course/individual objectives in the agency. A nursing clinical faculty member and the selected agency nurse, i.e., Clinical Faculty, who is matched with the student assist the student to develop a Personal Objective Plan. The Plan is a set of individualized specific measurable objectives, which guide the student's clinical learning experience while meeting course objectives. The Clinical Faculty, the student and Campus Faculty form a three person team which facilitates the implementation of the student's plan. Nine (9) hours/week practicum.
- NUR 547 Bioethics and Faith Integration (3)**
This course will prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. This will be done using a Christian worldview as students identify their own spirituality and faith journey through Biblical teachings. Lecture: 3 units.
- NUR 548 Leadership and Bioethics (3)**
The student will evaluate leadership styles (such as organizing, delegating, collaborating) and learn ways to apply healthcare leadership principles to provide culturally appropriate, high-quality nursing care. This course will also prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. Lecture: 3 units.
- NUR 549 NCLEX Review (1)**
This NCLEX review course shall be scheduled by the School of Nursing for all graduating senior nursing students. Students must pass the course to meet graduation requirement.
- NUR 550 Nursing Theoretical Perspectives (3 units)**
In this course the student examines the use of nursing theory and faith integration as a guide for the art and practice of nursing at a Master's level. Student and faculty co-investigate the relationship between concepts of nursing theory and philosophical foundations of understanding as a guide for nursing practice, research, and education. Students select a nursing theory which will guide advanced practice nursing based on a personal philosophy and examine a phenomenon for later research development from a nursing theoretical perspective. This will be done using a Christian worldview as students identify their own spirituality and faith journey through Biblical teachings. Lecture: 3 units.
- NUR 555 Advanced Pathophysiology (3)**
This course examines complex physiologic biomedical cellular processes essential to an understanding of disease and disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student with a basis for biomedical clinical decision-making, diagnostic reasoning and pharmacotherapeutics.
- NUR 558 Advanced Pharmacology(3)**
Provides advanced knowledge of pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics of selected classifications of medications across the life span. Emphasis will be placed on evidence based research as a foundation for therapeutic regimens. Characteristics such as age, ethnicity, culture, and gender will be evaluated as well as genetic and genomics factors when considering pharmacologic interventions. Current national guidelines, legal, and ethical principles will be explored and integrated. Lecture: 3 units.
- NUR 559 Nursing Research I (3)**
This course prepares the student to apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate the results of research. This course provides an opportunity to examine the generation of evidence for best practice, focusing on research evidence within a nursing theoretical perspective. An overview of the methods of scholarly inquiry are presented including quantitative, qualitative, mixed methods, participative, and evaluation research designs. The emphasis is on the translation and evidence-based practice decision making in the identification of phenomenon in the practice setting, evaluation of practice problems, and assessment of practice outcomes.

- NUR 560 Advanced Assessment (4)**
Provides the theoretical science base for multidimensional health and advanced physical assessment of individuals across the life span. Complexities, variations, and differences from expected health patterns and parameters, including contextual perspectives, cultural-ethnic influences and risk factor identification will be explored. Emphasis will be placed on synthesis of patient-centered assessment data, advanced knowledge, critical thinking, and clinical judgment to formulate differential diagnoses in primary care. Weekly laboratory practicum facilitates refinement of advanced assessment competencies and documentation. Lecture: 3 units; Clinical: 1 unit.
- NUR 561 Applied Biostatistics and Epidemiology for Nursing Practice (3)**
This course will enable the student to use descriptive and analytic approaches to examine the distribution of disease in populations, relative risk, and cultural factors. Students will compare and contrast methods used in collection, analysis, and interpretation of quantitative data in disease prevention and health promotion for specific populations. Students will evaluate evidence based literature related to statistical analysis to determine whether a published study has reliable results which can be used in translating evidence to practice. Lecture: 3 units.
- NUR 562 Health Policy and Bioethics (3)**
This course examines the impact of health policy on care environment management of the local and global health service system. Legal regulations and standards, ethics, accountability, use of technology and resource management, and social justice is emphasized. The role of systems analyst and risk anticipator will be reviewed as students conduct a microsystem analysis to critically evaluate and anticipate risks to client safety to improve quality of client care delivered. This course will prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. Lecture: 3 units.
- NUR 565 Leadership and Advanced Nursing Roles (3)**
This course will prepare students to promote high quality and safe patient care through exploration of nursing leadership principles and advanced nursing roles. Leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective are explored. Concepts of horizontal leadership, effective use of self, advocacy, and lateral integration of care are explored. The student will examine the role of the master's-prepared nurse as a member and leader of the interprofessional team, who communicates, collaborates, and consults with other health Critical concepts in the abnormal nursing services of selected adult populations are studied from a nursing theoretical perspective. Evidence-based nursing is practiced within a specialty that leads to competencies to (a) expand the boundaries of nursing practice by focusing on the complimentary biomedical knowledge base of illness and disease management, (b) advance the practice of other nurses and nursing personnel, and (c) envision organizational/system processes which support patient-focused nursing services and enhance the practice of nursing. Client populations may be selected from healthcare.
- NUR 566 Clinical Nurse Specialist Adult/Older Adult I (2)**
This course focuses on preparation of the student for the Clinical Nurse Specialist (CNS) role in the care of the adult/older adult. Content areas to be emphasized include the CNS spheres of influence and sub-roles, evidence based strategies utilizing Systems and Change Theory, and Interprofessional Collaborative Practice. Prerequisites: NUR 550, 555, and 560.
- NUR 566P Clinical Nurse Specialist Practicum I (2)**
This course focus on application of theory to execute the CNS role in clinical settings with adults/older adults. The course will provides the opportunity for introduction to the Clinical Nurse Specialist role under the supervision of faculty and preceptor in order to explore CNS responsibilities, and development of novice competencies. Requires 90 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 550, 555, and 558; Concurrent Requisite: NUR 566.
- NUR 567 Clinical Nurse Specialist Adult/Older Adult II (3)**
This course continues the preparation of the student for the Clinical Nurse Specialist (CNS) role in the care of the adult/older adult. The use of evidence-based strategies and interprofessional collaboration to enhance patient outcomes for the adult/older adult will be emphasized. Prerequisites: NUR 566 and 566P.
- NUR 567P Clinical Nurse Specialist Practicum II (3)**
This course continues the application of theory to execute the CNS role in clinical settings with adults/older adults. The practicum provides opportunities for continued CNS role socialization, exploration of CNS responsibilities, and development of novice competencies. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 566 and 566P; Concurrent Requisite: NUR 567.
- NUR 568 Clinical Nurse Specialist Adult/Older Adult III (3)**
This course continues the preparation of the student for the Clinical Nurse Specialist (CNS) role in the care of the adult/older adult. Students will advocate for quality improvement, safety measures, and effective communication. The use of evidence-based strategies and interprofessional collaboration to enhance patient outcomes for the adult/older adult will continue to be emphasized. Prerequisites: NUR 567 and 567P.

School of Nursing

- NUR 568P Clinical Nurse Specialist Practicum III (3)**
This course allows the student to integrate theory in order to execute the CNS role in a clinical setting with adults/older adults. Students are provided with opportunities for continued CNS role socialization, exploration of CNS responsibilities, and development of novice competencies. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 567 and 567P; Concurrent Requisite: NUR 568.
- NUR 570 Nursing Research II (3)**
This course builds on the foundation of nursing research presented in part I culminating in a research proposal. The research-based proposal provides an opportunity for scholarly inquiry and the ethical translation of current evidence into practice. The project should have relevance for practice and make a contribution to the discipline of nursing. Students complete national certification in human research participants protection, construct an integrative review of research literature, and compose a research translation proposal congruent with a nursing theoretical perspective for the purposes of utilizing new evidence to improve or enhance nursing practice. Prerequisite: NUR 559. Lecture: 3 units.
- NUR 571 Family Nurse Practitioner I (3)**
This course focuses on an overview of the role of the FNP with an emphasis on family health. Family health theories related to primary care and the theoretical foundations of women's healthcare during the reproductive years will also be explored. Prerequisites: NUR 555, 558, and 560.
- NUR 571P Family Nurse Practitioner Practicum I (3)**
The practicum experience focuses on application of theory to fulfill the FNP role for assessment, diagnosis, planning, and management of patients within a primary care setting. Emphasis will be placed on health promotion, simple acute and stable chronic diseases of childbearing and childrearing families. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 555, 558, and 560. Concurrent Requisite: NUR 571.
- NUR 573 Family Nurse Practitioner II (3)**
This course focuses on an overview of the role of the FNP with an emphasis on the healthcare needs of the family unit in order to improve patient outcomes. Content will focus on primary care of the pediatric population with attention to health promotion, illness prevention, and management of common developmental, behavioral, acute, and chronic health problems. Prerequisites: NUR 571 and 571P.
- NUR 573P Family Nurse Practitioner Practicum II (3)**
This course continues to build on application of theory to fulfill the FNP role as students complete assessment, diagnosis, planning, and management of patients within a primary care setting. Emphasis will be placed on health promotion, simple acute and stable chronic diseases of infants, children, and adolescents. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 571 and 571P. Concurrent Requisite: NUR 573.
- NUR 575 Family Nurse Practitioner III (3)**
This course focuses on the role of the FNP with an emphasis on the healthcare needs of the family unit in order to improve patient outcomes. The course will include content with a focus on acute, episodic conditions of the adult population. Prerequisites: NUR 573 and 573P.
- NUR 575P Family Nurse Practitioner Practicum III (3)**
This course continues to build on application of theory to fulfill the FNP role as the student focuses on assessment, diagnosis, planning, and management of patients within a primary care setting. Emphasis will be placed on health promotion and disease management of the adult with acute health condition. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 573 and 573P; Concurrent Requisite: NUR 575.
- NUR 577 Family Nurse Practitioner IV (3)**
This course focuses on the role of the FNP with an emphasis on the healthcare needs of the family unit in order to improve patient outcomes. The course will emphasize chronic conditions in the adult population. Prerequisites: NUR 575 and 575P.
- NUR 577P Family Nurse Practitioner Practicum IV (3)**
This course continues to build on application and integration of theory to fulfill the FNP role as the student focuses on assessment, diagnosis, planning, and management of patients within a primary care setting. Emphasis will be placed on health promotion and disease management of the adult with chronic health conditions. Requires 135 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 575 and 575P; Concurrent Requisite: NUR 577.
- NUR 578 Nursing Informatics (3)**
This course will prepare the student to consult in the design and enhancement of information technology related to interactive, web-based systems in healthcare while they evaluate the ethical, legal, and cultural implications, including copyright, privacy, and confidentiality issues. Emphasis will be placed on emerging technologies as students analyze, design, implement, and evaluate information system technologies. Content will also include evaluation of impact of information technologies on clinical practice, education, administration, and research. Lecture: 3 units

- NUR 579 Global Health (3)**
This course will equip the student to examine the effectiveness of service, prevention, and intervention programs for vulnerable and under-served populations on a local, national, and global level. Students will analyze current and emerging global health trends, including infectious diseases, poverty, conflict, displaced persons, disaster preparedness, response and recovery, worldview, culture, persecution, and health inequity. Advocacy strategies to influence health in both the public and private sector will be examined, as well as global initiatives for disease prevention and health promotion. Prerequisite: NUR 559. Lecture: 2 units; Clinical: 1 unit.
- NUR 580 Clinical Nurse Specialist Practicum IV (4)**
This course includes continued study of the CNS role, competencies, and application of this knowledge and skills in a selected clinical practice area. Students will integrate the AACN's essentials of Master's Education in Nursing into a professional portfolio and prepare for national certification. Requires 180 hours of supervised clinical practice with a preceptor. Prerequisites: NUR 568 and 568P.
- NUR 581 Healthcare Leadership I (3)**
This course integrates core competencies for nurse executives to prepare the student for a role in nursing administration emphasizing clinical outcomes management, care environment management and interprofessional collaboration. Team coordination concepts including delegation, supervision, interdisciplinary care, group process, handling difficult people, and conflict resolution are explored. Principles of healthcare systems and organizations including unit level healthcare delivery/microsystems of care, complexity theory, and managing change theories are analyzed. Principles of quality management, risk reduction, patient safety, and care management with focus on evidence-based practice to improve client outcomes through clinical decision making, critical thinking, problem identification, and outcome measurement are analyzed. Lecture: 3 units.
- NUR 582 Nursing Curriculum and Program Development (4)**
This course analyzes selected teaching and learning models that are applicable to nursing education. Nursing theoretical perspectives with the nursing human becoming teaching-learning model is highlighted. Strategies for course development with didactic and practicum teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of applied research methods to determine effectiveness of teaching strategies is incorporated. Selected university faculty and nurse education issues are also explored. Lecture: 3 units; Clinical: 1 unit.
- NUR 583 Healthcare Leadership Practicum I (2)**
Team coordination including delegation, supervision, interdisciplinary care, group process, handling difficult people, and conflict resolution are implemented in practice. The student participates in management of quality, reduction of risk, and safety of patients while focusing on evidence-based practice that improves client outcomes through clinical decision making, critical thinking, identification of problems, and measurement of outcomes. Pre- or Co- Requisite: NUR 581. Clinical: 2 units.
- NUR 584 Instructional Strategies for Nurse Educators (4)**
Provides analysis of evidence-based strategies of teaching-learning that have influenced, and continue to influence nursing education. The multiple roles of the nurse educator related to teaching, scholarship, service, and practice will be evaluated. The determinants of learning, motivation of the learner, literacy, socioeconomic, and cultural attributes will be identified. Instructional methods, settings, materials, and technology will be examined while integrating critical thinking, active learning, and faith integration. Ethical, legal, and cultural issues related to students in different learning environments will be emphasized. Practicum experiences include opportunities for students to implement course content. Prerequisite: NUR 582. Lecture: 2 units; Clinical: 2 units.
- NUR 585 Healthcare Leadership Practicum II (3)**
This course provides practice in healthcare financing and socioeconomics related to managing the healthcare environment through strategic planning, budgeting, goal setting, quality indicator evaluation and financial planning in a healthcare setting. Students participate in program planning and budget preparation to impact client outcomes and improve quality. Pre- or Co- Requisite: NUR 587. Clinical: 3 units.
- NUR 586 Evaluation and Testing for Nurse Educators (4)**
Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of a cohesive program philosophy, mission statement, conceptual framework, and program outcomes are emphasized. The course includes critical analysis of related topics based upon current research in nursing and higher education literature. Practicum hours include implementation of evaluation and testing strategies in healthcare education settings with emphasis on program improvement resulting from analysis of data related to program improvement indicators. Prerequisites: NUR 582 and 584. Lecture: 3 units; Clinical: 1 unit.

School of Nursing

- NUR 587 Healthcare Leadership II (3)**
Healthcare financing and socioeconomics related to managing the healthcare environment are explored. Content includes nursing leadership responsibilities with strategic planning, budgeting, goal setting, quality indicators and financial planning in various healthcare settings. Emphasis is placed on knowledge acquisition and application for enhancing nurse administrator skills with program planning and budget preparation. The impact of Medicare and Medicaid reimbursement, resource allocation, and healthcare technologies on client outcomes and strategies for quality improvement are analyzed. Prerequisites: NUR 581 and 583. Pre- or Co- Requisite: NUR 585.
- NUR 597 Comprehensive Examination (3)**
This course guides the student through the process of synthesizing advanced nursing theoretical, practice, and research knowledge learned throughout the MSN program. Students will integrate the AACN's Essentials of Master's Education in Nursing into a professional portfolio and prepare for national certification.
- NUR 598 Directed Project (3)**
A directed project demonstrates a synthesis and integration of advanced nursing theoretical, practice, and research knowledge. This course guides the student through the process of completing a directed project. Students choosing a directed project will further develop the research proposal initiated in NUR 570, complete a project that has relevance for practice, and makes a contribution to the discipline of nursing.
- NUR 700 Nursing Science and Translational Research (3)**
An examination of the philosophical and scientific foundations which reflect the complexity of practice at the doctoral level within a Biblical worldview. Includes the development of nursing science and the phenomenon of concern to nursing practice; the principles of the biology of human structure, function, and disease; behavioral and population science, including vulnerable populations; and middle range theories which support practice. Examines nursing's leadership role in shaping the discipline and the health care system for the future.
- NUR 702 Project Planning I Practicum (1)**
This course is a seminar focusing on a specific aspect of planning for implementation and evaluation related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. The focus of the course is on the project problem statement, needs assessment, and review of related literature. Students are guided by their project advisor in the development of their project/capstone proposal and in the integration of core content obtained throughout the program. Upon completion of the course the student will have started developing a project proposal and prepared necessary documents for submission to Institutional Review Board. May be repeated for credit.
- NUR 705 Organizational Systems Leadership (3)**
Explores organizational and leadership theories analyzing the process of managing change, the effects of operational and managerial processes on practice environments that affect outcomes, quality, safety, and cost effectiveness of patient care. Biblical leadership principles and role development underpin the course content. Employ effective communication and collaborative skills leading interprofessional teams in the analysis of complex practice and organizational issues.
- NUR 710 Population Health and Epidemiology (3)**
Analyzes epidemiological, biostatistical, environmental, geographic, genetic, behavioral, cultural, and socioeconomic data from a Biblical worldview. Integrates and synthesizes concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and or address gaps in care of individuals, aggregates, or populations.
- NUR 712 Project Planning II Practicum (1)**
This course is a seminar focusing on a specific aspect of planning for implementation and evaluation related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. The focus of the course is on defining outcomes, applying a planning model, and identifying resource needs. Students are guided by their project advisor in the development of their project/capstone proposal and in the integration of core content obtained throughout the program. Upon completion of the course the student will have continued developing a project proposal and submitted necessary Institutional Review Board requirements. May be repeated for credit. Prerequisite: NUR 702.
- NUR 720 Outcomes, Evaluation, and Scholarship (3)**
Designs and implements strategies for collaborative knowledge generating research and evidence-based practice to develop guidelines and improve healthcare delivery. Evaluate change initiative, practice patterns, systems, and outcomes, to promote safe, timely, effective, efficient, equitable, and patient-centered care.

- NUR 722 Project Planning III Practicum (1)**
This course is a seminar focusing on a specific aspect of planning for implementation and evaluation related to a significant practice change initiative using evidence to improve practice and or patient outcomes. The focus of the course is on outcomes, project evaluation, and Institutional Review Board approval. Students are guided by their project advisor in the development of their project/capstone proposal and in the integration of core content obtained throughout the program. Upon completion of the course the student will have presented their proposal to committee. May be repeated for credit. Prerequisite: NUR 712.
- NUR 725 Financial Management in Health Care Systems (3)**
Analyze the concepts of finance and fiscal leadership for effective financial planning, decision making, and management in healthcare systems and how it specifically affects the role of the nurse manager, the nurse executive, the advanced practice nurse, and the nurse entrepreneur. Economic issues that affect healthcare systems and patient care delivery will be examined. Forecasting techniques and research will be used to evaluate the effectiveness of financial management strategies. The development of practical financial analysis skills will provide students with a foundation for immediate application within the health care delivery system.
- NUR 730 Transformational Health Care Technology (3)**
An examination of information and technology systems which support evidence-based practice, quality, safety, cost effectiveness, outcome evaluation, best practices, management, and education. Integration of principals for selecting and evaluating information systems, and the ethical, regulatory, and legal issues which surround information technologies.
- NUR 740 Social Justice and Health Policy (3)**
Examines the impact of healthcare policy on the care of underserved and vulnerable populations while integrating concepts related to social justice and healthcare advocacy. Analyzes ethical, legal, and social factors influencing policy development at the local, national, and global level including the implication of health policy across disciplines.
- NUR 750 Health Quality, Safety, and Innovation (3)**
Collaborate with other disciplines to assess and evaluate processes leading to quality improvement. Access, cost, quality, and safety will be analyzed related to the effectiveness of healthcare delivery. Principles of business, finance, economics, and health policy will be integrated to develop and implement care delivery processes that will minimize risk and improve patient and systems outcomes.
- NUR 790 Translational Research Residency I (3)**
This course prepares the student for their translational Capstone project that will merge the practice and scholarship components of the degree. Students will implement practice change initiatives using evidence to improve practice and/or patient outcomes. Student will be mentored by an expert in the field. Prerequisite: NUR 722.
- NUR 791 Translational Research Residency II (3)**
This course is designed to assist the student in refining the Capstone project in regard to the clinical research question, statistical analysis, writing the interpretation and discussion of results. Students will evaluate practice change initiatives using evidence to improve practice and/or patient outcomes. Student will be mentored by an expert in the field. Prerequisite: NUR 790.
- NUR 792 Translational Capstone Project (3)**
This course represents a synthesis of knowledge gained in all previous coursework and involves development, implementation, and evaluation of a process for change in healthcare delivery for individuals, groups, or populations. Students will complete and present their practice change initiative. The project should be of such a nature that it serves as a foundation for future scholarship. The student's chosen program of study will inform the level of practice change for the project. Prerequisite: NUR 791.
- NUR 793 Continuation Capstone Project (1)**
This course is designed for continuation of translational capstone project representing a synthesis of knowledge gained in all previous coursework and involves development, implementation, and evaluation of a process for change in health care delivery for individuals, groups, or populations. Students continue their practice change initiative. The project should be of such a nature that it serves as a foundation for future scholarship. The student's chosen program of study will inform the level of practice change for the project. May be repeated six (6) times for credit. Prerequisite: NUR 792.

