

2021-2022 Graduate Catalog



California Baptist University

An Institution of the California Southern Baptist Convention

2021-2022 Graduate Catalog
72nd SESSION

California Baptist University
8432 Magnolia Avenue, Riverside, CA 92504-3297
951.689.5771 • 1.800.782.3382

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.

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

SPECIAL NOTICE

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

All announcements here are subject to revision.

Editing by Christine Dahlgren. 2021.

2021-2022 Traditional Calendars

Fall Semester 2021

Traditional Semester

August

11 Semester Payment Due Date

September

6 Labor Day Holiday (offices open)

7 Classes Begin*

14 Last Day to Add a Class for Credit*

21 Last Day to Drop a Class with Refund*

October

27 Dissertation Defense Deadline for Fall 2021 Commencement Participation

November

12 Last Day to Withdraw from a Class with "W" (no refund)*

15 Graduation Application Deadline for Spring 2022 posting date

22-26 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 23rd)

29 Classes Resume, Offices Open

December

14 Traditional Semester Closes

15-16 Commencement Exercises

21 Offices Closed (December 21 - 31)

Session 1

August

11 Semester Payment Due Date

30 Classes Begin* - Session 1

September

7 Last Day to Add a Class for Credit* - Session 1

13 Last Day to Drop a Class with Refund* - Session 1

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

October

24 Session 1 Closes

Session 2

October

25 Classes Begin* - Session 2

27 Dissertation Defense Deadline for Fall 2021 Commencement Participation

November

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

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

15 Graduation Application Deadline for the Spring 2022 posting date

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

22-26 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 23rd)

29 Classes Resume, Offices Open

December

15-16 Commencement Exercises

19 Session 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.

Spring Semester 2022

Traditional Semester

January

- 3 Offices Open
- 5 Semester Payment Due Date
- 10 Classes Begin*
- 17 Martin Luther King Jr. Holiday (no classes, offices closed)
- 18 Last Day to Add a Class for Credit*
- 24 Last Day to Drop a Class with Refund*

March

- 7-11 Spring Break (no classes)
- 15 Graduation Application Deadline for Summer 2022 posting date
- 15 Dissertation Defense Deadline for Spring 2022 Commencement Participation
- 21 Last Day to Withdraw from a Class with "W" (no refund) *

April

- 15 Good Friday Holiday (no classes, offices closed)
- 16-18 Easter Observance (classes resume at 4:00 pm on the 18th, offices closed)
- 19 Offices Open
- 23 Traditional Semester Closes
- 25-27 Commencement Exercises (tentative)

Session 1

January

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

February

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

March

6 Session 1 Closes

Session 2

March

7 Classes Begin* - Session 2

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

15 Graduation Application Deadline for Summer 2022 posting date

15 Dissertation Defense Deadline for Spring 2022 Commencement Participation

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

April

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

15 Good Friday Holiday (no classes, offices closed)

16-18 Easter Observance (classes resume at 4:00 pm on the 18th, offices closed)

19 Offices Open

25-27 Commencement Exercises (tentative)

May

1 Session 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.

Summer Semester 2022

Traditional Semester

May