2016 | 2017

California Baptist University

Division of Online and Professional Studies

GRADUATE CATALOG

Dr. David Poole
*Vice President for Online and
Professional Studies*

Ms. Susan Warren
Administrative Assistant
Phone 951.343.3902
FAX 951.343.3952
swarren@calbaptist.edu



GRADUATE ADMISSIONS

Ted Meyer

Dean of Enrollment Services

Phone: 951.343.3909

Toll Free: 877.228.5657

cbuonline@calbaptist.edu

The Division of Online and Professional Studies was established for the specific purpose of serving the needs of an increasing number of adults and non-traditional students seeking higher education. Online and Professional Studies (OPS) develops degree programs in fully-online and hybrid formats at both the undergraduate and graduate levels. All programs incorporate a Christian perspective, and a year-round semester system speeds students toward graduation.

When to Apply

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

Admission and Application

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

1. Application
 - Applicants to graduate study at CBU must apply for acceptance into a specific graduate program. Applications can be submitted online at <https://www.cbuonline.edu/apply> or paper applications can be obtained by contacting the Online and Professional Studies Admissions Office at 951.343.3927.
2. Application Fee
 - A non-refundable application processing fee is required.
3. Completion of a Bachelor's Degree
 - A bachelor's degree from a regionally accredited institution or the evaluated equivalency of a bachelor's degree from a regionally accredited institution is required.
4. Official Transcripts
 - Official sealed transcripts from all colleges and universities attended must be submitted to the Admissions Office. An official transcript is one the University receives directly from that institution and bears an official seal. A summary of credit transferred from an institution previously attended and recorded on another transcript is not acceptable.
5. GPA Requirement
 - Applicants must meet a minimum cumulative or last 60 semester (or 90 quarter) unit grade point average specified by each program.
6. Prerequisites
 - Required prerequisites should be completed with a "C" or better.
7. Recommendations
 - Recommendations are required and forms are provided. Recommendations may not come from family members or friends. Please see specific program requirements for additional recommendation criteria.
8. Essay
 - All programs require an application essay. Please see specific program admission requirements for essay information.
9. English Language Proficiency
 - An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL), Pearson Test of English Academic (PTE Academic), or International English Language Testing System (IELTS). The minimum score required to display English language proficiency for standard admission to a graduate program is 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0. Applicants who do not meet the minimum scores may be admitted to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL/PTE Academic/IELTS requirement.

Student Status

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

Unconditional

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

Conditional

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

Special

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

Denial

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

Appeals

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

CBU Applicants

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

Readmit

Students who have attended CBU but have discontinued enrollment for one or more semesters must be approved to readmit to the University. Students must submit a Request to Readmit, readmit fee and official transcripts from all other institutions attended since last enrolled at CBU. Students approved to readmit will enter under the catalog current at the time of readmission and will be subject to the degree requirements outlined in that catalog. The University is not responsible for providing courses or programs that have been discontinued. For more information please contact Online and Professional Studies.

Reapply

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

Change of Degree Program

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

Enrollment in Coursework Outside Approved Program

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

ACADEMIC INFORMATION

Dr. Dirk Davis

Associate Vice President for Academics

Ms. Debbie Cram

Administrative Assistant

Phone 951.343.3932

dcram@calbaptist.edu

Dr. Kathryn Norwood

Dean for Assessment and Accreditation

Phone 951.343.2190

knorwood@calbaptist.edu

Dr. Riste Simnjanovski

Dean for Course and Program Development

Phone 951.343.3968

rsimnjanovski@calbaptist.edu

Dr. Stephen Brown

Associate Dean of Student Development

Phone 951.343.3933

stbrown@calbaptist.edu

Mr. Robert Shields

Assistant Dean of Curriculum Development

Phone 951.343.2175

rshields@calbaptist.edu

Mr. Rich Simpson

Registrar for Online and Professional Studies

Phone 951.343.5568

rsimpson@calbaptist.edu

Ms. Rhonda Moll

Director of Program Administration

Phone 951.343.3904

rmoll@calbaptist.edu

DEPARTMENT OF ARTS AND SCIENCE

Dr. Mary Ann Pearson

Chair, Department of Arts and Science

Director, Communications Program

Director, Public Relations Program

Phone 951.343.3967

mpearson@calbaptist.edu

Faculty

Robert Hayden, M.A. Communication

Mary Ann Pearson, Ed.D., APR Public Relations

Graduate Program in Communication

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

Graduate Program in Public Relations

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

Admission Requirements

Master of Arts in Communication Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Communication program are:

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission
2. Two Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred at least one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
3. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
4. Resume
 - A current resume documenting all related professional and extracurricular activities

Master of Arts in Public Relations Admission Requirements

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

1. Grade Point Average
 - A minimum 2.75 for unconditional admission and a minimum 2.5 for conditional admission
2. Two recommendations, completed on forms provided, must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
3. A Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
4. Resume
 - A current resume documenting all related professional and extracurricular activities

COMMUNICATION

Master of Arts in Communication (30 units)

Core Requirements (30 units)

COM 505	Communication Theory and Application
COM 510	Communication Research and Evaluation
COM 520	Strategic Communication and Leadership
COM 525	Media Effects on Communication Behavior
COM 530	Rhetorical Criticism and Contemporary Culture
COM 535	Risk Communication
COM 550	Global Intercultural Communication
COM 555	Communication in the Digital Age
COM 560	Communication Ethics
COM 565	Communication Project

PUBLIC RELATIONS

Master of Arts in Public Relations (33 units)

Core Requirements (33 units)

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

Communication Studies Course Descriptions

- COM 505 Communication Theory and Application (3)**
This course provides a survey of theoretical perspectives on communication including a broad history of milestones and current theoretical models. This course is designed to expose students to communication theory through readings, discussion, research, and writing. Students will learn how communication theories are developed, analyzed, evaluated and applied.
- COM 510 Communication Research and Evaluation (3)**
Students will learn research, design and strategy, including methods, experiments, content analysis, and focus groups. Students will also learn how to identify problems in research methods and evaluate current research about these problems. This course will provide students with basic tools to conduct their own research.
- COM 520 Strategic Communication and Leadership (3)**
Students enrolled in this course will learn leadership theories as they relate to strategic communication. The course reviews methods and practices and provides a framework for evaluating communication research in strategic communication campaigns. Students will learn to use social media tools and techniques and leadership theories including team building, servant leadership and transformational leadership. Students will create communication plans for conflict resolution in businesses and non-profits
- COM 525 Media Effects on Communication Behavior (3)**
This course will explore media's social, political and cultural effects. Media including those who produce it have the power to influence society. Students will be able to critically approach media effects theory and understand how media influences people. This course will focus on the complex interrelationships between consumption of media content and the motives beliefs, feelings, and behaviors of people. Students will also critically analyze theories and apply them to current media coverage and think about the future of media effects.

- COM 530 Rhetorical Criticism and Contemporary Culture (3)**
Students will explore the purpose of rhetorical criticism including the various ways to practice rhetorical criticism as it applies to contemporary culture. Students will learn the role of the critical act in culture and society. Students will learn that rhetorical criticism is a method of inquiry and way in which we can view discourse. Students will learn various models used in rhetorical criticism, be familiar with seminal exemplars of criticism and develop their own skills as critics.
- COM 535 Risk Communication (3)**
This course will provide an understanding of communication professional's responsibilities regarding health and how they can create and implement communication plans related to either possible or actual hazards. Students will examine how risk and crisis communication research applies to the information learned. In addition the course will cover extensive health communication research, and the ethical role Christian communication specialist have in this age of instant, digital information.
- COM 550 Global Intercultural Communication (3)**
This course will provide an understanding of the meaning and importance of intercultural communication as it applies to individuals, groups, organizations, and nations. Students examine the meaning of "culture" and how "culture" can affect personal, national, and international understanding and communication, beliefs, and behaviors. Students will investigate the various ways in which cultures differ and the necessity of understanding and respecting other cultures.
- COM 555 Communication in the Digital Age (3)**
This course will examine the shift from print to digital media as an ever-evolving phenomenon. The impact of new communication technologies, changed political mobilization, and social networks. Students will gain an understanding of analyses applied to digital communication and apply methodologies to contemporary questions about media, technology, sociality, and society in a variety of settings. Students will establish both theoretical and experiential foundations for making personal decisions and judgments regarding the relationship between mediated communication and community including the Christian community
- COM 560 Communication Ethics (3)**
This course is an extensive study of the philosophy and practice of ethics in communication. Students will learn to analyze and evaluate ethical problems and gain skills to approach these situations with honesty, sincerity, and confidence. Special emphasis is given to ethical behavior for communication in the digital age.
- COM 565 Communication Project (3)**
Students will write a cohesive paper that identifies a communication theory in practice as observed in a case study. This cohesive paper is driven by theory and practices learned through the course work. A minimum of four of the courses content areas should be reflected in the paper. The paper will be defended before a panel of faculty members.

Public Relations Course Descriptions

- PRL 505 History and Theory of Public Relations (3)**
This course traces the historical development of the intellectual and theoretical foundations of public relations beginning with Ivy Lee who evolved his philosophy in 1906 into the Declaration of Principles, the first articulation of the concept that public relations practitioners have a responsibility that extends beyond obligations to the clients and continuing through Chet Burger who practiced modern public relations and brought the field through the age of television. This course provides an understanding of the history, principles and ethical practices while engaging with a Christian worldview regarding public relations practice.
- PRL 510 Public Relations Research and Evaluation (3)**
Students enrolled in this course learn to effectively use tools and techniques, including statistical analysis and evaluation of data gathered through online and social media surveys. Students draft and create projects and learn to promote and influence through effective, strategic public relations plans measured by effective tools.
- PRL 515 Legal, Ethical, and Social Foundations of Public Relations (3)**
A course exploring the important role of ethical and legal issues and their relation to the social foundations of public relations in this time of social media and online communication. Norms of ethical behavior in today's society in a professional and personal are analyzed. Various codes of ethics are read, reviewed and analyzed as compared with various case studies. Students to identify analyze and prepare responses to ethical and legal situations that arise in the private and public sector.
- PRL 520 Specialized Writing for Public Relations (3)**
This course examines the essentials of public relations writing, emphasizing strategic thinking and compositional precision. Students will master writing professional communication pieces for media and other various audiences including internal and external communication pieces.

Online and Professional Studies

- PRL 530 Critical Thinking and Crisis Management (3)**
Introduction to the concept of critical thinking and its practical application to a variety of public relations challenges and opportunities; emphasis on formulating and evaluating problems from multiple perspectives.
- PRL 540 New Media Strategies (3)**
This course examines the art and theory of media relations from the public relations perspective. Students analyze the state of contemporary media. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and social media.
- PRL 550 Public Relations Campaigns: Social and Physical (3)**
The purpose of this course is to equip students with the knowledge and skills needed to research, plan and implement effective public relations campaigns that incorporate social media and physical public relations platforms.
- PRL 560 Public Relations Management and Leadership (3)**
The purpose of this course is to equip students with the knowledge, skills and strategies needed to accomplish effective leadership as a public relations practitioner. Students will study theories with an emphasis on servant and transformational leadership and assessment of growth and skills enhancement, team forming building and motivation.
- PRL 570 Marketing and Communications Programs (3)**
The purpose of this course is to teach students to plan, evaluate and implement integrated marketing and communications programs utilizing public relations strategies in concert with advertising and other marketing disciplines; emphasis on research, case studies and campaign development.
- PRL 580 International Public Relations (3)**
The purpose of this course is to equip students with the historical perspective and practical application of international public relations. Students will study international public relations theory, practice and political communication as it relates to public relations in this age of globalization.
- PRL 597 Capstone (3)**
Student will write a paper that identifies a public relations problem or issue in communications, administration, media or business. This comprehensive paper is driven by theory and practices learned through the course work. A minimum of six to eight of the courses content areas should be reflected in the paper.

DEPARTMENT OF BEHAVIORAL SCIENCES

Dr. Joshua Knabb

Chair, Department of Behavioral Sciences

Director, Counseling Psychology Program

Phone 951.343.3937

jknabb@calbaptist.edu

Faculty

Thomas Frederick, Ph.D.	Psychology
Laura Freeman, Psy.D.	Psychology
Anna Grigorian-Routon, M.S.	Psychology
Joshua Knabb, Psy.D.	Psychology
Susan Purrington, Psy.D.	Psychology
Kristen White, Psy.D.	Psychology

Graduate Program in Counseling Psychology

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

Admission Requirements

Master of Science in Counseling Psychology Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Counseling Psychology program are:

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

COUNSELING PSYCHOLOGY

Master of Science in Counseling Psychology (62 units)

Core Requirements (62 units)

PSY	500	Diversity Issues in Counseling Psychology Seminar
PSY	501s	Professional Practice Seminar I
PSY	502s	Professional Practice Seminar II
PSY	505	MFT Counseling Theory
PSY	510	Human Growth and Development
PSY	515	Human Sexuality
PSY	520	Human Communications in Group Process
PSY	525	MFT Counseling Techniques
PSY	530	Advanced Research Methodology
PSY	535	Advanced Psychopathology
PSY	540	Psychodiagnostics
PSY	550	Practicum Forum
PSY	545	MFT Counseling: Child and Adolescent
PSY	555	Practicum I
PSY	560	Professional Ethics and Law
PSY	570	Practicum II
PSY	580	Family Therapy I
PSY	585	Family Therapy II
PSY	590	Christian Perspective on Professional Counseling
PSY	595	Psychopharmacology
PSY	597a	Child Abuse and Neglect: Diagnosis and Treatment
PSY	597b	HIV/AIDS Counseling
PSY	597c	Domestic Violence
PSY	598a	Addictions Counseling
PSY	598c	Aging and Mental Health

Comprehensive Examination

Students graduating from the Master of Science in Counseling Psychology (MSCP) Program within the Online and Professional Studies (OPS) Division at California Baptist University (CBU) will be required to successfully complete a written comprehensive examination, which includes the Counselor Preparation Comprehensive Exam (CPCE) and several vignette questions that address law/ethics, diagnosing, and treatment planning. Students unable to come to the CBU campus to take the proctored exam will need to make proctoring arrangements at an OPS-approved location on a case-by-case basis.

Optional Licensed Professional Clinical Counselor (LPCC) Concentration (18 units)

Students entering the Graduate Program in Counseling Psychology (MFT Program) may also complete, in addition to the core requirements, an optional concentration to satisfy the Licensed Professional Clinical Counselor requirements.

PSY	536	Community Mental Health Counseling
PSY	537	Career Counseling
PSY	541	Empirically-Based Treatment for Treating Adults with Severe Mental Illness
PSY	542	Play Therapy for Special Populations
PSY	543	Evaluation and Treatment of Compulsive Disorders
PSY	544	Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders

Psychotherapy Requirement

Students entering the Graduate Program in Counseling Psychology will be required to complete twenty-four (24) hours of individual psychotherapy or fifty (50) hours of group psychotherapy with a licensed psychotherapist. This therapy must be done outside the campus community and may not include therapists who have any teaching relationship with California Baptist University.

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

Licensed Professional Clinical Counselor (LPCC)

Students entering the Graduate Program in Counseling Psychology (MFT Program) may also complete an additional eighteen (18) units to satisfy the Licensed Professional Clinical Counselor requirements. Students must complete PSY 536, 537, 541, 542, 543, 544.

Counseling Psychology Course Descriptions

- PSY 500 Diversity Issues in Counseling Psychology (3)**
Examination of the effects of therapeutic interventions on culturally distinct populations.
- PSY 501s Professional Practice Seminar I (2)**
Emphasis on empathy training and the structure of the therapeutic process through a lecture/discussion/small group format. Students will videotape simulated sessions with one another. Meets two hours per week. Students will be assigned an on-going case. Pass/Fail.
- PSY 502s Professional Practice Seminar II (2)**
Continuation of PSY 501s. Emphasis on various clinical and legal issues related to the practice of psychotherapy. Enables the student to develop the skills necessary to obtain a practicum placement. Pass/Fail. Prerequisite: PSY 501s.
- PSY 505 MFT Counseling Theory (3)**
The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.
- PSY 510 Human Growth and Development (3)**
A study of the developmental cycle of the human organism from a cognitive, psychological, sociological, and moral perspective. Emphasis is placed on theories and research related to child development.
- PSY 515 Human Sexuality (2)**
Etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology.
- PSY 520 Human Communications in Group Process (3)**
Application of group treatment models to various forms of interpersonal communication.
- PSY 525 MFT Counseling Techniques (3)**
Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.
- PSY 530 Advanced Research Methodology (3)**
Theoretical and practical applications of research methods of psychotherapy. Prerequisite: BEH 383 Statistical Techniques in Behavioral Science or equivalent.
- PSY 534 Pre-Practicum (1)**
Supervised counseling experience in a professional setting. An elective course for students who begin counseling as trainees prior to the Fall PSY 555 Practicum I course. May be repeated once for credit. Pass/Fail. Prerequisites: PSY 501s, 502s, 505, 525, and 560.
- PSY 535 Advanced Psychopathology (3)**
Nature and causes of reactions to social, biological and psychological stress, maladaptive development, and faulty learning. Includes an in depth study of anxiety disorders, character personality, and the psychoses.
- PSY 536 Community Mental Health Counseling (3)**
This course introduces the student to the contemporary context of community mental health settings. Course content emphasizes recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse, the homeless, foster care services, case management, client advocacy, in-home and in-school services, bilingual client services, professional collaboration and medical family therapy. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register. Pre- or Co- Requisite: PSY 535.
- PSY 537 Career Counseling (3)**
This course is designed to meet the professional training criteria of students within the field of Counseling Psychology and other helping professions to gain competency in the basic tenets of career counseling. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.
- PSY 540 Psychodiagnostics (3)**
Applications of Intelligence Testing and Personality testing to diagnosis and treatment. Prerequisite: PSY 383 (Statistical Techniques in Behavioral Science) or equivalent.

Online and Professional Studies

- PSY 541 Empirically-Based Approaches for Treating Adults with Severe Mental Illness (3)**
This course exposes students to empirically based approaches for treating adults with severe mental illness. Students will gain an understanding of the history, goals, techniques, and research outcomes associated with interventions for adults with major depression, schizophrenia, bipolar disorder, obsessive-compulsive disorder, posttraumatic stress disorder, and borderline personality disorder. A specific focus will be on empirically based approaches for severe mental illness, including acceptance and commitment therapy (ACT), mindfulness-based cognitive therapy (MBCT), and dialectical behavior therapy (DBT).
- PSY 542 Play Therapy for Special Populations (3)**
This course introduces the student to the major theoretical models of play therapy with an emphasis on special populations including children experiencing grief and loss, children placed in foster care, and children who have been physically abused, sexually abused or neglected.
- PSY 543 Evaluation and Treatment of Compulsive Disorders (3)**
This course offers an intensive study of the biopsychological mechanisms underlying compulsive behaviors. Focus includes eating disorders, sexual compulsions, gambling, and internet addiction. Evidence-based treatment approaches are identified and related to their impact on health, wellness, and recovery.
- PSY 544 Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders (3)**
This course exposes students to empirically based approaches for working with children and adolescents with externalizing disorders, including oppositional defiant disorder, conduct disorder, and intermittent explosive disorder. Students will explore the history, goals, techniques, and research outcomes associated with interventions for children and adolescents with externalizing disorders. A majority of the course will be focused on the collaborative problem solving (CPS) approach, multisystemic therapy (MST), parent-child interaction training (PCIT), and parent management training (PMT).
- PSY 545 MFT Counseling: Child and Adolescent (3)**
Processes of diagnosis, dynamics, and treatment of children and adolescents.
- PSY 550 Practicum Forum (0)**
This course provides information about the process of securing a practicum training position. It also houses the necessary Board of Behavioral Sciences documents related to predegree training hours, and students are able to upload all documents in this forum for record-keeping purposes. Pass/Fail. Prerequisites: PSY 501s, 502s, 505, 525, 560.
- PSY 555 Practicum I (3)**
Supervised counseling experience in professional settings. Pass/Fail. Prerequisites: PSY 501s, 502s, 505, 525, and 560.
- PSY 560 Professional Ethics and Law (3)**
An examination and explanation of current laws and ethical issues affecting psychotherapists.
- PSY 570 Practicum II (3)**
A continuation of PSY 555. Pass/Fail. Prerequisite: PSY 555.
- PSY 580 Family Therapy I (3)**
An examination of the philosophical and theoretical suppositions of the major schools of family therapy. Emphasis on the historical and contemporary context of systems theory and family therapy.
- PSY 585 Family Therapy II (3)**
Concentration on the therapeutic techniques of the various schools of family therapy discussed in Family Therapy I. Students are encouraged to develop specific family therapy skills through the use of videotape feedback, coaching, and classroom demonstration. Prerequisite: PSY 580.
- PSY 590 Christian Perspective on Professional Counseling (2)**
Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.
- PSY 595 Psychopharmacology (3)**
This course is designed for the non-medical psychotherapist. The major categories of medication used in psychiatric intervention and issues related to consultation and collaboration with treatment teams, including medical staff, will be discussed. Pass/Fail.
- PSY 597a Child Abuse and Neglect: Diagnosis and Treatment (2)**
Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse. Pass/Fail.

- PSY 597b HIV and AIDS Counseling (1)**
This seminar examines the clinical, social and ethical issues in counseling persons with AIDS-related problems. In addition to the lecture/discussion format, opportunity for supervised role-playing may be provided. Pass/Fail.
- PSY 597c Domestic Violence (1)**
Examines the characteristics and treatment of the perpetrators and victims of domestic violence. Pass/Fail.
- PSY 598a Addictions Counseling (3)**
This course provides the student with an overview of the addictive process including substance dependency and behavioral compulsions. The course emphasizes the etiology of addiction, the systemic impact of co-occurring disorders, the standard of care treatment modalities, and concepts of resiliency and recovery. Pass/Fail.
- PSY 598b Grief and Loss Counseling (1)**
This seminar explores the impact of grief and loss as it affects the individual and the family system. A lecture discussion format is utilized. Elective Course. Pass/Fail.
- PSY 598c Aging and Mental Health (2)**
This seminar addresses mental health issues in aging populations. Pass/Fail.

DEPARTMENT OF BUSINESS

Dr. Julianna Browning

Chair, Department of Business

Director, Accounting Program

Phone 951.343.3972

jbrowning@calbaptist.edu

Faculty

Richard Ardito, M.B.A.	Accounting
Julianna Browning, Ph.D.	Accounting
Christina Gonzalez, M.B.A.	Business
Kenneth W. Minesinger, J.D.	Law
David Poole, Ed.D.	Leadership and Management
Joe R. Putulowski, Ph.D.	Marketing
James Jin Woo Yoo, Ph.D.	Economics

Graduate Program in Accounting

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

Graduate Program in Business Administration

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

Admission Requirements

Master of Science in Accounting Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Additional admission requirements for Graduate Program in Accounting are:

1. Grade Point Average
 - Applicants are considered based on a combination of GPA, management or professional work experience. The minimum GPA is 2.5.
2. Prerequisites

Applicants should possess the following common body of knowledge from prerequisite courses, acceptable scores on pre-approved academic leveling exams, or approved work related experience in:

 - Auditing
 - Business Law
 - Business and Organizational Management
 - Federal Income Tax Accounting
 - Intermediate Accounting I
 - Intermediate Accounting II
 - Microeconomics or Macroeconomics
 - Principles of Accounting I
 - Principles of Marketing
 - Statistics
 - Proficiency in Microsoft Office applications

3. Two recommendations, completed on forms provided, from academic or professional sources. Family members and friends may not complete recommendations
4. Comprehensive essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Factors that will make applicant a good MBA candidate
5. Current resume

Master of Business Administration Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Additional admission requirements for Graduate Program in Business Administration are:

1. Grade Point Average
 - Applicants are considered based on a combination of GPA, management or professional work experience, and GMAT score. The minimum GPA is 2.5.
2. Prerequisites

Applicants should possess the following common body of knowledge from prerequisite courses, acceptable scores on pre-approved academic leveling exams, or approved work related experience in

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

Additional Requirements for Accounting Concentration

Additional admission requirements for the Accounting Concentration are:

1. Prerequisites
 - Auditing
 - Federal Income Tax Accounting
 - Intermediate Accounting I
 - Intermediate Accounting II

ACCOUNTING

Master of Science in Accounting (30 Units)

Business Requirements (9 units)

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

Accounting Requirements (21 units)

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

BUSINESS ADMINISTRATION

Master of Business Administration (36 Units)

Core Requirements (21 units)

- BUS 505 Entrepreneurial Management
- BUS 515 Organizational Behavior
- BUS 525 Legal Environment of Business and Management
- BUS 530 Marketing Management
- BUS 535 Economic Analysis for the Changing Business Environment
- BUS 542 Quantitative Business Modeling
- BUS 547 Strategic Management

Concentration Courses (15 units)

Students must also complete all of the requirements in one of the following concentrations: Accounting, General Management.

Accounting

- ACC 510 Contemporary Issues in Auditing and Assurance
- ACC 530 Taxation for Business Entities
- ACC 540 Advanced Topics in Financial Accounting
- ACC 550 Ethics and Professional Responsibility for CPAs
- BUS 539 Financial Management

General Management

- ACC 501 Foundations of Accounting and Finance
- BUS 512 Management of Information Systems
- BUS 520 Managerial Ethics
- BUS 539 Financial Management
- BUS 545 Global Business Management

Doctorate Program

Doctor of Business Administration Program

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

Doctor of Business Administration Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admissions in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Doctorate in Business Administration are:

1. Completion of a Master of Business Administration Degree
 - A master's degree from a regionally accredited institution or the evaluated equivalency of a master's degree from a regionally accredited institution is required.
2. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
3. Current Professional Resume:
 - Work experience
 - Educational, leadership, and professional organization activities
 - Scholarly activities
4. Two recommendations, completed on forms provided, must be from professional sources that can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations.
5. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals including how a doctoral degree will influence those goals
 - Reasons for choosing California Baptist University
6. Interview with Program Director

Doctor of Business Administration (50 units)

Core Requirements

BUS	705	Orientation Residency
BUS	710	Foundations of Organization and Management
BUS	720	Ethics in Organizations and Management
BUS	725	Management of Organizations
BUS	730	Financial Analysis for Decision Making
BUS	740	Applying Economic Theory to Business
BUS	750	International Business in Global Markets
BUS	755	Statistics Residency
BUS	760	Quantitative Research Methods
BUS	765	Strategic Marketing
BUS	770	Qualitative Research Methods
BUS	780	Comprehensive Experience
BUS	781	Comprehensive Experience Defense
BUS	796	Dissertation Proposal
BUS	797	Dissertation Research and Design
BUS	798	Dissertation Defense Preparation
BUS	799	Dissertation Defense

Accounting Course Descriptions

ACC 501 Foundations of Accounting and Finance (3)

This course provides an overview of the theoretical and practical applications of accounting and finance for managerial decision makers. Students acquire knowledge in recording, measuring, reporting, and interpreting business transactions. Students will have the opportunity to evaluate the financial position of a firm after learning fundamental accounting and finance concepts such as the preparation of financial statements, financial decision-making, financial planning, capital budgeting, time value of money, and performance measurement. Prerequisite: ACC 250.

ACC 510 Contemporary Issues in Auditing and Assurance (3)

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

Online and Professional Studies

ACC 520 Advanced Topics in Managerial Accounting (3)

This course will build on the foundation laid in Cost Accounting and will explore additional topics in managerial accounting such as cost allocations and pricing decisions, balanced scorecard, management control systems, performance measurement, and other topics as developed. This course is designed to expand the accounting student's knowledge of how to use managerial accounting information to make decisions and influence strategy. The class will expose students to the use of cost data to measure and manage customer issues, process performance requirements, and life-cycle costs. In addition, behavioral and organizational issues will be analyzed and budget and financial controls will be utilized to support decision making. Prerequisite: Accounting concentration.

ACC 530 Taxation for Business Entities (3)

This course will focus on the federal tax implications of the formation, activity, and dissolution of business entities such as corporations, estates, trusts, and partnerships. This course will also incorporate techniques for tax planning and research. Prerequisite: Accounting concentration.

ACC 540 Advanced Topics in Financial Accounting (3)

This course will focus on contemporary issues in financial accounting such as the convergence of U.S. and international accounting standards, segment and interim reporting requirements, SEC financial reporting, hedging of foreign currency risk, variable interest entities (VIEs), and other current accounting issues as they develop. Students will develop effective writing skills through the use of problems and assignments focused specifically on the writing requirements for accounting professionals. Prerequisite: Accounting concentration.

ACC 550 Ethics and Professional Responsibility for CPAs (3)

A number of ethical failures in business have resulted in the necessity for this course in recent years. As such, this course focuses on the ethical and professional responsibilities of CPAs in public and private practice. Ethical reasoning, corporate governance, decision making and ethical frameworks will be examined to provide a base of understanding. The AICPA Code of Professional Conduct and other professional standards will also be studied as they apply to the practice of accounting. Prerequisite: Accounting concentration.

ACC 560 Advanced Business Law for Accountants (3)

This course seeks to equip students with an advanced understanding of business law as it relates to the legal issues that affect practicing certified public accountants. The course is designed to advance the knowledge and understanding of law in such areas as the Uniform Commercial Code, torts, contracts, securities regulation, organizational structure and formation, intellectual property, personal and real property and insurance, and other forms of government regulation of business as well as the relationship between biblical and legal principles.

ACC 565 Advanced Accounting Information Systems (3)

In this course, students examine accounting systems design, documentation and implementation as well as the internal control features necessary to record, summarize, and report accurate and reliable accounting information within an organization. Topics may include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

Business Administration Course Descriptions

BUS 500 Survey of Business (0)

This course is a customized survey of select business topics for students seeking to enter a graduate business program. Depending on the prerequisite needs of students they may study and take academic leveling exams for any combination of the following topics: accounting, business ethics, business finance, business leadership, global business, human resource management, information technology management, macroeconomics, microeconomics, marketing, operations management, organizational behavior, quantitative analysis and business statistics, strategic management and business integration, and the legal environment of business. Pass/Fail.

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. Students may only earn credit for either BUS 505 or BUS 506.

BUS 512 Management Information Systems (3)

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

- BUS 515 Organizational Behavior (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 theories of organizational behavior and leadership methods with emphasis on integrating biblical principles.
- BUS 520 Managerial Ethics (3)**
This course covers ethical reasoning based on biblical principles as it applies to business situations. Specific topics include the legal environment, corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. The course develops an awareness of and appreciation for cultural diversity in the workplace. Prerequisite: BUS 358 or BUS 503.
- BUS 525 Legal Environment of Business and Management (3)**
This course identifies the major areas of past and present government regulations impacting business. The emphasis is on the highly relevant legal mandates and restrictions affecting managers in all business sectors. Prerequisite: BUS 358 or equivalent.
- BUS 530 Marketing Management (3)**
This course investigates the strategic implications and considerations of marketing management decisions. The course covers the formulation and implementation of effective planning for market development. Substantive and procedural aspects of marketing will also be addressed.
- BUS 535 Economic Analysis for the Changing Business Environment (3)**
This course surveys economic theory, techniques for recognizing and interpreting economic indicators, analyzing industries, price elasticity, and business and economic cycles that affect organizations and industries. Prerequisite: BUS 217, BUS 218, or BUS 503.
- BUS 539 Financial Management (3)**
The course focuses on the application and development of management decision making and problem solving skills in the financial area. Specific topics of discussion include financial statement analysis, credit and operational risk, financial planning and budgeting, asset valuation, cash flow analysis and capital budgeting, and firm valuation from a value-based management and corporate governance perspective. Prerequisite: ACC 250.
- 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 on management perspectives, economics, finance, culture, politics, legal, and organizational issues associated with international business operations. Course materials address business strategies, enterprise management alternatives, political and economic relations, comparative national systems, and the global economy.
- 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 705 Orientation Residency (1)**
Students entering the program are required to attend a 4-day residency at the beginning of the program. This residency will focus on doctoral expectations, program design, and community building.
- BUS 710 Foundations of Organization and Management (3)**
This course examines classical and contemporary organizational theories as a foundation for academic thought within the program. Students will explore the historical development of organizational theory and develop frameworks of academic reasoning and strategic approaches within organizations and management. Students will apply organizational and management theory to current business practices. Topic areas may include organizational structure, culture, decision-making, power, and change.
- BUS 720 Ethics in Organizations and Management (3)**
In this course, students will learn to identify, analyze, and apply biblical principles to solve ethical issues experienced by organizations and management. Topics covered may include the legal and ethical environment of business, leadership, marketing ethics, labor practices, consumer protection, and use of information technology.

Online and Professional Studies

- BUS 725 Management of Organizations (3)**
Utilizing a Christian worldview, this course examines management in the modern business environment through the utilization of past and current management theories, concepts, and practices. Topics may include planning and decision making, organizational strategy, managing individuals and a diverse workforce, motivation, leadership, managing communication and information, and problem solving from a global perspective.
- BUS 730 Financial Analysis for Decision Making (3)**
This course provides both a framework for and the tools necessary to analyze, evaluate, and interpret financial information. Content explored will impart an increased knowledge and understanding of the role of an ethical financial decision maker by examining the dichotomy between the objectives and incentives of the preparers and users of financial statements. Students will analyze financial information to assess the firm's financial and business strategy and determine how those choices reflect the underlying economics of the firm.
- BUS 740 Applying Economic Theory to Business (3)**
This course offers theoretical and applied approaches to economic problems in business. Students will develop the decision making skills and knowledge required to make efficient managerial decisions given different environments and situations, while applying micro and macroeconomic theory.
- BUS 750 International Business in Global Markets (3)**
This course provides students with the skills and knowledge required to analyze theories of business and develop decision making strategies within the global environment. A special emphasis is given to the phenomena of globalization of markets and its implication for firms within a Christian worldview. The course also examines the cultural, social, legal, political, financial, and geographic dimensions of the global marketplace.
- BUS 755 Statistics Residency (1)**
This course introduces doctoral students to the use and interpretation of descriptive statistics as well as common statistical concepts and techniques found in research. This course will prepare students to apply these techniques in the Research Methods courses.
- BUS 760 Quantitative Research Methods (3)**
This course examines quantitative methods and designs. Areas of focus for the course include measurement collection, data sampling, research design, and analysis methods for testing research questions. Various statistical methodologies are assessed and applied to business research using statistical software.
- BUS 765 Strategic Marketing (3)**
This course examines key topics influencing the development of marketing strategy within the corporate arena. Students will analyze current literature in the field relating to contemporary marketing theories and may include segmentation, influential marketing trends, and the integration of social media influencing the design and deployment of effective strategies.
- BUS 770 Qualitative Research Methods (3)**
This course examines the theoretical foundations of qualitative research methods and techniques applied within business disciplines. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.
- BUS 775 Topics in Human Resource Management (3)**
This course examines topics such as pertinent laws, labor management, employee relations, conflict management, and the role of human resources in organizational performance from a Christian world-view. Strategic methodologies and responsibilities will be applied based on physical location, industry-type, organizational structure, and employee responsibilities.
- BUS 780 Comprehensive Experience (3)**
The Comprehensive Experience will test the student's knowledge of the methodological and theoretical foundations in business. Students will identify and answer research questions by integrating and synthesizing knowledge from a broad range of content areas covered in the first two years of study. The emphasis of this course is to demonstrate fundamental knowledge of the field of study ensuring that all students advancing to candidacy have internalized the central knowledge, critical thinking, and ethical skills necessary to be effective practitioners, leaders, executives, scholars, and professors.
- BUS 781 Comprehensive Experience Defense (1)**
Students will defend their Comprehensive Experience papers to assess their preparation and scholarship leading to dissertation development. Evidence of scholarly application of theory, structure, and design is required for the defense experience. Students will demonstrate a depth and breadth of knowledge within the discipline. The successful completion of the Comprehensive Experience and the associated Comprehensive Experience Defense is a requirement of all doctoral students desiring to advance to candidacy.

- BUS 796** **Dissertation Proposal (3)**
This course requires students to examine, apply, and design research. Students will compare appropriate theoretical models, research designs, participants, procedures, data analysis techniques, assumptions, and limitations in preparation for a doctoral proposal. Students will review literature and design a research question to develop research methods that appropriately address the problem being examined. A potential prospectus will be the deliverable for this course.
- BUS 797** **Dissertation Research and Design (3)**
Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups. This course is repeatable for credit.
- BUS 798** **Dissertation Defense Preparation (1)**
Students will prepare for the presentation for their dissertation defense. Preparation will include a formal written presentation using electronic media accompanied by a verbal presentation highlighting the major points of the research study. Students will engage in active collaboration with their peers and committee chair in final preparation of the defense materials and presentation.
- BUS 799** **Dissertation Defense (1)**
The dissertation defense will be a public oral examination open to all members of the University community including faculty, students, and invited guests. Questioning of the candidate will be directed by the student's dissertation supervising committee. All members of the student's committee must be present at the defense. Although the defense is concerned primarily with the dissertation research and its interpretation (presentation of the research questions, findings, conclusions, and recommendations), the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem.

DEPARTMENT OF EDUCATION

Dr. Cammy Purper

Chair, Department of Education

Director, Education Program

Phone 951.343.3935

cpurper@calbaptist.edu

Dr. A. Greg Bowden

Director, Organizational Leadership Program

Phone 951.343.5560

abowden@calbaptist.edu

Faculty

A. Greg Bowden, Ed.D.	Education
Mary Crist, Ed.D.	Education
Dirk Davis, Ed.D.	Education
Mitchell Hovey, Ed.D.	Education
Jeff McNair, Ph.D.	Education
Elizabeth A. Morris, Ph.D.	Education
Kathryn Norwood, Ed.D.	Education
Cammy Purper, Ph.D.	Education
Riste Simnjanovski, D.P.A.	Education

Graduate Programs in Education

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

Graduate Program in Organizational Leadership

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

Admission Requirements

Master of Science in Education Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Graduate Program in Education are:

1. Grade Point Average
 - A minimum 3.0 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission
 - Applicants who do not meet the minimum GPA may be considered for admission with the presentation of a minimum combined score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Two Recommendations, completed on forms provided, from sources who can address your potential for success. It is preferred that one recommendation be from a professor or instructor. Family members and friends may not complete recommendations
3. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Why you are suited to be an educator
 - Reasons for choosing to study at California Baptist University

Master of Arts in Organizational Leadership Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Master of Arts in Organizational Leadership are:

1. Grade Point Average
 - A minimum 2.75 for unconditional admission and a minimum 2.5 for conditional admission
2. Resume
 - A current resume documenting all related professional and extracurricular activities
3. Two recommendations, completed on forms provided, must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
4. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University

EDUCATION

Master of Science in Education (30-33 units)

The Master of Science in Education programs offered through Online and Professional Studies are designed to allow students to explore and prepare for an educational leadership position, but may not lead to a credential.

Core Requirements (15 units)

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

Concentration Courses (15-18 units)

Students must also complete all of the requirements in one of the following concentrations: Administrative Services Induction, Disability Studies, Early Childhood Studies, Educational Leadership, General Education, Online Teaching and Learning, Special Education and Induction, Teaching, Transitional Kindergarten.

Administrative Services Induction (15 units)

Course Requirement

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

Elective Requirement

Complete three (3) units from the following:

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

Disability Studies (15 units)

DSS 503	Introduction to Disability Studies
DSS 507	History and Politics of Disability Policy
DSS 509	Legal and Ethical Issues in Disability
DSS 543	Social Role Valorization and Human Supports
DSS 545	Disability Policy OR DSS 527 Disability Ministry

Early Childhood Studies (18 units)

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

Online and Professional Studies

Educational Leadership (18 units)

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

General Education (15 units)

Complete fifteen (15) units from the following:

- ECH 530 School, Family, and Community Partnerships
- ECH 535 Leadership and Supervision In Early Childhood Settings
- ECH 540 Early Childhood Literacy and Language Development
- EDL 530 Introduction to Education Leadership
- EDL 534 Program Development and Evaluation
- EDL 558 Policy, Governance and Community Relations
- EDU 541 The Exceptional Child
- SPE 551 Introduction to Autism: Characteristics and Interventions
- SPE 555 Collaboration, Consultation, and Effective Intervention

Online Teaching and Learning (15 units)

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

Special Education Induction (15 units)

- SPE 510 Induction and Reflective Coaching and Teaching in Special Education I
- SPE 511 Induction and Reflective Coaching and Teaching in Special Education II
- SPE 540 Critical Issues in Special Education

Teaching (15 units)

Complete fifteen (15) units from the following:

- EDL 530 Introduction to Educational Leadership
- EDU 505 Elementary Curriculum and Instruction: Math and Science
- EDU 512 Teaching Language Arts and Social Studies
- EDU 514 Secondary Methods
- EDU 515 Reading and Writing in the Content Areas
- EDU 516 Teaching Reading and Phonics
- EDU 518 Classroom Management and Ethics
- EDU 519 Subject Area Specialization
- EDU 526 Applied Educational Research
- EDU 541 The Exceptional Child
- ETC 505 Educational Computing - Level I
- ETC 520 Educational Computing - Level II
- GRS 510 Induction and Reflective Coaching for Teaching I
- GRS 511 Induction and Reflective Coaching for Teaching II

Transitional Kindergarten (15 units)

Course Requirement

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

Elective Requirement

Complete three (3) units from the following:

- ECH 530 School, Family, and Community Partnerships
- ECH 535 Leadership and Supervision In Early Childhood Settings
- ECH 540 Early Childhood Literacy and Language Development
- ECH 545 Advanced Studies in Early Childhood Development
- ECH 550 Early Childhood Program Development and Evaluation

ORGANIZATIONAL LEADERSHIP

Master of Arts in Organizational Leadership (30 units)

Core Requirements (30 units)

- ORG 501 Foundations of Organizational Leadership
- ORG 512 Conflict Resolution and Negotiations
- ORG 523 Organizational Communication
- ORG 534 Leadership Across Cultures
- ORG 545 Leading Organizational Change
- ORG 556 Practical Financial Management
- ORG 567 Managing Human Capital
- ORG 588 Legal, Ethical, and Public Policy Issues
- ORG 589 Strategic Management
- ORG 591 Organizational Leadership Innovation Project

Disability Studies Course Descriptions

- DSS 503 Introduction to Disability Studies (3)**
This course includes a survey of disability studies with a focus on theoretical questions of how societies create understandings of impairments and what the consequences are for individuals and communities. Prerequisite: DSS 501.
- DSS 507 History and Politics of Disability Policy (3)**
This course includes a survey of disability studies with a focus on theoretical questions of how societies create understandings of impairments and what the consequences are for individuals and communities. Prerequisite: DSS 501.
- DSS 509 Legal and Ethical Issues in Disability (3)**
This course introduces legal and ethical concepts and challenges facing persons with disabilities and those who work with them. Students consider both the principles that guide legal and ethical choices, as well as practical implications of those principles and choices. Topics include personal responsibility, assisted suicide, advance directives, educational inclusion, parenting, marriage, medical issues, and other ethical questions. Prerequisites: DSS 501 and 503.
- DSS 543 Social Role Valorization and Human Supports (3)**
Students pursue an in-depth study of social role valorization as a foundational principle in disability studies and human supports. Major foci include ideas of “wounding;” the impact of social role theory; and understanding the impact of interventions, attitudes, and perceptions on devalued people. Prerequisites: DSS 501 and 503.
- DSS 545 Disability Policy (3)**
This course focuses on legislation, litigation, and administrative foundations for the provision of services to persons with disabilities. Topics include the development of rights and civil protections in the USA, advocacy, and policy formulation and establishment. Prerequisite: DSS 509.

Education Course Descriptions

- ECH 530 School, Family, and Community Partnerships (3)**
This course will examine family, community, societal, and cultural influences on children’s schooling and learning and explore ways to create partnerships to support families and children. Emphasis is on the development of strategies for integrating family members and community resources into the learning process and addressing and overcoming barriers to partnerships.
- ECH 535 Leadership and Supervision In Early Childhood Settings (3)**
This course will explore the early childhood administrator’s role in staff development and human relations, including recruitment, hiring, retaining, training, supporting and evaluation of personnel. This course will examine the importance of developing a program philosophy as well as the multi-level functions of supervision with an emphasis on understanding teacher development and reflective practice.
- ECH 540 Early Childhood Literacy and Language Development (3)**
This course will review significant research and theory regarding language acquisition and literacy skills in the early childhood period. Current instructional and assessment strategies for early literacy and language development in young children, including the bilingual child, will be explored. Techniques for involving and educating families will be investigated.

Online and Professional Studies

- ECH 545 Advanced Studies in Early Childhood Development (3)**
This course reviews theory and critical research relating to prenatal development through age eight. Classic theory and current literature concerning development in physical, cognitive, language, social, and emotional domains will be examined. Students will analyze connections between critical theories, research, and best practices in early childhood programs.
- ECH 550 Early Childhood Program Development and Evaluation (3)**
The course will examine the process of program development, evaluation, and improvement in the early childhood setting with a focus on industry standards and best practice. Students will be introduced to measurement tools such as the Environment Rating Scales (ECERS), NAEYC Accreditation criteria, and the Program Administrators Scale (PAS). Students will utilize common assessments to develop action plans, and integrate their knowledge and understanding of program development and evaluation by creating a proposal for an early childhood program.
- EDL 530 Introduction to Educational Leadership (3)**
This course equips students to lead from multiple theories and establish best practices in educational leadership and introduces students to the ethical, legal, fiscal and administrative knowledge and skills required for effective school leadership.
- EDL 534 Program Evaluation and Development (3)**
This course equips students with the knowledge and skills to lead comprehensive curricular program improvement. Students will develop strategies and techniques that use data to identify and assess areas for instructional improvement, design and implement plans to improve instruction for all students and develop systems for ongoing program improvement. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 556 School Law and Finance (3)**
This course equips students with the necessary knowledge of the laws and finance affecting students and schools and skills for implementing the law and developing and managing the school budget. Attention is given to role of the school administrator as a leader and manager of legal, financial, physical and human resources and obligations. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 558 Governance, Policy and Community Relations (3)**
This course equips candidates with the knowledge and skills that build productive relationships with various school constituents and mobilize necessary resources for all students to achieve. Candidates examine the relationships between national, state, and local political systems and the governance of public school systems and learn strategies for developing a school-community relations program. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDL 560 School Site Leadership and Organizational Development (3)**
This capstone course requires that candidates demonstrate mastery of the knowledge and skills required of ethical school site leaders. In addition, candidates integrate and synthesize knowledge and skills from previous courses in the administrative program into a coherent and comprehensive model to refine and guide their leadership practices. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- EDU 501 Leadership, Worldviews and Contemporary Issues (3)**
Students will evaluate a range of contemporary issues related to education from different leadership and worldview perspectives and develop a worldview and leadership philosophy. Students are equipped with a foundational understanding of worldviews and leadership so as to be informed catalysts for change in education environments.
- EDU 521 Theories of Learning and Teaching (3)**
Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.
- EDU 522 Curriculum Theory and Development (3)**
This course is an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore development of the school curricula, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.
- EDU 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.

- EDU 526 Applied Educational Research (3)**
This course introduces the variety of the most common research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will develop skill in interpreting research literature; becoming acquainted with sources of research literature; developing an understanding of the methodology of educational research; becoming a critical reader of research reports; and gaining a basic knowledge of statistics. An emphasis on the teacher as a researcher will provide a basis for assignments. Students will design, research, and complete an action research project as the culminating assignment for EDU 526L, the accompanying lab course. This project may be a continuation of action research begun in EDU 524/524L. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning Specialization.
- EDU 534 International and Comparative Education (3)**
This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and examine the history of their respective educational systems and how the systems were organized to meet the political, social and economic agenda of the 21st century. By examining different approaches to common problems, students will have a broad foundation upon which they can analyze and evaluate different strategies for problem solving educational issues. Students will develop their personal worldview of international education based on a Judeo-Christian worldview.
- EDU 541 The Exceptional Child (3)**
The nature, determinants, adjustments, and problems of persons who have cognitive gifts and talents, cognitive delays, physical disabilities, learning disabilities, and who have emotional or behavior disorders will be studied in conjunction with appropriate educational interventions in the mainstream classroom and other settings. The course will acquaint students with (a) characteristics and needs of children with disabilities that affect learning, (b) methods of assessing disabilities, (c) components of the Individual Education Program (IEP), (d) instructional strategies and materials including those appropriate for English language learners, (e) positive behavior support, (f) special needs of families of learners with disabilities, (g) agencies and professional supporting learners with disabilities, and (h) legislation, including Public Law 94-142, IDEA (Part B and Part H), the American Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504"), as well as subsequent amendments relevant to special education. Ten hours of fieldwork is required. A certificate of clearance is required prior to engaging in fieldwork. Approved by the California Commission on Teacher Credentialing to meet requirements for the credential.
- EDU 544 Personnel Leadership and Development (3)**
This course equips candidates with the knowledge and skills for attracting, selecting, developing, evaluating and retaining quality and competent faculty and staff. Students also develop competencies in managing employee problems and due process. Prerequisite EDL 530 and Declared Educational Leadership for Public Institutions Specialization. Prerequisite: Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.
- ETC 505 Educational Computing - Level I (3)**
A study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Required as a prerequisite for all Educational Technology courses. This course is a prerequisite for all credential candidates.
- ETC 520 Educational Computing - Level II (3)**
This course explores the integration of computer technology into the school curriculum. Computer-assisted instruction, computer-managed instruction, teaching strategies using computer technology, emerging technologies, and issues related to the use of the internet are addressed in the course. Prerequisite: ETC 505.
- OTL 510 Online Instructional Design (3)**
Explores the theories, models, approaches, technologies, and methods of online teaching and adult learning. Provides a foundation to consider roles and characteristics of the online teacher and learner for those teaching adults in higher education, business, or government settings. Students apply principles of universal design for learning, complete a course design worksheet including learning goals, activities, and direct, authentic, and embedded assessments.
- OTL 520 Methods for Online Teaching (3)**
Examines the theoretical and practical implications of various asynchronous and synchronous tools and their impact on teaching and learning through research and hands-on experience. Students demonstrate understanding of adult learning, appropriate pedagogy, and use of web 2.0 tools to promote student engagement and active learning in designing online lessons.
- OTL 530 Building the Online Community (3)**
Examines theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings. Students analyze effective ways to build community across distance as well as how to establish telepresence and social presence. They demonstrate the ability to use multiple communication tools, including free Web 2.0 resources.

Online and Professional Studies

- OTL 540 Assessment and Evaluation of Online Learning (3)**
Explores a variety of online assessment and evaluation options with an emphasis on continual assessment and evaluation to improve teaching and learning. Students use multiple formative and summative measures to design an assessment plan for online learning using an assessment framework to align assessment with learning outcomes and learning activities.
- OTL 570 Practicum in Online Teaching and Learning (3)**
This course requires practical on-the-job experience working with learners and content experts in an approved computing or technology facility, online classroom, corporate training facility or similar setting. Practicum students will apply competencies such as teaching online, planning and assessing instruction, consulting, researching, and establishing and participating in an online learning community.
- SPE 510 Induction and Reflective Coaching and Teaching in Special Education I (6)**
Candidates complete supervised field study of first year of approved Teaching Induction Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements in special education is required to pass this course. Pass/Fail. Prerequisite: Enrollment in Commission approved teacher induction program in special education.
- SPE 511 Induction and Reflective Coaching and Teaching in Special Education II (6)**
Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program in special education, and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course. Pass/Fail. Prerequisite: Enrollment in second year of Commission approved teacher induction program in special education.
- SPE 540 Critical Issues in Special Education (3)**
This course engages education leaders in an in-depth analysis of controversial issues in special and general education. It encourages active debate in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.
- SPE 545 Education of Gifted Children and Youth (3)**
An introductory survey of the nature and needs of gifted learners, including traditional and alternative ways to identify giftedness, curriculum and instruction services, program models, giftedness in diverse populations, family needs, and advocacy.
- SPE 546 Applied Behavior Analysis (3)**
The course focuses on developing an educational approach to supporting positive academic and social behaviors in the classroom and community using the principles of Applied Behavior Analysis (ABA). Specifically, students will be presented with the concepts of reinforcement, punishment, stimulus, control, shaping, and fading as they are applied to increasing or decreasing academic and social behaviors. Students will also be presented with information regarding functional assessment, behavior support and behavior intervention plans, and laws (federal and state) governing behavioral issues related to individuals with special needs. Fieldwork required.
- SPE 551 Introduction to Autism: Characteristics and Interventions (3)**
This class is an introduction to the field of autism. It focuses on the foundations and characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD. Fieldwork required.
- SPE 553 Educational Assessment for Special Education (3)**
This course will introduce students to specific assessment and educational testing techniques, strategies, and instruments appropriate for use in identifying and placing special education students, measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment; basic concepts of measurement; and ethnic and cultural aspects of assessment. Other areas to be covered are: assessment of specific domains such as intelligence, sensory acuity, oral language, perceptual-motor skills, personality, and academic achievement, assessment of young children, teacher-made tests, and application of assessment information in decision-making. 20 hours of fieldwork is required for this course. Prerequisite: Education Committee Acceptance.
- SPE 555 Collaboration, Consultation, and Effective Intervention (3)**
This course will focus on the basic aspects of effective communication between special education professionals and others involved in the education and care of individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team-building, knowledge of community resources, and advocacy. They will learn how to promote self advocacy for persons in special education. 10 hours of fieldwork is required for this course. Prerequisite: Education Committee Acceptance.
- SPE 556 Teaching and Learning Strategies for Students with Autism Spectrum Disorder (3)**
This course provides an overview of interventions and strategies used for individuals with Autism Spectrum Disorders. Fieldwork required.

Graduate Studies Course Descriptions

- GRS 510 Induction and Reflective Coaching and Teaching I (6)**
Candidates complete supervised field study of first year of approved Teaching Induction Program, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting as well as supervised teaching experiences are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements is required to pass this course. Pass/Fail. Prerequisite: Enrollment in first year of Commission approved teacher induction program.
- GRS 511 Induction and Reflective Coaching and Teaching II (6)**
Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program, and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course. Pass/Fail. Prerequisite: Enrollment in second year of Commission approved teacher induction program.
- GRS 515 Induction and Reflective Coaching and Administrative Leadership I (6)**
Candidates complete supervised field study of first year of approved preliminary administrative services credential Induction Program in administration, practicum and directed mentoring from site principles. They complete advanced field-based experiences of research, and application of learning/leadership principles with current site administrators in an approved elementary public school setting as well as supervised leadership activities that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements in the preliminary administrative services credential is required to pass this course. Pass/Fail. Prerequisite: Enrollment in Commission approved induction program.
- GRS 516 Induction and Reflective Coaching and Administrative Leadership II (6)**
Candidates complete supervised field study of second year of approved preliminary administrative services credential Induction Program in administration, practicum and directed mentoring from site principles. They complete advanced field-based experiences of research, and application of learning/leadership principles with current site administrators in an approved secondary public school setting as well as supervised leadership activities that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements in the preliminary administrative services credential is required to pass this course. Pass/Fail. Prerequisite: Enrollment in Commission approved induction program.
- GRS 520 Teaching Transitional Kindergarten I (6)**
Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of satisfactory completion of 4 courses from approved Transitional Kindergarten Certificate Program is required to pass this course. Pass/Fail. Prerequisite: Enrollment in approved Transitional Kindergarten Certificate Program.
- GRS 521 Teaching Transitional Kindergarten II (6)**
Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of certificate of completion from approved Transitional Kindergarten Certificate Program is required to pass this course. Pass/Fail. Prerequisite: Completion of GRS 520.

Organizational Leadership Course Descriptions

- ORG 501 Foundations of Organizational Leadership (3)**
Reviews contemporary issues and perspectives on organizational leadership, multi-disciplinary perspectives, and leadership models. The distinction between leadership and management, vision, collaboration and strategies to manage organizational behavior will be explored. Emphasizes the application of concepts to actual organizational situations culminating in the articulation of a personal philosophy of leadership.
- ORG 512 Conflict Resolution and Negotiations (3)**
Emphasizes a pragmatic approach to resolving conflicts that arise in both non-profit and for-profit enterprises by applying conflict analysis models, tools and processes. Focuses on constructive communication, cultural awareness and sensitivity to diverse populations in a variety of settings, and reaching outcomes through the use of collaborative processes.
- ORG 523 Organizational Communication (3)**
Explores the breadth of communication tools available to organizational leaders for instituting change, perception, and organizational growth. Examines and evaluates communication in a variety of formats, including dyadic, small group, formal and informal communication. Collaboration strategies and their results are examined as an influence on group dynamics.

Online and Professional Studies

- ORG 534 Leadership Across Cultures**
Examines the social, cultural, and historical influences on leadership in a global society. Aspects of social forces, dynamics, and historical contexts that influence human experience will be explored. National, corporate, community, and group organizations are examined for evidence of culturally influenced worldviews and values and how they impact the workplace.
- ORG 545 Leading Organizational Change (3)**
Investigates concepts and practical techniques of organizational design and change. Emphasizes change management includes factors in transitioning individuals, teams, and organizations to a desired future state. Explores the leader's role in creating and preventing change, and strategies for coping with resistance will also be studied.
- ORG 556 Practical Financial Management (3)**
Develops a practical understanding of how to use financial data to inform leaders in making effective decisions to carry out the mission and goals of an organization. Emphasizes understanding the role of balance sheets, cash flow, and income statements to identify drivers of financial performance and resource allocation. Case studies are utilized to provide real-world application to concepts learned.
- ORG 567 Managing Human Capital (3)**
Emphasizes the strategic role of human resources in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. Serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to applications within organizations.
- ORG 578 Legal, Ethical, and Public Policy Issues (3)**
Explores the philosophical concepts behind the construct of worldview, and its control over value formation, moral, and ethical decision-making. Reviews court cases and data surrounding the intersection of legal and ethical choices made by leaders will be studied. Examines the issues that shape public policy at the local, state and federal level and the ethical dilemmas policy makers face.
- ORG 589 Strategic Management (3)**
Examines the strategic planning process including formulation, implementation, and control. Provides a framework for identifying vision, core values, goals, and competitive advantage for the organization. Explores various organizational strategies from for-profit and non-profit enterprises. Develops an understanding of how to create strategic options by synthesizing various strategies.
- ORG 591 Organizational Leadership Innovation Project (3)**
Provides an opportunity to synthesize the knowledge and skills learned throughout the program, and to develop an innovative, comprehensive project. May include, but is not limited to, a guided project, designing a new organization, analyzing an existing major organizational problem and recommending solutions, etc.

DEPARTMENT OF HEALTH SCIENCES

Dr. Dominick Sturz

Chair, Department of Health Sciences

Director, Public Health Program

Phone 951.343.2192

dsturz@calbaptist.edu

Faculty

Janet Bonome, Dr.P.H.	Public Health
Bochi McKinney, Dr.P.H..	Public Health
Dominick Sturz, Dr.P.H.	Public Health

Graduate Program in Kinesiology

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

Graduate Program in Public Health

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

Admission Requirements

Master of Science in Kinesiology Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Graduate Program in Kinesiology are:

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission
2. Prerequisites

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

 - Exercise Physiology
3. Resume
 - A current resume documenting all related professional and extracurricular activities
4. Two recommendations, completed on forms provided, from academic or professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
5. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
 - Factors that will make applicant a good Masters of Science in Kinesiology candidate.

Master of Public Health Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Graduate Program in Public Health are:

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission
2. Prerequisites
 - Epidemiology
 - Statistics
3. Resume
 - A current resume documenting all related professional and extracurricular activities
4. Two recommendations, completed on forms provided, from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
5. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University

KINESIOLOGY

Master of Science in Kinesiology (30 units)

Core Requirements

KIN	505	Ethics and Leadership in Kinesiology
KIN	516	Advanced Exercise Physiology
KIN	546	Sports Nutrition
KIN	550	Legal Aspects of Kinesiology
KIN	552	Advanced Study of Sport and Exercise Psychology
KIN	557	Fitness Testing and Exercise Prescription for Special Populations
KIN	562	Exercise and Fitness Education
KIN	570	Research Methods
KIN	593	Applied Knowledge in Kinesiology
STA	513	Applied Statistics

PUBLIC HEALTH

Master of Public Health (42 units)

Core Requirements

HSC	501	The American Health Care System
HSC	502	Environmental and Occupational Health
HSC	516	Public Health Promotion and Disease Intervention
HSC	522	Social and Behavioral Sciences Applied to Health
HSC	523	Current Issues in Public Health
HSC	538	Strategic Management for Public Health Services
HSC	540	Principles and Methods of Epidemiology
HSC	552	Health Law and Ethics
HSC	554	Public Policy and Healthcare Advocacy
HSC	557	Global Health
HSC	560	Public Health Program Planning and Evaluation
HSC	590	Research Methods
HSC	596	Applied Knowledge in Public Health
STA	544	Biostatistics

Health Science Course Descriptions

- HSC 501 The American Health Care System (3)**
This course is a comprehensive introduction to the organization of the U.S. health care “system.” It examines the major institutions, professions and political forces that influence the provision of health care services. Students explore the development of major components of the medical care system from an historical perspective by examining the changes in their organization and role over time. They also consider the major problems presently confronting each aspect of health care and discuss alternative means of resolving these issues for the future.
- HSC 502 Environmental and Occupational Health (3)**
This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.
- HSC 516 Public Health Promotion and Disease Intervention (3)**
This course discusses approaches to health promotion and disease prevention intervention in different settings, using varied strategies, and for different target groups. The course is intended to be practical in nature focusing on the specifics of intervention development and delivery and how these might vary across settings, behaviors and strategies. The course will emphasize the careful exploration of examples of intervention creation, delivery and effectiveness. Emphasis will be placed on understanding the resources, and other practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness.
- HSC 522 Social and Behavioral Sciences Applied to Health (3)**
The overall framework for the course is based on the bio-psychosocial or ecologic perspective on health. In these models, health is seen as being determined by biologic, behavioral, social, and environmental factors that interact with each other and, to a greater or lesser extent, can be influenced by individuals and groups.
- HSC 523 Current Issues in Public Health (3)**
This course provides historical perspectives, definitions and discussion of current public health issues. Additionally, this course prepares future public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess/evaluate contemporary public health challenges. Topics may include emergency preparedness for environmental/natural disasters, bioterrorism and a review of the responding agencies (e.g. FEMA, etc.). In addition, determination of potential funding sources required to meet identified public health needs, with an emphasis on the process of formulating a fundable plan, and communicating that plan in NIH-style or an alternate appropriate format.
- HSC 538 Strategic Management for Public Health Services (3)**
In this course, students will analyze how leaders account for internal and external factors to improve organizational and system performance, thereby meeting individual and community health needs. Some topics may include organizational resources, fiscal management, marketing, organizational leadership, etc. Students will also study strategy development and implementation that meets multiple stakeholder demands, with attention given to Continuous Quality Improvement/Total Quality Management. Students will examine contemporary health service issues through multi-disciplinary perspectives within organizational leadership, culminating in the articulation of a personal philosophy of leadership.
- HSC 540 Principles and Methods of Epidemiology (3)**
Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease.
- HSC 552 Health Law and Ethics (3)**
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations..
- HSC 547 Global Health (3)**
This course introduces issues in international health, emphasizing core disease conditions, leading causes of death and disability within an international context, as well as programmatic and policy responses to improve international health. Topics may include- environmental/natural disaster preparedness, food security, infectious/communicable disease management, essential drugs and immunizations, population/family planning and maternal-child health, traditional practices and cross-cultural communications, literacy, and international public health policy/advocacy

Online and Professional Studies

HSC 554 Public Policy and Healthcare Advocacy (3)

This course includes a review of health policy actors and processes in the United States, roles of government, bureaucracy, and interest groups in health policy and the policy process. Students taking this course will also become familiar with common advocacy techniques and strategies used to initiate legislative and regulatory policies including coalition building, the use of policy studies, and media relations.

HSC 560 Public Health Program Planning and Evaluation (3)

This is an introductory, graduate level public health program planning, development, and evaluation course that broadly addresses program planning models, process of program development and methods of evaluation in the area of public health. This course will be focused on the following three areas: (1) study of program planning models, (2) process of program development, and (3) methods of evaluation in public health settings.

HSC 590 Research Methods (3)

This course provides an introduction to research methods that examines two major approaches in research paradigms. The course will study in depth different types of quantitative research designs such as experimental, quasi-experimental, and descriptive approaches and students will initiate a research project that investigates behavior, knowledge, or attitudes factors that help students to understand the complexity of behavior change through the use of qualitative and quantitative data. Prerequisites: HSC 544 or STA 544.

HSC 596 Applied Knowledge in Public Health (3)

This course is a culminating experience that allows the student to demonstrate public health knowledge they have gained throughout the public health program. This is accomplished through integration of a practicum and culminating exercises. The practicum portion of this course is a structured and supervised professional experience with an approved agency for which students receive academic credit. The culminating exercise that follows will be in the format of a comprehensive examination, research thesis or project. Students completing a thesis or project will prepare a presentation (both oral and written) that focuses on that experience. Prerequisite: HSC 590.

Kinesiology Course Descriptions

KIN 505 Ethics and Leadership in Kinesiology (3)

This course will focus on value systems and their role in ethical leadership. Ethical issues in kinesiology, sport, exercise, and physical education are examined, with the application of leadership theory and fundamental principles in guiding ethical discussion, assessment and evaluation. This course will include an examination of biblical principles of leadership, relevant laws and theories pertaining to leadership, ethical theories, and the development of leadership in the domains of kinesiology, exercise and sport.

KIN 516 Advanced Exercise Physiology (3)

This course that prepares students to better understand clinical exercise physiology, sport physiology, and exercise testing and prescription. Students will understand the bioenergetics, energetics of human movement, lactate metabolism, cardiovascular and pulmonary exercise physiology, and both acute and chronic hormonal responses to exercise.

KIN 546 Sports Nutrition (3)

This course provides a foundation in the science of exercise nutrition and bioenergetics. These foundational principles will be used in constructing sound nutritional recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, and body composition will be discussed.

KIN 550 Legal Aspects of Kinesiology (3)

This course provides an understanding of the American legal system and its response to sport related disputes. Material includes legal terminology, liability, risk management, personnel issues, Title IX, and various issues facing today's teachers, coaches and athletic administrators.

KIN 552 Advanced Study of Sport and Exercise Psychology (3)

This course will focus on psychological theory and application towards sport and exercise performance. In-depth analysis of sport psychology theory and exercise behavior will be applied to areas such as motivation, goal setting, burnout, anxiety, attention/concentration, and behavior change. Current issues, research trends, and interventions will play a critical role in the discovery and application of sport and exercise psychological theory.

KIN 557 Fitness Testing and Exercise Prescription for Special Populations (3)

This integrated lecture and virtual lab course focuses on the administration and interpretation of exercise tests for special populations. Lectures and interactive labs will help prepare students to identify normal and abnormal physiological responses of the human body before, during and after the administration of various exercise testing and training protocols. Application of current research will guide program design and exercise prescription for adults and special populations.

- KIN 562 Exercise and Fitness Education (3)**
This course will focus on the pedagogical principles of fitness and applied psychomotor skills that fitness professionals must possess in order to successfully work with adults and special populations. Instructional methods will be studied in relation to cardio-respiratory endurance, strength, flexibility exercises, skill related components of fitness, body composition, and wellness. Special emphasis will be placed on health risk factors, fitness assessment, movement technique, and exercise programming.
- 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 593 Applied Knowledge in Kinesiology (3)**
This course is a culminating experience that will allow the student to demonstrate knowledge they have gained throughout the Master of Science in Kinesiology program. The culminating exercise will be in the format of a comprehensive examination, research project or thesis. Students completing a project or thesis will prepare a presentation that focusses on that experience. Prerequisite: KIN 570.

Statistics Course Descriptions

- STA 513 Applied Statistics (3)**
This course provides an introduction to probability, discrete and continuous random variables, probability distributions, expected values, sampling distributions, point estimation, confidence intervals, hypothesis testing and general linear modeling. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on qualitative nonlinear thinking, interpretation and concepts.

DEPARTMENT OF HISTORY AND GOVERNMENT

Dr. Elaine Ahumada
Chair, Department of History and Government
Director, Public Administration Program
Phone 951.343.3929
eahumada@calbaptist.edu

Faculty

Elaine Ahumada, D.P.A.	Public Administration
Beth Groves, M.P.A.	Public Administration
Patricia Kircher, D.P.A.	Political Science
Mark P. Kling, D.P.A.	Criminal Justice
Riste Simnjanovski, D.P.A.	Public Administration

Masters Program

Masters Program in Public Administration

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

Master of Public Administration Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Master of Public Administration are:

1. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
 - Applicants with a GPA below 2.75 may be considered for admission with the presentation of a minimum score of 1000 on the verbal and quantitative sections of the Graduate Record Exam (GRE)
2. Prerequisite Knowledge: Applicants should possess one of the following:
 - Strong undergraduate preparation in common curriculum requirements including courses in public administration, organizational theory, or public policy
 - A minimum of five years managerial experience in either the public or private sector
3. Resume
 - A current resume documenting all related professional and extracurricular activities
4. Three recommendations, completed on forms provided, must be from professional sources who can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations
5. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University

Master of Public Administration (36-37 units)

Core Requirements (21 units)

- MPA 510 History and Theory of Public Administration
- MPA 530 Public Finance and Budgeting
- MPA 540 Public Personnel Management
- MPA 545 Conflict Resolution and Labor Negotiations
- MPA 560 Statistical Analysis for Public Administrators
- MPA 580 Legal and Ethical Issues
- MPA 590 Organizational Theory

Concentration Courses (15-16 units)

Students must also complete all of the requirements in one of the following sequences: No Concentration or Strategic Innovation.

No Concentration Option (15-16 units)

Required Courses

- MPA 520 Leadership and Management
- MPA 570 Public Policy Analysis
- MPA 585 Political Economy
- MPA 593 Professional Presentation

Final Requirement (3-4 units)

Select one of the following sequences:

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

Strategic Innovation (15 units)

Required Courses

- MPA 525 Leadership Perspectives and Social Responsibility
- MPA 535 Collaboration and Strategic Performance Across Sectors
- MPA 555 Technological Innovations and Implementations
- MPA 575 Urban Policy Analysis and Practices

Final Requirement (3 units)

- MPA 594 Comprehensive Examination Seminar

Strategic Innovation Certificate (12 units)

- MPA 525 Leadership Perspectives and Social Responsibility
- MPA 535 Collaboration and Strategic Performance Across Sectors
- MPA 555 Technological Innovations and Implementations
- MPA 575 Urban Policy Analysis and Practices

Doctorate Program

Doctor of Public Administration Program

The Doctor of Public Administration is designed to develop innovative leaders who seek to maximize impact in public and non-profit organizations. The program is designed to meet the needs of professionals tasked in responding to the complex and unique issues organizations encounter at the federal, state and local levels within planning, criminal justice, governance, policy, health management, and social service arenas.

Doctor of Public Administration Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admissions in the Online and Professional Studies section of the University Catalog. Specific admission requirements for the Doctorate in Public Administration are:

1. Completion of a Masters's Degree
 - A masters's degree from a regionally accredited institution or the evaluated equivalency of a master's degree from a regionally accredited institution is required.
2. Grade Point Average
 - A minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission
3. Prerequisites

Applicants should possess the following common body of knowledge from prerequisite courses or acceptable scores on pre-approved academic leveling exams in:

 - Statistics Competency
 - History and Theory of Public Administration
 - Organizational Theory
4. Current Professional Resume:
 - Work experience
 - Educational, leadership, and professional organization activities
 - Scholarly activities
5. Two recommendations, completed on forms provided, must be from professional sources that can personally attest to the candidate's potential for scholarly and professional success. Family members and friends may not complete recommendations.
6. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Long-term professional goals including how a doctoral degree will influence those goals
 - Reasons for choosing California Baptist University
7. Interview with Program Director

Doctor of Public Administration (50 units)

Core Requirements

DPA 705	Orientation
DPA 710	Leadership in Public Sector
DPA 720	Ethics and Social Justice
DPA 725	Strategic Planning and Management
DPA 730	Performance Management and Evaluation
DPA 740	Collaboration and Networked Governance
DPA 750	Public Policy, Advocacy, and Economics
DPA 755	Public Administration as a Profession
DPA 760	Legitimate Bureaucracy and Accountability
DPA 765	Qualitative Reasoning and Analysis
DPA 770	Quantitative Reasoning and Analysis
DPA 780	Comprehensive Experience
DPA 781	Comprehensive Experience Defense
DPA 795	Public Administration Special Topics
DPA 796	Proposal Exploration and Development
DPA 797	Dissertation Development (9 units)
DPA 798	Dissertation Defense
DPA 799	Dissertation Defense Preparation

Public Administration Course Descriptions

- MPA 510 History and Theory of Public Administration (3)**
This course traces the historical development of the intellectual and theoretical foundations of modern public administration beginning with Woodrow Wilson's essay concerning the politics administration dichotomy through the multitude of more modern theories. It includes an overview of the responsibilities of public administration professionals within a democratic society, a description of the history and development of the field of public administration, and an introduction to ethical issues faced by public administrators.
- MPA 520 Leadership and Management (3)**
This course is designed to create a deeper understanding of leadership at the cognitive, experiential, and implementation level. Students will integrate and apply theoretical concepts, improve collaborative management skills, and explore their individual philosophies of leadership.
- MPA 525 Leadership Perspectives and Social Responsibility (3)**
This course is for managers and leaders seeking to better employ, implement, and acknowledge social responsibility in the context of creating business practices that positively impact social, economic, and environmental aspects of communities while also fostering healthier organizations. Best practices are explored for addressing how to engage in, enhance and employ creative and innovative change for long-term success of organizations and communities.
- MPA 530 Public Finance and Budgeting (3)**
This course analyzes theories and strategies of resource allocation as a basis for managing revenues and debt in government. It focuses on budgeting as a tool for controlling both operations and policy at all levels of government. Students will gain knowledge of the role of government in a market economy, how local, state and federal governments raise the money they spend, and why expenditures are channeled toward certain critical areas in the economy under conditions of market failure.
- MPA 535 Collaboration and Strategic Performance Across Sectors (3)**
This course discusses the practical possibilities and approaches that exist for designing and implementing cross sector collaboration to meet environmental, social, and economic challenges. Ideas for networked governance and partnering is addressed as well as effective strategies for stakeholder inclusion that allows for leaders and managers to execute strategies for handling individual, group, and organizational dynamics. Talent management issues that pose obstacle for strategic planning and creativity are addressed.
- MPA 545 Conflict Resolution and Labor Negotiations (3)**
This course provides a comprehensive approach to conflict resolution with an emphasis on public sector labor negotiations. Students will evaluate and will critically analyze theoretical, collaborative and practical approaches associated with conflict resolution, negotiation and consensus building in the workplace. Case study examinations will include root causes and dynamics of conflict, various methods of conflict analysis and resolution techniques, reflective practice, third party roles, and ethics as it applies to the position of the legitimate and accountable administrator.
- MPA 540 Public Personnel Management (3)**
This course provides a solid groundwork for the study of labor-management negotiations grounded in theory by analyzing and describing the nature and extent of labor-management negotiations, the suspected causes of conflict, and the internal and environmental influences on these changes. It covers what most experts believe are the critical issues in labor-management negotiations and collective bargaining in the public sector and analyzes crucial policy issues.
- MPA 555 Technological Innovations and Implementations (3)**
This course provides theoretical and practical process and practices to manage innovation through technology. Exploration, execution, and management of technology will be addressed as it relates to global competitive advantage and delivery.
- MPA 560 Statistical Analysis for Public Administrators (3)**
This course provides an introduction to statistical analysis and its application to research and decision-making for public administrators. The emphasis is on the collection and analysis of quantitative data using PASW and Excel. Topics include descriptive statistics, probability concepts, confidence intervals, data collection, and data analysis - including parametric and nonparametric data analysis using PASW and Excel.
- MPA 570 Public Policy Analysis (3)**
This course examines the activities of government and the consequences of these actions. Through the application of analytical techniques, the student will gain an understanding of the nature of public policy and various ways in which it may be approached.

Online and Professional Studies

- MPA 575 Urban Policy Analysis and Practices (3)**
This course examines the historical perspectives of urban policy making and outcomes, effectiveness of local and regional stakeholders in design of cities, and progressive approaches to urban policy design and action.
- MPA 580 Legal and Ethical Issues (3)**
This course examines the basic legal and ethical concepts and challenges facing public administrators. The lectures, readings, and class discussions will be used to identify principles that might guide legal and ethical choices, and to show the practical impacts of these principles.
- MPA 585 Political Economy (3)**
This course examines the interrelationship of political and economic factors that influence both public political and economic outcomes. Key means of analysis will include application of micro- and macro-economic theories to obtain better understandings of political and administrative decision-making processes.
- MPA 590 Organizational Theory (3)**
This course is a graduate level introduction to organizational theory. Students will explore the structure and function of public and nonprofit organizations and the behavior of people in them. Exposure to a variety of major theories and perspectives as well as a review of recent research in the discipline will be discussed.
- MPA 593 Professional Presentation (3)**
This course examines and prepares students for professional presentation skills within an organization. This course provides students with effective ways of integrating technology, data, narrative information and persuasive oral presentation skills. Practical application and demonstration of skills will be required.
- MPA 594 Comprehensive Examination Seminar (3)**
This course introduces students to the concepts, approaches and methods of completing a comprehensive exam. Focus will be placed on proper scholarly examination writing techniques as well as a comprehensive review of public administration coursework themes, theories, best practices and applications. Pass/Fail.
- MPA 597 Research Project (3)**
Students will be engaged in a faculty supervised and approved project that is contoured to their particular career objectives. The format is flexible but should result in a major paper of approximately fifty pages in length. Pass/Fail.
- MPA 598A Research Thesis (2)**
This course is a guided development of a research thesis. This course may be repeated once for credit. Students cannot take MPA 598A until their final semester of coursework. Pass/Fail. Prerequisite: Program Director Approval.
- MPA 598B Research Thesis Continuation (1)**
This course is a continuation of the research thesis and may be repeated once for credit. Pass/Fail. Prerequisite: MPA 598A.
- DPA 705 Orientation (1)**
Students entering the program are required to attend an intensive colloquium. This colloquium will focus on doctoral expectations, program design, coursework introductions and community building. Successful completion of this course is required for continued enrollment in the program. Pass/Fail.
- DPA 710 Leadership in Public Sector (3)**
This seminar will examine specific topics that include but are not limited to the focus on how the leader's values and beliefs affect financial and budgetary issues in public sector organizations, collective bargaining, outsourcing, private sector partnering, diversity management leadership, social networking, and media.
- DPA 720 Ethics and Social Justice (3)**
In this course, students examine the philosophy of ethics as it relates to issues of social justice and relationships between ethical and moral practices and effective leadership. Theories of economic disparity, power, and privilege and ethical dilemmas will be explored. Attention is focused on accountability in leadership and best practices that result in fair and equitable treatment of employees and service delivery in diverse communities. Current events will be analyzed as well as a variety of moral dilemmas that exist in societies and organizations along with the exploration of key factors in decision-making and ethical principles. Prerequisite: DPA 710.
- DPA 725 Strategic Planning and Management (3)**
This course presents innovative concepts of strategic planning in relation to an organization's mission, and vision for organizational sustainability. Students will learn practical skills of best practices needed to develop strategic plans that focus on key aspects of resource allocation, implementation, collaboration, and budgeting. Prerequisite: DPA 720.

- DPA 730 Performance Management and Evaluation (3)**
This course introduces students to public sector performance measurement. Benchmarking within strategic management principles is discussed. Focus on how changes in an organizational climate and culture affect operational strategies as well as how internal/external politics of program planning will be addressed. Examples of methodologies used in relation to government program planning and evaluation is explored. Prerequisite: DPA 725.
- DPA 740 Collaboration and Networked Governance (3)**
This course examines the concepts and practices of managing networks. Theories, analytical skills, and processes of designing, developing, sustaining, and evaluating networks will be addressed. Concepts of successful and challenging collaboration efforts among public, private, and nonprofit organizations will be explored. Integration of budgetary factors will be included as it relates to service delivery. Prerequisite: DPA 730.
- DPA 750 Public Policy, Advocacy, and Economics (3)**
This course will explore trends, characteristics, imperatives, and consequences of public-policy making. Discussion includes how global economies affect the political climate and how representation of powerful actors, PACS, and institutions are representative factors of collective action, electoral processes, fiscal policy, bureaucracy, regulation and constitutional reforms. Prerequisite: DPA 740.
- DPA 755 Public Administration as a Profession (1)**
Doctoral students are required to attend this professional colloquium. The focus of this colloquium is to develop professional skills and retrospectively review the first year process as well as next steps for scholarship. Colloquium may coincide and require attendance at a public administration focused conference. Successful completion of this course is required for continued enrollment in the program. Pass/Fail. Prerequisite: DPA 750.
- DPA 760 Legitimate Bureaucracy and Accountability (3)**
This course examines the political role of the bureaucracy and the impact of other government institutions on bureaucratic structure, functions, and behavior. Issues related to cross cultural dynamics, ethical and accountable leadership, and the influence of politics in public organizational life is examined. Concepts related to constituent representation, legislative processes, and voting trends/behaviors are of importance in how these factors impact public sector organizations. Prerequisite: DPA 750.
- DPA 765 Qualitative Reasoning and Analysis (3)**
The purpose of this course is to introduce the field of qualitative research and preparation for public administration doctoral students. This course addresses how to apply advanced, qualitative research principles, and data collection and analysis methods. Prerequisite: DPA 760.
- DPA 770 Quantitative Reasoning and Analysis (3)**
The purpose of this course is to present an examination of quantitative methods and designs that are utilized in public sector. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Experimental, quasi-experimental, and survey research designs are assessed and applied to practice and policy issues. Prerequisite: DPA 765.
- DPA 780 Comprehensive Experience (3)**
This course is designed to explore the theoretical framework of a potential dissertation topic. Application of theory, structure, and design is the focus and the goal of this course. Successful completion of a defense experience must be completed prior to advancing to candidacy. Prerequisite: DPA 770.
- DPA 781 Comprehensive Experience Defense (1)**
The Comprehensive Experience Defense is a requirement of all doctoral students desiring to advance to candidacy. Assessment of the student's preparation and scholarship leading to dissertation development is determined prior to this colloquium. Pass/Fail. Prerequisite: Permission of the Program Director.
- DPA 795 Public Administration Special Topics (3)**
This course is designed to complete an outline for the first three chapters of the dissertation. Topic area is determined and preliminary research on topic is explored. Prerequisite: DPA 781.
- DPA 796 Proposal Exploration and Development (3)**
This course addresses both the theoretical and practical aspects of designing dissertation research. The goal of the course is to assist students with the proposal writing processes and defense expectations. Development of the first three chapters is expected. Committee formation must be executed by the end of this course. May be repeated for credit. Prerequisite: DPA 795.

Online and Professional Studies

- DPA 797** **Dissertation Development (3)**
Students will be guided through the research process after completed dissertation proposal. This will include completion of the literature review and description of methodologies necessary for their projects as well as obtaining consent from subjects, and beginning the data collection process, if applicable. Students will work with their dissertation advisors both individually and in small groups. May be repeated for credit. Prerequisite: DPA 796.
- DPA 798** **Dissertation Defense (1)**
The dissertation defense will be a public oral examination open to all members (faculty, students and invited guests) of the University community. Questioning of the candidate will be directed by the student's dissertation supervising committee. All members of the student's committee must be present at the defense. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Pass/Fail. Prerequisite: Permission of the Program Director.
- DPA 799** **Dissertation Defense Preparation (1)**
The Dissertation Defense Preparation is the culminating colloquium that will prepare the student for the dissertation defense. All prior forms and approvals must be completed. Pass/Fail. Prerequisite: Permission of the Program Director.

2016 | 2017

California Baptist University

Directory

GRADUATE CATALOG



DIRECTORY: ADMINISTRATION & FACULTY

Board of Trustees: California Baptist University

Regular Meetings of the Board of Trustees

2016-2017

September 30, 2016

January 13, 2017

May 5, 2017

Mr. Michael Poma, Chairman

Term Expiring 2016

Mr. John Bolin	Houston, TX
Dr. Walt Carney	Riverside, CA
Rev. Steve Davidson	Clovis, CA
Rev. William Eng.	Anaheim, CA
Mrs. Eydie Miskel	Ventura, CA
Mr. Michael Poma	Redlands, CA
Dr. Walter Price	Beaumont, CA
Mr. Bart Shifter	Chula Vista, CA
Mr. Mike Staver	Fernandina Beach, FL

Term Expiring 2017

Mr. Brian Chelette	Riverside, CA
Rev. Gil De La Rosa	El Monte, CA
Mrs. Margaret Hollis	Garden Grove, CA
Dr. Phoebe Lambeth	Orange, CA
Dr. L. Dean Lowe	Fresno, CA
Mr. Don Nichols	Lompoc, CA
Mr. Richard Phillips	Nevada City, CA
Dr. J.T. Reed	Fair Oaks, CA
Rev. Wayne Stacks	Carmichael, CA

Term Expiring 2018

Mr. Walt Crabtree	Pioneer, CA
Dr. Anthony Dockery	La Puente, CA
Mr. Charles Doremus	Bakersfield, CA
Mr. Glenn Gaines	Plano, TX
Mr. David Gill	Antioch, CA
Dr. Michael Proctor	Anchorage, AK
Mr. Gary Vick	Salinas, CA
Dr. John Wells	Lake Elsinore, CA
Mr. Richard Yu	San Gabriel, CA

Term Expiring 2019

Mrs. Cindy Cook	Oceano, CA
Dr. Robert Gates	Greer, SC
Mr. Nathan Granillo	Redlands, CA
Mr. Tom Hixson	Mill Valley, CA
Mrs. Hilda Kennedy	Grand Terrace, CA
Mrs. Chrystal Kern	Stafford, VA
Mr. Tom Lance	Riverside, CA
Mrs. Nancy Mellinger	Riverside, CA
Dr. Michael Nolen	Tracy, CA

Ex Officio

Dr. Fermín A. Whittaker	Executive Director
	California Southern Baptist Convention, Fresno, CA

Executive Council

Ronald L. Ellis; B.A., M.S., Ph.D.	President
Charles D. Sands; B.S., M.A., Ph.D.	Provost
Kent Dacus; B.S., M.S.	Vice President for Student and Enrollment Services
Mark Howe; B.S., M.B.A.	Vice President for Finance and Administration
Adam Burton; B.A., J.D.	Vice President and General Counsel
Larry Linamen, B.A., M.B.A., Ed.D.	Vice President for Global Initiatives
	Vice President for University Advancement
Mark A. Wyatt; B.F.A., M.Div., D.Min.	Vice President for Marketing and Communication
David Poole, B.A., M.S., Ed.D.	Vice President for Online and Professional Studies

Emeriti

Russell R. Tuck; B.S., M.S., Ph.D., D.H.	President Emeritus
Donald J. Evans; B.A., M.A., Ed.D.	Senior Vice President Emeritus
Arthur Cleveland; B.S., M.A., Ph.D.	Vice President Emeritus
Bruce A. Hitchcock; B.S., M.S.	Vice-President Emeritus
Bonnie G. Metcalf; B.A., M.A., Ed.D.	Vice President Emeritus
Gary Collins, B.A., B.D., M.A., Ph.D.	Psychology
Ken Futch; B.A., M.A., Ph.D.	English
Norene Murphy Hokett; B.A., M.A.	Communication Arts
Robert K. Jabs; B.A., B.S., M.B.E., Ph.D.	Business Administration
Frances Sharp Jennings; B.A., M.R.E.	Religion
George Jennings; B.A., Th.M., Th.D.	Religion
Raquel Lebrede; B.A., M.A., Ph.D.	Spanish
James MacWhinney; B.A., M.S., Ed.D.	Education
Edwin A. Reed; B.A., B.D., M.A., Th.M.	History
Robert Roth; B.A., M.A.	Biology
Genevieve Snaveley Thompson; B.A., M.A., Ph.D.	Psychology
Wayne Swindall; B.A., M.Div., Th.M., Ph.D.	Philosophy
Richard C. Whorton; B.A., M.S.	Mathematics and Physics
LeVern B. Young; B.S., M.S., Ph.D.	Natural Science

Directory

Amanie Abdelmessih

Professor of Engineering

B.S., M.S., Alexandria University, Egypt; Ph.D., Oklahoma State University.

Jenny Aguilar

Lecturer, Psychology

B.S., University of Phoenix; M.A., California Baptist University.

Elaine Ahumada

Professor of Public Administration

B.A., M.P.A., D.P.A., University of LaVerne.

Keanon Alderson

Associate Professor of Business

B.S., California Baptist College; M.B.A., University of Redlands; Ph.D., Capella University.

Noemi Alexander

Visiting Professor of Political Science

B.A., M.P.A., California State University, Long Beach.

Berniece Bruinius Alspach

Assistant Professor of English

B.A., Florida State University; M.A., California Baptist University.

Gayne J. Anacker

Professor of Philosophy

B.A., Westmont College; M.T.S., Gordon-Conwell Theological Seminary; M.A., Washington State University; Ph.D., University of California, Irvine.

Cynthia Anderson

Assistant Professor of Nursing

B.S.N., Regents College; M.S.N., California State University, Dominguez Hills.

Mark Anklam

Professor of Chemical Engineering

B.S., Stanford University; M.A., Ph.D., Princeton University.

Melissa Anozie

Assistant Professor of Nursing

B.S., M.S.N., California Baptist University.

Melissa Antonio

Assistant Professor of Biology

A.A., A.S., Riverside Community College; B.S., Ph.D., University of California, Riverside.

Margaret Appenzeller

Visiting Professor of Communication Disorders

B.A., University of Northern Colorado; M.S., University of Oregon at Eugene.

Richard Ardito

Assistant Professor of Accounting

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

Satara Armstrong

Professor of Social Work

B.A., Baker University; M.S.W., University of Kansas at Lawrence; Ph.D., Capella University.

Jacob Avila

Associate Professor of Construction Management

B.A., Pepperdine University; M.B.A., California Baptist University; D.P.P.D., University of Southern California.

Jong-Wha Bai

Associate Professor of Civil Engineering

B.S., Yonsei University, South Korea; M.S., Ph.D., Texas A&M University.

Jeffrey Barnes

Professor of Humanities

B.A., William Carey College; M.Div., Ph.D., Golden Gate Baptist Theological Seminary.

Crystal Barron

Lecturer, Music

B.A., Azusa Pacific University; M.M., California State University, Long Beach.

Gretchen C. Bartels

Assistant Professor of English

B.A., Wheaton College; M.A., Ph.D., University of California, Riverside.

Todd Bates

Professor of Philosophy

B.A., University of Central Florida; M.Div., Beeson Divinity School; Ph.D., University of Texas, Arlington.

Allan Bedashi

Professor of Physician Assistant Studies

B.S., B.S., George Washington University; M.S.H.P.E., Western University of Health Sciences; M.P.A.S., University of Nebraska; D.H.Sc., Nova Southeastern University.

Michael Berger

Associate Professor of Graphic Arts

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

Aine Bergin

Assistant Professor of Behavioral Science

B.A., M.S., California Baptist University; Psy.D., Alliant International University.

Dennis Bideshi

Professor of Biology

B.A., M.A., California State University, Fullerton; Ph.D., University of California, Riverside.

James Bishop

Associate Professor of Criminal Justice and Business Law

B.A., California State University, San Bernardino; J.D., University of the Pacific.

W. Daniel Blair

Assistant Professor of American Sign Language

B.G.S., Samford University; M.Div., Beeson Divinity School; Ph.D., University of Alabama.

Mark Blincoe

Associate Professor of History

B.A., Whitworth University; M.A., University of Pennsylvania; Ph.D., University of Minnesota.

Deborah Bobst

Assistant Professor of Nursing

B.S., University of Phoenix; M.S.N., Norwich University; D.N.P., Loma Linda University.

Cynthia Boes

Associate Professor of Communication Studies

B.S., Corban College; M.A., Oregon State University; Ph.D. Pennsylvania State University.

Daniel Judd Bonner

Professor of Music

B.A., Azusa Pacific University; M.A., California State Polytechnic University, Pomona; D.M.A., Claremont Graduate University.

Janet Bonome

Assistant Professor of Public Health

B.S., University of California, Riverside; M.P.H., Dr.P.H., Loma Linda University.

A. Greg Bowden

Associate Professor of Education

B.A., San Diego State University; M.S., Pepperdine University; Ed.D., University of San Diego.

Karen Bradley

Associate Professor of Nursing

B.S.N., University of Phoenix; M.S.N., Loma Linda University; D.N.P., University of San Francisco.

Angela Brand-Butler

Professor of Music

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

Eric Brook

Professor of History and Humanities

B.A., California Baptist University; M.A., Concordia University; M.A., California State University, Dominguez Hills; D.Min., Concordia Theological Seminary; Ph.D., University of Essex.

Stephen Brown

Associate Professor of Behavioral Sciences

B.S., M.S.W., Jackson State University; Ed.D., University of La Verne.

Julianna Browning

Associate Professor of Accounting

B.S., University of Southern California; M.B.A., California Baptist University; Ph.D., University of California, Riverside.

James R. Buchholz

Professor of Physics and Mathematics

B.A., Indiana State University; M.S., Texas A&M University; Ph.D., University of California, Riverside.

Lisa Bursch

Associate Professor of Nursing

B.S.N., University of Texas, Health & Science Center; M.S.N., California State University, Long Beach; D.N.P., Rush University.

Nona Cabral

Associate Professor of Education

B.A., Antioch University; M.A., Azusa Pacific University; Psy.D., Alliant University.

Linn Carothers

Professor of Mathematics

B.S., University of Southern California; M.S., California State University, Northridge; Ph.D., University of Southern California.

Deborah Carter

Assistant Professor of Nursing

B.S.N., California State University, Dominguez Hills; M.S.N., Walden University; Ed.D., Regent University.

Jeff Cate

Professor of New Testament

B.A., Samford University; M.Div., Ph.D., New Orleans Baptist Theological Seminary.

J. Alex Chediak

Professor of Physics and Engineering

B.S., Alfred University; M.S., Ph.D., University of California, Berkeley.

Stephen R. Christie

Assistant Professor of Business Administration

B.A., M.B.A., California State University, Fullerton; Ph.D., Claremont Graduate University.

Seunghyun Chun

Associate Professor of Electrical and Computer

Engineering

B.S., Yonsei University, Seoul Korea; M.S. University of Southern California; Ph.D., University of Texas at Austin.

Anthony Chute

Professor of Church History

B.Min., B.A., Brewton Parker College; M.Div., Beeson Divinity School; Ph.D., Trinity Evangelical Divinity School.

Michael Chute

Professor of Journalism

B.A., Oklahoma Baptist University; M.A., Southern Missouri State University; Ph.D., University of Southern Mississippi.

Daniel Clark

Assistant Professor of Mechanical Engineering

B.S.E., Calvin College; M.S., Ph.D., Stanford University.

Adamson Co

Associate Professor of Theology

B.A., Cal State Polytechnic University at Pomona; M.Div., The Masters Seminary; J.D., University of California Hastings Law School; Ph.D., Trinity Evangelical Divinity School.

Directory

Greg Cochran

Associate Professor of Christian Studies

B.A., M.A., Louisiana Tech University; M.Div., Ph.D., Southern Baptist Theological Seminary.

Debra Coleman

Assistant Professor of Nursing

B.S.N., MSN. Ed., University of Phoenix.

Ricardo Cordero-Soto

Associate Professor of Mathematics

B.S., Universidad Metropolitana, Puerto Rico.; M.S., Ph.D., Arizona State University.

Anthony Corso

Assistant Professor of Computer Information Systems

B.A., Cogswell Polytechnical College; M.B.A., University of Phoenix; Ph.D., Claremont Graduate University.

Christy Cotner

Assistant Professor of Nursing

B.S., University of Phoenix; M.S.N., California State University, Dominguez Hills.

Mark Cox

Lecturer, Behavioral Science

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

Mary F. Crist

Professor of Education

B.A., University of California, Berkeley; M.Ed., Pan American University; M.Div., Claremont School of Theology; Ed.D., Columbia University.

Robert G. Crosby

Assistant Professor of Psychology

B.A., California State Polytechnic University, Pomona; M.S., Capella University; Ph.D., University of California, Riverside.

Melissa Croteau

Professor of Film Studies

B.A., Biola University; M.A., University of Birmingham, United Kingdom; Ph.D., Claremont Graduate University.

Jennifer Cruz

Assistant Professor of Music

B.M., Eastman School of Music; M.M., University of Southern California.

Steven Dahlgren

Assistant Professor of Music

B.A., M.M., Azusa Pacific University.

Dirk Dallas

Assistant Professor of Graphic Arts

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

Dirk Davis

Professor of Education

B.A., M.A., California State University, San Bernardino; Ed.D., Pepperdine University.

Kenya Davis-Hayes

Associate Professor of History

B.A., M.Ed., Campbell University; Ph.D., Purdue University.

Mark Deharo

Assistant Professor of Radiologic Sciences

B.S., Loma Linda University; M.H.A., University of Phoenix.

Angela Deulen

Assistant Professor of Psychology

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

Joseph DeVol

Assistant Professor of Education

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

Khamla Dhouti Martinez

Lecturer, Spanish

B.A., Washington & Lee University; M.A., Middlebury College; Ph.D., University of Texas at Austin.

Jolene Dickert

Associate Professor of Kinesiology

B.A., Whitworth College; M.A., San Diego State University; Ed.D., University of the Pacific.

Toni Dingman

Associate Professor of English

B.A., California Baptist College; M.A., California State University, San Bernardino; M.A., California Baptist University; Ph.D., Pacific Graduate Institute, Santa Barbara.

Anthony Donaldson

Professor of Electrical and Computer Engineering

B.S.E.E., M.S.E.E., Texas Tech University; M.A., Asbury Theological Seminary; Ph.D., Texas Tech University.

Darla Donaldson

Assistant Professor of Business

B.B.A., University of Texas; M.B.A., Texas Tech University.

Susan Drummond

Professor of Nursing

B.S.N., M.S.N., California State University, Dominguez Hills; Ph.D., Azusa Pacific University.

Susan Duemer

Assistant Professor of Architecture

B.A., M.Arch., Judson University.

Scott Dunbar

Assistant Professor of Human Resource Management

B.S., University of California, Riverside; M.B.A., Loma Linda University.

Marion Dunkerley

Assistant Professor of Nursing

B.S.N., Biola University; M.A., Azusa Pacific University; M.S.N., University of Phoenix; Ed.D., Regent University

Michael Eaton

Associate Professor of Film Studies

B.A., Whitworth University; M.F.A., Azusa Pacific University.

Jan Edmisten

Professor of Kinesiology

B.S., Middle Tennessee State University; M.P.T., D.P.T.Sc., Loma Linda University.

Ronald L. Ellis

Professor of Education

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

Stephen Emerson

Librarian

B.A., Westmont College; M.Div., Fuller Theological Seminary; M.L.S., San Jose State University; Ph.D., Vanderbilt University.

L. Margaret Fanning

Lecturer, English

B.A., M.A., California Baptist University.

Doreen Ferko

Professor of Education

B.A., University of California, San Diego; M.A., California State University, Northridge; Ph.D., Purdue University.

Thomas Ferko

Professor of Chemistry

B.S., Juniata College; Ph.D., Purdue University.

Elizabeth Brandt Flater

Associate Librarian

B.S., University of Wisconsin, Eau Claire; M.L.I.S., University of Wisconsin, Milwaukee.

Ruth Flores

Visiting Professor of English

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

William Flores

Associate Professor of Spanish

B.S., M.Ed., Hyles-Anderson College; M.S.E., Harding University; Ph.D., University of California, Riverside.

Jan Flournoy

Assistant Professor of Nursing

B.S.N., University of Maryland; M.S.N., California State University, Dominguez Hills.

Kristopher Floyd

Visiting Professor of Marketing

B.A., Appalachian State University; M.B.A., Ph.D., University of Texas at Arlington.

Rod Foist

Professor of Electrical and Computer Engineering

B.S.E.E., M.S.E.E., University of Washington, Seattle; Ph.D., University of British Columbia, Vancouver.

L. Alan Fossett

Professor of Chemistry

B.S., Northwest Nazarene College; Ph.D., University of California, Davis.

Thomas Frederick

Associate Professor of Psychology

B.S., M.A., Geneva College; M.A., Ph.D., Fuller Theological Seminary.

Laura Freeman

Associate Professor of Psychology

B.S., University of Wisconsin, Madison; M.A., Psy.D., Rosemead School of Psychology.

Lisa Friesen

Assistant Professor of Kinesiology

B.A., University of the Pacific; M.S., James Madison University.

Jeffrey Gage

Professor of Nursing

M.P.H., University of Otago, Christchurch, New Zealand; Ph.D., University of Missouri.

Ana Gamez

Associate Professor of Psychology

B.A., M.S., California State University, Los Angeles; Ph.D., Loma Linda University.

Levi Garrett

Visiting Professor of Kinesiology

B.S., M.S., California Baptist University.

Sabrina Garrovillas

Assistant Professor of Nursing

B.S., University of California, Riverside; M.S.N., California Baptist University.

Kenneth George

Assistant Professor of Finance

B.A., M.B.A., University of LaVerne; M.S., Claremont Graduate University.

John Gill

Assistant Professor of Christian Studies

B.A., University of California, San Diego; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary.

Trevor Gillum

Associate Professor of Kinesiology

B.S., University of Oklahoma; M.S., University of Montana; Ph.D., University of New Mexico, Albuquerque.

Dawn Gilmore

Assistant Professor of Music

B.A., M.M., Azusa Pacific University; D.W.S., R.E. Webber Institute for Worship Studies, Orange Park, Florida.

Denise Glenore-Green

Assistant Professor of Nursing

A.S., A.D.N., Riverside Community College; B.S.N., M.S.N., University of Phoenix.

Directory

Matthew Goddard

Associate Librarian

B.A., University of Southern California; M.A., University of Chicago; M.L.I.S., University of Washington Information School.

Christina Gonzalez

Assistant Professor of Business

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

Creighton Goodman

Assistant Professor of Aviation Flight

B.S., Loyola University; M.A.S., Trident University.

Julie Goodman

Assistant Professor of Anthropology

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

Mark Gordon

Assistant Professor of Mechanical Engineering and Bioengineering

B.S.E., Calvin College; M.S.E., Ph.D., University of Michigan.

Anna Grigorian-Routon

Lecturer, Psychology

B.A., University of California, Riverside; M.A., California Baptist University.

Beth A. Groves

Assistant Professor of Public Administration

B.A., Central Michigan University; M.P.A., California State University, Long Beach.

Jacqueline Gustafson

Associate Professor of Psychology

B.A., M.A., Northwest University; Ed.D., Seattle University.

Teresa Hamilton

Assistant Professor of Nursing

B.S.N., M.S.N., California State University, Fullerton.

Heather Hamilton-Stilwell

Assistant Professor of Journalism

B.A., Azusa Pacific University; M.S., Syracuse University; Ph.D., Regent University

Mi Kyung Han

Assistant Professor of Computer Science

B.S., Korea Advanced Institute of Science & Technology; M.S., Ph.D., University of Texas at Austin.

Virgo Handojo

Professor of Behavioral Sciences

B.A., Diponegoro University; M.A., M.A., M.A., Ph.D., Fuller Theological Seminary.

Adele Harrison

Professor of Finance

B.S., San Diego State University; M.B.A., Louisiana Tech University; Ph.D., University of Nebraska at Lincoln.

Andrew Harveson

Assistant Professor of Kinesiology

B.A., Whitworth University; M.S., Central Washington University; Ph.D., University of Utah.

Lauri Hauck

Visiting Professor of Kinesiology

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

Robert Hayden

Visiting Professor of Communication

B.A., Milligan College; M.A., Biola University.

Carolyn Heine

Associate Librarian

B.A., Westmont College; M.L.I.S., University of British Columbia.

Keith Hekman

Associate Professor of Mechanical Engineering

B.S.E., Calvin College; M.S.M.E., Ph.D., Georgia Institute of Technology.

Lisa Hernandez

Professor of Mathematics

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

Dayna Herrera

Associate Professor of Nursing

B.S.N., M.S.N., University of Phoenix; D.N.P., Rush University, Chicago, Illinois.

Dina Herrick

Assistant Professor of Nursing

B.S.N., Azusa Pacific University; M.S.N., University of Phoenix.

Andrew C. Herrity

Professor of Business

B.A., University of Southern California; M.B.A., California State Polytechnic University; M.A., Ph.D., University of California, Riverside.

James Heyman

Lecturer, Education

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

Nathanael Heyman

Associate Professor of Biology

B.S., Lee University; Ph.D., University of Arizona.

John Higley

Associate Professor of Criminal Justice

B.A., University of California, Irvine; M.A., National University; D.P.A., University of La Verne.

Troy Hinrichs

Professor of Criminal Justice

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

Trever Hoehne

Assistant Professor of Graphic Arts
B.A., California Baptist University.

Guy Holliday

Assistant Professor of Music
B.A., California State University, Fresno; M.M., Azusa Pacific University;
D.M.A., Claremont Graduate University.

Tran Hong

Assistant Professor of Information Technology and Computer Science
B.S., California State University, Long Beach; M.B.A., University of Phoenix; Ed.D., California State University, Fullerton.

Mitchell R. Hovey

Professor of Education
B.S., University of Southern California; M.A., Ed.D., Azusa Pacific University.

Beverly A. Howard

Professor of Music
B.M., M.M., University of Oklahoma; D.M.A., University of North Texas.

Ying Hu

Associate Professor of Chemistry
B.A., B.S., Dailan University of Technology, People's Republic of China;
Ph.D., Bowling Green State University.

Kyungsoo Im

Assistant Professor of Computer Science
B.S., Georgia Institute of Technology; M.S., Kennesaw State University;
Ph.D., Clemson University.

David Isaacs

Assistant Professor of English
B.A., California State University, San Bernardino; M.A., Simon Greenleaf University; M.A., Trinity Graduate School.

Nathan Iverson

Assistant Professor of Psychology
B.A., Trinity Lutheran College; M.A., Seattle Pacific University.

DawnEllen Jacobs

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

Thomas Jernejcic

Associate Professor of Computer Information Technology
B.A., California Baptist University.

Susan Jetton

Associate Professor of Nursing
B.S.N., Loma Linda University; M.S.N., California State University, Dominguez Hills; D.N.P., Western University of Health Sciences.

Hector Jimenez

Assistant Professor of Music
B.A., California Baptist University; M.M., California State University, Los Angeles.

Karin Johnson

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

Creed Jones

Professor of Software Engineering
B.S., M.S., Oakland University; Ph.D., Virginia Polytechnic University.

Helen Jung

Associate Professor of Civil Engineering
B.S., M.S., Ph.D., University of California, Los Angeles.

Scott B. Key

Professor of Philosophy
B.A., University of New Mexico; M.Div., Ph.D., Southern Baptist Theological Seminary.

Wendy Keyes

Assistant Professor of Business Administration
B.A., B.A., California State University, San Bernardino; M.A., University of California, Riverside.

Jong-Kyung Kim

Asssocioate Professor of Exercise Science
B.S., Kyung Hee University, Seoul, South Korea; M.S., M.A., Ball State University; Ph.D., Wayne State School of Medicine.

Namhee Kim

Assistant Professor of Communication Disorders
B.A., M.A., Yonsei University, Seoul, Korea; Ph.D., University of Texas, Austin.

Sangmin Kim

Associate Professor of Health Science
B.A., M.A., Ed.D., University of Northern Iowa.

Seung-Jae Kim

Associate Professor of Mechanical Engineering and Bioengineering
B.S., Han Yang University, Korea; M.S., Pohang University of Science and Technology, Korea; M.S., Ph.D., University of Utah.

Patricia L. Kircher

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

Stephan Kish

Lecturer, Mathematics
B.A., University of California, Riverside; M.Div., Golden Gate Baptist Theological Seminary.

Mark Kling

Associate Professor of Criminal Justice
B.S., University of Phoenix; M.P.A., D.P.A. University of LaVerne.

Joshua Knabb

Associate Professor of Psychology
B.S., University of Redlands; M.A., Psy.D. Azusa Pacific University.

Directory

Michael Kolta

Assistant Professor of Computer Science

B.S., Rensselaer Polytechnic Institute; M.S., Ph.D., State University of New York at Albany.

Seong Kong

Associate Professor of Biomedical Engineering

B.S., Kyunghee University, Suwon, Korea; M.S., Yonsie University, Seoul, Korea; Ph.D., University of California, San Diego.

Bon-Jun Koo

Professor of Natural Science

B.S., M.S., Kon-Kuk University; Ph.D., University of California, Riverside.

Kathleen Kopitzke

Visiting Professor of Music

B.M., M.M., California Baptist University.

Robert LaChausse

Associate Professor of Public Health

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

Douglas Lainson

Assistant Professor of Business

B.A., Loma Linda University; M.B.A., Biola University; Ph.D., Claremont Graduate University.

Jacob Lanphere

Assistant Professor of Environmental Science

B.S., Ph.D., University of California, Riverside.

Anne-Marie Larsen

Associate Professor of Psychology

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

Esther Lee

Assistant Professor of Statistics

B.A., Ajou University, Suwon, South Korea; M.A., Yonsei University, Seoul, South Korea; Ph.D., University of California, Irvine.

Charles Lee-Johnson

Assistant Professor of Social Work

B.A., Morehouse College; M.S.W., University of California, Los Angeles; D.Min., United Theological Seminary.

Nathan Lewis

Professor of Psychology

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

Kristine Lippire

Assistant Professor of Visual Arts

B.F.A., California State University, Long Beach; M.F.A., Claremont Graduate University.

Carla Liu

Assistant Professor of English

B.A., Hope College; M.S., Nazareth College.

James J. Lu

Professor of English

B.A., Shandong University; M.A., Institute of American Literature; M.A., Ph.D., Duke University.

Timothy C. Luther

Professor of Political Science

B.A., Blackburn College; M.A., University of Illinois; Ph.D., University of Idaho.

Lee Lyons

Professor of Communication Arts

B.A.A., M.F.A., San Diego State University.

Nicole MacDonald

Professor of Kinesiology

B.A., Point Loma Nazarene University; M.P.H., Dr.P.H., Loma Linda University.

Michael Marse

Assistant Professor of Communication Arts

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

Nia Martin

Assistant Professor of Nursing

B.S.N., McNeese State University; M.S.N., University of Phoenix.

Meg Matthews

Assistant Professor of Nursing

B.A., Georgian Court College; B.S.N., M.S.N., California Baptist University.

Kristin Mauldin

Visiting Professor of Psychology

B.A., California State University, Hayward; M.A., Ph.D., Miami University.

Lesley Mayne

Assistant Professor of Communication Disorders

B.A., University of Southern California; M.A., California State University at Fullerton; Ph.D., Claremont Graduate University.

Jane McGuire

Professor of Education

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

Chris McHorney

Professor of Political Science

B.A., University of California, Los Angeles; M.S., Troy State University, Dothan; Ph.D., University of California, Riverside.

Ogbochi McKinney

Assistant Professor of Public Health

B.A., M.P.A., M.P.H., California State University, Long Beach; Dr. P.H., Loma Linda University.

Denise McLurkin

Associate Professor of Education

B.A., University of California, Irvine; M.S., California Baptist University;
M.A., Ph.D., University of Michigan, Ann Arbor.

Jeff McNair

Professor of Education

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

Ash Melika

Associate Professor of Anthropology

B.A., The City University of New York; M.A., New York University;
M.A., Columbia University; M.Div., Princeton Theological Seminary;
Ph.D., University of Leicester.

Rebecca Meyer

Associate Professor of Nursing

B.S.N., M.S.N., Mount St. Mary's College; Ph.D. Azusa Pacific University.

Frank Mihelich

Assistant Professor of Theatre

B.A. B.A., California Baptist University; M.F.A. Columbia University.

Amy Miller

Assistant Professor of Kinesiology

B.S., California Baptist University; M.S., California State University,
Fullerton; Dr.PH., Loma Linda University

Julian Mills-Beale

Assistant Professor of Civil Engineering

B.Sc., Kwame Nkrumah University of Science and Technology; M.S.,
Ph.D., Michigan Technological University.

Kenneth Minesinger

Associate Professor of Law

B.A., California State University, San Bernardino; J.D., Western State
University.

Carol Minton

Professor of Sociology

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

Richard Mobley

Professor of New Testament

B.A., Hardin-Simmons University; M.Div., Ph.D., Southwestern Baptist
Theological Seminary.

Jin-Sil Mock

Assistant Professor of Education

B.S., University of Illinois at Urbana-Champaign; Ed.M., Harvard
Graduate School of Education; Ph.D., Vanderbilt University.

Jeff Mooney

Professor of Old Testament

B.A., Auburn University; M.Div., Beeson Divinity School; Ph.D. Southern
Baptist Theological Seminary.

Marilyn Moore

Associate Professor of Sociology

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

Christopher Morgan

Professor of Theology

B.A., Southeast Missouri State University; M.Div., Ph.D., Mid-America
Baptist Theological Seminary.

Elizabeth Morris

Professor of Education and Mathematics

B.A., M.S., California Baptist College; Ph.D., Capella University.

Timothy Mosteller

Associate Professor of Philosophy

B.A., University of Southern California; M.A., Biola University; Ph.D.,
University of Miami.

Ted Murcra

Assistant Professor of Education

B.A., M.S., California Baptist University; Ed.D., Vanderbilt University.

Elisabeth Murillo

Assistant Professor of Aviation Science

B.S., Westminster College; M.C.A., Delta State University.

Jenifer Nalbandian

Assistant Professor of Chemistry

B.S., Pepperdine University; M.S., Ph.D., University of California,
Riverside.

Michael Nalbandian

Assistant Professor of Engineering

B.S., Ph.D., University of California, Riverside.

Sanggon Nam

Associate Professor of Public Health

B.A., Handong Global University, Pohang, Korea; M.S., Clemson
University; Ph.D., University of Texas Medical Branch at Galveston,
Texas.

Bob Namvar

Professor of Economics

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

Bryan Ness

Associate Professor of Communication Disorders

B.S., M.S., University of Nevada; Ph.D., University of Oregon.

Jennifer Newton

Associate Professor of English

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

Liya Grace Ni

Professor of Electrical and Computer Engineering

B.S., Xi'an Jiao Tong University, People's Republic of China; M.S.,
National University of Singapore; Ph.D., University of Waterloo, Canada.

Directory

Michelle Nielsen

Assistant Professor of Mathematics

B.A., Bethel University; M.S., Ph.D., University of Minnesota, Minneapolis.

Matthew Niemann

Assistant Professor of Architecture

B.S., M.Arch., University of Illinois at Urbana-Champaign; M.A., Biola University; M.A., Gordon-Conwell Theological Seminary.

Kathryn Norwood

Associate Professor of Education

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

Fyne Nsofor

Associate Professor of Intercultural Studies

B.A., West Africa Theological Seminary, Nigeria; M.A., Wesley Biblical Seminary; Ph.D. Trinity International University.

Geneva G. Oaks

Associate Professor of Nursing

B.S.N., M.S.N., Ph.D., Azusa Pacific University.

Heather Ontiveros

Assistant Professor of Physician Assistant Studies

B.S., University of California, Davis; M.A., San Diego State University.

Monica O'Rourke

Visiting Professor of Kinesiology

B.S., California State University, San Bernardino; M.S., California Baptist University; Ph.D., Middle Tennessee State University.

Mario Oyanader

Associate Professor of Chemical Engineering

B.S., Northern Catholic University; M.S., Hawaii Pacific University; Ph.D., Florida State University.

Marilyn Panaro

Lecturer, Natural Sciences

B.S., The State University of New York at Buffalo; M.A., Trinity International University.

Frank Pankowski

Professor of Mathematics

M.S., M. Kopernik University, Poland; Ph.D., University of Wroclaw, Poland.

Katherine Papineau

Assistant Professor of Art History

B.A., Wellesley College; M.A., Ph.D., University of California, Santa Barbara.

Alexandra Paradis

Assistant Professor of Biology

B.S., George Fox University; Ph.D., Loma Linda University.

Hyun Woo Park

Professor of Biology

B.S., M.S., Seoul National University, Korea. Ph.D., University of California, Riverside.

Samuel Park

Assistant Professor of Graphic Design and Digital Media

B.A., Art Center College of Design.

Barry Parker

Librarian

B.A., McMaster University; M.Div., Northwest Baptist Theological College; Ph.D., University of Sheffield; M.L.I.S., University of British Columbia.

Jonathan K. Parker

Professor of Education

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

Ashley Parks

Assistant Professor of Public Health

B.S., M.P.H., California State University, Fresno; Dr.P.H., California State University, Long Beach.

John Pate

Assistant Professor of Communication Arts

B.A., California Baptist College; M.A., California State University, Los Angeles.

Robert Pate

Associate Professor of Psychology

B.A., Wagner College; M.A., Psy.D., Rosemead School of Psychology.

Ken Pearce

Professor of Psychology

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

David Pearson

Professor of Kinesiology

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

Mary Ann Pearson

Associate Professor of Public Relations and Communication

B.A., M.A., California Baptist University; Ed.D., La Sierra University.

Joseph Pelletier

Associate Professor of Psychology

B.A., Texas A & M University; M.S., Ph.D., University of Kent, England.

Marshare Penny

Associate Professor of Public Health

B.S., M.P.H., San Diego State University; Dr.P.H., Loma Linda University.

Juliann Perdue

Associate Professor of Nursing

B.S.N., University of Texas, El Paso; M.S.N., University of Phoenix; D.N.P., Western University of Health Sciences.

Gilberto Perez

Associate Professor of Spanish

B.A., University of California, Riverside; M.A.Ed., Claremont Graduate University.

Arlene Perkins

Professor of Computer Science

B.S., California State University, East Bay; M.S. University of Southern Mississippi, Gulf Park; M.S., Ph.D., University of California, Davis.

Anthony Phillips

Assistant Professor of Nursing

B.S.N., California State University, Dominguez Hills; M.S.N., Western Governor's University.

Glenn Pickett

Associate Professor of Music

B.A., California State University, Northridge; M.M., Azusa Pacific University; D.M.A., Claremont Graduate University.

Frederick Pontius

Professor of Civil Engineering

B.S., M.S., Ph.D., University of Colorado, Boulder.

David Poole

Associate Professor of Leadership and Management

B.A., M.S., Pepperdine University; Ed.D., California State University, Fullerton.

Stephen Posegate

Associate Professor of Music

B.M.E., Wheaton College; M.Ed., University of Alaska, Anchorage; M.M., Indiana University; D.M.A., University of Oregon.

Daniel Prather

Professor of Aviation Science

B.C.A., Delta State University; M.P.A., Southern Illinois University; Ph.D., University of Nebraska at Lincoln.

Bruce Prins

Professor of Biology

B.A., Point Loma College; Ph.D., University of California, Irvine.

Brett Provance

Associate Professor of Humanities

B.S., California State Polytechnic University, Pomona; M.A., Ph.D., Claremont Graduate University.

Cammy Purper

Associate Professor of Early Childhood Studies

B.A., University of Redlands; M.A. Pacific Oaks College; Ph.D., Claremont Graduate University.

Susan Purrington

Assistant Professor of Psychology

B.A., Concordia University; M.A., Psy.D., Biola University.

Joseph Putulowski

Visiting Professor of Marketing

B.A., California State University, Fullerton; M.B.A., California Baptist University; Ph.D., Northcentral University.

Brenda Reinebach

Lecturer, Music

B.A., M.A., Bob Jones University.

John Reinebach

Professor of Music

B.A., M.A., Bob Jones University; D.M.A., University of Southern California.

Matthew Rickard

Professor of Mechanical Engineering

B.S., M.S., Ph.D., University of California, Irvine.

Mark Roberson

Professor of Architecture

B.S., University of Texas, Arlington; B.Arch., M.Arch., University of Southern California.

Pennee Robertson

Assistant Professor of Nursing

B.S.N., M.S.N., California State University, Fullerton.

Sandra Romo

Assistant Professor of Journalism

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

Mischa Routon

Assistant Professor of Psychology

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

Stephen Runyan

Assistant Professor of Biology

B.S., M.S., Ph.D., University of California, Los Angeles.

Noe Ruvalcaba

Assistant Professor of Spanish

B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Riverside.

Beverly Sale

Lecturer, Behavioral Sciences

B.A., M.A., California State University, Fullerton; Psy.D., Biola University.

Erik Salley

Assistant Professor of Kinesiology

B.S., Boise State University; M.P.T., Idaho State University; M.A., Southern Baptist Theological Seminary; D.P.T., A.T. Still University.

Charles D. Sands

Professor of Health Science

B.S., Samford University; M.A., Ph.D., University of Alabama at Birmingham.

Patrick Schacht

Assistant Professor of Biochemistry

B.S., Biola University; Ph.D., University of California, Riverside.

Jasmine Schmidt

Assistant Professor of Nursing

B.S.N., Loma Linda University; M.S.N., M.B.A., University of Phoenix; D.N.P., Grand Canyon University.

Thomas Schneider

Assistant Professor of English

B.A., Calvin College; M.A., Ph.D., University of California, Riverside.

Directory

Karen Shade

Lecturer, Computer Information Systems

B.S., Texas A&M University; M.A., California State University, San Bernardino.

Brandy Shannon

Assistant Professor of Nursing

B.S.N., M.S.N., West Coast University.

Lorraine Shields

Assistant Professor of Nursing

B.S.N., M.S.N., University of California, Los Angeles; D.N.P, Vanderbilt University.

Robert Shields

Assistant Professor of Computer Information Technology

B.S., University of North Carolina at Charlotte; M.A., Pepperdine University.

Alexandra Shin

Assistant Professor of Biology

B.S., George Fox University; Ph.D., Loma Linda University.

Kathryn Short

Professor of Education

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

John R. Shoup

Professor of Education

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

April Si

Associate Professor of Mechanical Engineering

B.S., M.S., Dalian University of Technology; Ph.D. Texas A&M University.

Michael Sill

Assistant Professor of Mathematics

B.S., Loyola Marymount University; Ph.D., University of California, Riverside.

Duncan Simcoe

Professor of Visual Art

B.A., California Baptist College; M.F.A., California State University, Long Beach.

Riste Simnjanovski

Assistant Professor of Public Administration

B.A., M.A., University of Redlands; D.P.A., University of LaVerne.

Daniel Skubik

Professor of Law, Ethics and Humanities

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

Joseph Slunaker

Visiting Professor of Christian Studies

B.A., California Baptist University; M.Div., Golden Gate Baptist Theological Seminary.

Erin Smith

Assistant Professor of Psychology

B.A., Point Loma Nazarene University; M.A., Ph.D., University of California, Riverside.

Mary Stahovich

Assistant Professor of Physician Assistant Studies

B.S., University of California, San Diego; M.H.P., Northeastern University.

Owen Staley

Lecturer, English

B.A., M.A., University of California, Berkeley, Ph.D., University of California, Los Angeles.

R. Lucas Stamps

Assistant Professor of Christian Studies

B.A., Auburn University; M.Div., Ph.D., Southern Baptist Theological Seminary.

Jan Stanfield

Assistant Professor of Social Work

B.A., Michigan State University; M.S.W., University of Michigan.

Tara Stephen

Assistant Professor of Nursing

B.S.N., M.S.N., Grand Canyon University.

Kyle Stewart

Assistant Professor of Physics

B.S., University of California, Los Angeles; M.S., Ph.D., University of California, Irvine.

H. Bruce Stokes

Professor of Behavioral Science

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

Susan Studer

Professor of Education

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

Amy Stumpf

Professor of Religion Society

B.A., Pacific Union College; M.A., Ph.D., Loma Linda University.

Dominick Sturz

Associate Professor of Public Health

B.S., M.P.H., California State University, Fullerton; Dr.P.H., Loma Linda University.

Sean Sullivan

Professor of Kinesiology

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

Linda-Marie Sundstrom

Associate Professor of Public Administration

B.S., California Polytechnic University, Pomona; M.P.A., California State University, San Bernardino; D.P.A., University of LaVerne.

Tae Sung

Assistant Professor of English

B.A., University of California, San Diego; M.A., Fuller Theological Seminary; Ph.D., University of California, Irvine.

Satoru Suzuki

Professor of Chemistry

B.S., Grand Canyon University; Ph.D., Arizona State University, Tempe.

Daniel Szeto

Associate Professor of Biology and Biochemistry

B.S., University of California, Davis; M.S., San Diego State University; Ph.D., University of California, San Diego.

Yvonne Thai

Assistant Professor of Sociology

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

Bradley Thomas

Assistant Professor of Mathematics

B.A., Azusa Pacific University; M.A., Ph.D., University of California, Riverside.

Terri Thompson

Assistant Professor of Nursing

B.S.N., Oral Roberts University; M.S.N., Chamberlain College of Nursing.

Rachel Timmons

Professor of Education

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

Stacey Toro

Assistant Professor of Nursing

B.S.N., M.B.A., M.S.N., University of Phoenix.

Erika Travis

Assistant Professor of English and Behavioral Science

B.A., M.A., California Baptist University.

Jennifer Tronti

Assistant Professor of English

B.A., California Baptist University; M.A., Claremont Graduate University; M.A., Pacific Graduate Institute.

Derek Updegraff

Assistant Professor of English

B.A., M.F.A., California State University, Long Beach; M.A., Ph.D., University of Missouri.

Veola Vazquez

Associate Professor of Psychology

B.A., California Baptist University; M.A., Ph.D., Biola University.

Laura Veltman

Associate Professor of English

B.A., Calvin College; M.A., Ph.D., University of Wisconsin, Madison.

James Veneman

Lecturer, Photojournalism

B.A., Ouachita Baptist University; M.A., Southwestern Baptist Theological Seminary.

Candace Vickers

Associate Professor of Communication Disorders

B.A., M.S., Chapman University; Ph.D., Claremont Graduate University.

Caleb Walder

Assistant Professor of Architecture

B.S., M.Arch., University of Illinois at Urbana—Champaign.

Deron Walker

Professor of English

B.A., M.A., Eastern Illinois University; Ph.D., Southern Illinois University.

Doug Wallace

Assistant Professor of Sociology

B.S., Missouri Southern State University; M.A., Ph.D., Kansas State University.

Keith Walters

Professor of Education

B.A., Calvin College; M.A., California State University, Long Beach; Ed.D., University of Southern California.

Nancy Ward

Lecturer, Visual Arts

B.F.A., California State University, Fullerton; M.F.A., Azusa Pacific University.

Tracy Ward

Associate Professor of Psychology

B.S., Stephen F. Austin University; M.Div., Golden Gate Baptist Theological Seminary; M.Ed., Azusa Pacific University; Ph.D., Claremont Graduate University.

Marc Weniger

Associate Professor of Business

B.S., Lewis University; M.B.A., University of Phoenix; M.A., Ph.D., Fielding Graduate University.

Ruth Noemy Wheeler

Lecturer, Music

B.A., Superior Conservatory of Music, Malaga, Spain; M.M. California Baptist University.

Kristen M. White

Assistant Professor of Psychology

B.A., Point Loma Nazarene University; M.A., Psy.D., Biola University.

Jeri Whitfield

Assistant Professor of Nursing

A.D.N., B.S.N., Mesa State College; B.A., Colorado State University; M.Div., Golden Gate Theological Seminary.

Melissa Wigginton

Associate Professor of Health Science

B.S., California State University, San Bernardino; M.S., California State University, Fullerton; Dr.P.H., Loma Linda University.

Directory

Shawn Wilhite

Assistant Professor of Christian Studies

B.A., California Baptist University; M.Div., Th.M., Master's Seminary.

Robert Willet

Assistant Professor of Mathematics

B.S., California Baptist University; M.S., University of California, Riverside.

Danny K. Wilson

Professor of Biblical Studies

B.A., Union University; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Natalie Winter

Associate Professor of Business

B.S., M.B.A., Azusa Pacific University; Ed.D., Pepperdine University.

Mark A. Wyatt

Assistant Professor of Communication Arts

B.F.A., Valdosta State University; M.Div., Southern Baptist Theological Seminary; D.Min., Golden Gate Baptist Theological Seminary.

Helen Xu

Associate Librarian

B.A., East China Normal University; M.S.L.S., San Jose State University.

Xuping Xu

Professor of Electrical and Computer Engineering

B.S.E.E., B.S., Shanghai Jiao Tong University; M.S.E.E., M.S., Ph.D., University of Notre Dame.

James Yoo

Assistant Professor of Economics

B.A., Sungkyunkwan University; M.A., Northern Illinois University; Ph.D., Pennsylvania State University.

Jennifer Zamora

Assistant Professor of Physician Assistant Studies

B.S., California State University, Fullerton; M.P.A.P., University of Southern California.

Jun Zhang

Associate Professor of Industrial Engineering

B.S., M.S., Beijing Institute of Technology, People's Republic of China; Ph.D., Purdue University.

Linda Zhao

Associate Professor of Criminal Justice

B.A., Wuhan University of Technology, China; Ph.D., Temple University.

Xueyan Zhao

Assistant Professor of Chemical Engineering

B.S., M.S., Tianjin University, People's Republic of China; M.S., University of Akron; Ph.D., University of Minnesota at St. Paul, Minnesota.

Shasha Zheng

Assistant Professor of Nutrition and Food Sciences

B.E., Southern Yangtze University, People's Republic of China; M.A., Boston University of Medicine; Ph.D., University of Illinois at Urbana-Champaign.

Ziliang Zhou

Professor of Mechanical Engineering

B.S., Shanghai Jiao Tong University, People's Republic of China; M.S. University of Manitoba, Canada; M.B.A., University of Michigan; Ph.D., University of Kentucky.

- Academic Advising, 7
- Academic Affairs Division, 32
- Academic Computing, 38
- Academic Dishonesty, 34
- Academic Fees, 28
- Academic Information, 31–38, 180
- Academic Success Center, 38
- Accounting Concentration, 107, 108, 192
- Accounting Course Descriptions, 108, 193
- Accounting, Master of Science, 190–191, 192
- Accreditation, 4
- Adding a Course, 37
- Address Change, 36
- Administrative Discretion, 37
- Administrative Services Credential Program, 115
- Administrative Services Induction Concentration, 199
- Admissions, Graduate Program, 11–14, 29, 40, 46–47, 53–54, 65–66, 74, 92–93, 113–115, 152, 162–163, 178–179, 181, 185, 190–191, 193, 198, 207–208, 212, 214–215
- Admissions, International, 16–18
- Allied Health Professions, Department of, 64–73
- Appeals, Admissions, 13
- Appeals, Financial Aid, 22
- Applied Mathematics Course Descriptions, 47
- Applied Mathematics, Master of Science, 46
- Arts and Science, College of, 39–50
- Arts and Science, Department of, 181–184
- Athletic Training Course Descriptions, 67
- Athletic Training, Master of Science, 64, 65, 66–67, 67
- Attendance and Withdrawal Policies, 37
- Auditing a Course, 26, 36
- Autism Spectrum Disorders Added Authorization, 130
- Behavioral Sciences, Department of, 185–189
- Behavioral Sciences, School of, 90–103
- Board, 27, 30
- Board of Trustees, 220–221
- Business Administration Course Descriptions, 109, 194
- Business Administration, Doctor of, 192, 193
- Business Administration, Master of, 106, 107, 108, 190, 191, 192
- Business, Department of, 190–197
- Business, School of, 105–110
- Calendar, v–xvi
- Campus Housing, 27
- Campus Ministries, 9
- Career Center and Student Employment, 7
- Catalog Expiration, 33
- Challenge a Course, 36
- Change of Address, 36
- Change of Degree Program, 13, 179
- Cheating, 34
- Christian Behavioral Science Course Descriptions, 98
- Church Based Counseling Certificate, 97
- Civil Engineering Course Descriptions, 57
- Civil Engineering, Master of Science, 53, 55
- Clinical Nurse Specialist Adult Gerontology Concentration, 165, 166
- Communication, Master of Arts, 181, 182
- Communication Sciences and Disorders Course Descriptions, 70
- Communication Studies Course Descriptions, 182
- Computer Labs, 38
- Computer Science Course Descriptions, 59
- Concurrent Enrollment, 34
- Conducting Concentration, 153
- Construction Management Concentration, 108
- Construction Management Course Descriptions, 60
- Counseling Center, 10
- Counseling Ministry Dual Masters Program, 92, 95–96
- Counseling Ministry, Master of Arts, 91, 92, 94–95
- Counseling Psychology Course Descriptions, 101, 187
- Counseling Psychology Dual Masters Program, 92, 95–96
- Counseling Psychology, Master of Science, 91, 93, 96, 185, 186
- Counseling Specialization for Ministers Certificate, 95
- Course Cancellations and Format Changes, 36
- Coursework Outside of Program, 13, 179
- Credential Program, 113–114, 115, 120, 121, 128–131
- Credential Program Admission and Screening, 115
- Credit Hour, 33
- Criminal Justice Course Descriptions, 100
- Degree Posting Dates, 34
- Delinquent Accounts, 30
- Directed Study, 36
- Directory, 219–234
- Disability Studies Concentration, 199
- Disability Studies Course Descriptions, 201
- Discipleship Ministries, 9
- Discipline, Philosophy of, 7
- Dishonesty, 34
- Dropping a Course, 37
- Early Childhood Studies Concentration, 199
- Educational Leadership Concentration, 200
- Educational Leadership for Faith-Based Institutions Specialization, 116
- Educational Leadership for Faith-Based International Institutions Specialization, 116
- Educational Leadership for Public Institutions Specialization, 117
- Educational Standings, 4
- Educational Technology Specialization, 117
- Education Course Descriptions, 131, 201
- Education, Department of, 198
- Education, Master of Arts, 112, 113, 114
- Education, Master of Science, 113, 114, 116–123, 198, 199–201
- Education, School of, 111–150

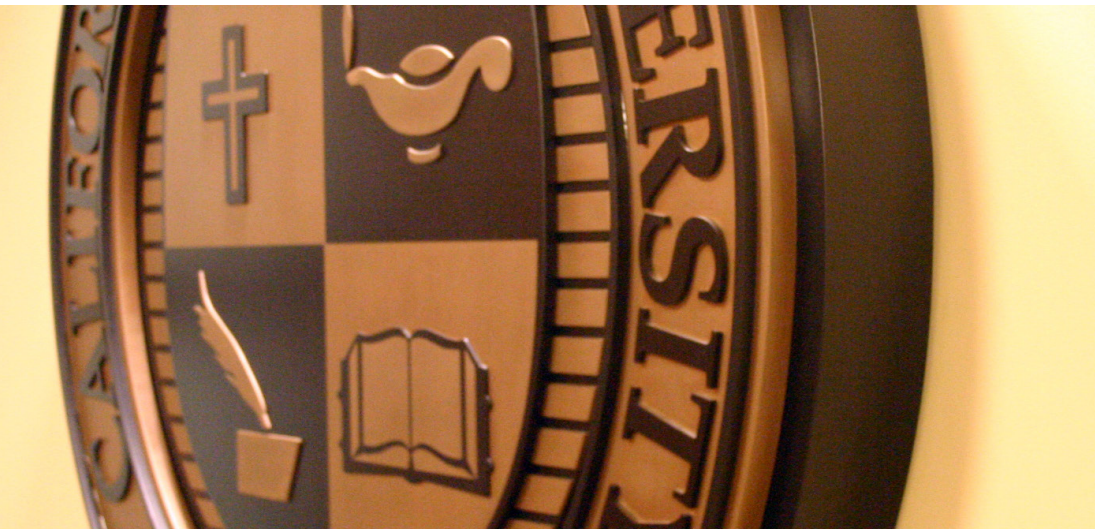
Index

- Education Specialist Credential, Mild/Moderate Disabilities, 115, 120, 128, 129, 130
- Education Specialist Credential, Moderate/Severe Disabilities, 115, 121, 130
- Emergency Notification, 8
- Emeriti, 221
- Employment and Career Center, 7
- Engineering, College of, 51–62
- Engineering Course Descriptions, 60
- English as a Second Language Program (IEP), 18, 26
- English Course Descriptions, 42
- English, Master of Arts, 40, 41–42
- English Pedagogy Concentration, 41
- Enrollment and Student Services, 5–10
- Enrollment at Other Institutions, 34
- Enrollment, Other CBU Program, 13, 179
- Entry Level Nursing Program, 161, 164–165
- Examinations/Make-up Tests, 35
- Executive Council, 221
- Exercise Science Concentration, 75
- Faculty, 222–234
- Family Nurse Practitioner Concentration, 165, 166
- Federal Financial Aid Programs, 23–24
- Federal Work Study, 23
- Fees, 27–29
- Financial Aid, 19–24
- Financial Aid, Appeals, 22
- Financial Aid, Federal Programs, 23–24
- Financial Aid, Institutional Programs, 22–23
- Financial Aid, Payment, 30
- Financial Aid, State Programs, 24
- Financial Clearance, 29
- Forensic Psychology Certificate, 97
- Forensic Psychology Concentration, 96
- Forensic Psychology Course Descriptions, 100
- Forensic Psychology, Master of Arts, 91, 93, 98
- Freedom and Responsibility, 6
- General Education Concentration, 200
- General Fees, 27
- General Management Concentration, 192
- Global Initiatives, 15–18
- Goals, University, 3
- Grades, 35
- Graduate Program Admission, (see Admissions, Graduate Program)
- Graduate Studies Course Descriptions, 205
- Graduation Application and Approval, 33
- Graduation, (Catalog Expiration), 33
- Grievances, 34
- Healthcare Administration Concentration, 108
- Healthcare Systems Management Concentration, 165, 166, 167
- Health Center, 10
- Health Education and Promotion Concentration, 85
- Health Insurance, 9, 27
- Health Policy and Administration Concentration, 85
- Health Science, College of, 63–88
- Health Science Course Descriptions, 85, 209
- Health Sciences, Department of, 207
- Higher Education Course Descriptions, 143
- Higher Education Leadership and Student Development, Master of Science, 114, 124
- History and Government, Department of, 212–217
- History, University, 3
- Housing, 27, 30
- Incomplete Grade Policy, 35
- Independent Study, 36
- Institutional Financial Aid Programs, 22–23
- Instructional Computer Applications Specialization, 118
- Intensive English Program (IEP), 18, 26
- Intercollegiate Athletics, 8
- International Admissions, 16–18
- International Education Specialization, 118
- International Students, 15–18, 26, 27
- International Student Services, 18
- Internship Credentials, 113
- Kinesiology Course Descriptions, 76, 210
- Kinesiology, Department of, 74–77
- Kinesiology, Master of Science, 74, 75, 207, 208
- Laptop Program, 28
- Leadership and Adult Learning, Master of Arts, 113, 124
- Leadership and Community Development, Master of Arts, 113, 124
- Leadership and Organizational Studies, Master of Arts, 113, 125
- Leadership Course Descriptions, 144
- Leadership Programs, Master of Arts, 113
- Leadership Studies Certificate, 125
- Leave of Absence, 21, 37
- Library, 38
- Licensed Professional Clinical Counselor (LPCC), 97, 186
- Literature Concentration, 42
- Load Limits, Academic, 33
- Location and Environment, University, 3
- Make-up Tests, 35
- Management Concentration, 108
- Management, General Concentration, 192
- Mathematical Sciences, Department of, 45–48
- Mathematics Course Descriptions, 47
- MBA, 106, 107, 191, 192
- Meal Plans, 27, 30
- Mechanical Engineering Course Descriptions, 62
- Mechanical Engineering, Master of Science, 54, 56
- Mild/Moderate Disabilities, 115, 119, 120, 128, 130

- Ministries, Campus, 9
 Ministries, Discipleship, 9
 Mission Statement, University, 3
 Mobilization, 9
 Moderate/Severe Disabilities, 115, 120, 121, 130
 Modern Languages and Literature, Department of, 40–44
 Multiple Subject and Education Specialist Credential, 129
 Multiple Subject Credential Program, 129
 Music Composition Concentration, 153
 Music Course Descriptions, 154
 Music Education Concentration, 153
 Music, Master of, 152, 153
 Music, School of, 151–158
 Nursing Course Descriptions, 167
 Nursing, Master of Science, 161, 162, 166
 Nursing, Post-Licensure, 163
 Nursing, Post-Masters Credentialing, 161, 167
 Nursing Practice, Doctor in, 161, 163, 167
 Nursing, School of, 159–176
 Office of the University Registrar, 29, 38
 Online and Professional Studies, Academic Information, 180
 Online and Professional Studies, Division of, 177–218
 Online Teaching and Learning Concentration, 200
 Organizational Leadership Course Descriptions, 205
 Organizational Leadership, Master of Arts, 199, 201
 Payment Due Dates, 29
 Payment Options, 29
 Performance Concentration, 153
 Philosophy Statement, University, 3
 Physical Assistant Studies, Department of, 78–83
 Physical Education Pedagogy Concentration, 75
 Physician Assistant Studies Course Descriptions, 80
 Physician Assistant Studies, Master of Science, 78, 79
 Plagiarism, 34
 Post Baccalaureate Credit, 36
 Posting Dates, 34
 Pre-Athletic Training Curriculum, 66
 Pre-MBA Curriculum, 107
 Pre-Nursing Curriculum, 164
 Privacy of Student Records, 36
 Probation, 34
 Professional Clinical Counselor Concentration, 97
 Professional Ministry Concentration, 94
 Psychology, (see Counseling Psychology)
 Psychology Course Descriptions, 101
 Public Administration Course Descriptions, 215
 Public Administration, Doctor of, 214–215
 Public Administration, Master of, 212, 213
 Public Health, Department of, 84–88
 Public Health, Master of, 84, 85, 208
 Public Relations Course Descriptions, 183
 Public Relations, Master of Arts, 181, 182
 Public Safety, 8
 Quality of Work, 35
 Reading Specialization, 119
 Readmit, 13, 179
 Reapply, 179
 Recreation Center, 8
 Refund Policy, 30
 Registrar, 29, 38
 Repeating a Course, 22, 35
 Research in Counseling Ministry Concentration, 94
 Residence Requirement, 33
 Responsibility and Freedom, 6
 Safety Services, 8
 Satisfactory Academic Progress (SAP), Financial Aid, 21–22
 Scholastic Regulations, 34
 School Counseling and School Psychology Course Descriptions, 146
 School Counseling, Master of Science, 114, 126
 School Psychology, Master of Science, 115, 127
 Science Course Descriptions, 48
 Science Education Specialization, 119
 Single Subject and Education Specialist Credential, 128
 Single Subject Credential Program, 128
 Software Engineering, Master of Science, 54, 57
 Special Education Induction Concentration, 200
 Special Education Mild/Moderate Disabilities, 115, 119, 120, 128–130
 Special Education Moderate/Severe Disabilities, 115, 120, 121, 130
 Speech Language Pathology, Master of Science, 65, 66, 70
 Spiritual Life, 9
 Sport Management Concentration, 75
 Standard of Student Conduct, 6
 State Financial Aid Programs, 24
 Statistics Course Descriptions, 49, 211
 Strategic Innovation Certificate, 213
 Strategic Innovation Concentration, 213
 Student Accounts, 25–30
 Student Accounts Policy, 29
 Student Charges, 26–28
 Student Development, 6
 Student Grievances, 34
 Student Load Limits, 33
 Student Organization Funds, 30
 Student Records, 36
 Student Services, 5–10, 28
 Student Status, 13, 17, 179
 Suspension, 34
 Teacher Leadership Specialization, 121
 Teaching and Learning Specialization, 123
 Teaching Concentration, 200

Index

Teaching-Learning Nursing Concentration, 165, 166, 167
Teaching Specialization, 122
TESOL (Teachers of English to Speakers of Other Languages)
Certificate, 42
TESOL Concentration, 42
TESOL Specialization, 123
Transfer Restrictions, 34
Transitional Kindergarten Concentration, 200
Tuition, 26, 30
Tuition and Fee Agreement, 30
University, The, 1–4
Vehicle Registration, 8
Veterans Information, 22, 38
Wellness Center, 10
Western Association of Schools and Colleges Senior College and
University Commission (WSCUC), 4
Withdrawal and Attendance Policies, 37
Withdrawal from a Course, 30, 37
Withdrawal from University, 20–21, 30, 37
Work in Residence, 33
Work Study, Federal, 23



LIVE YOUR PURPOSE[®]

California Baptist University
8432 Magnolia Avenue
Riverside, California 92504

951.689.5771
800.782.3382

calbaptist.edu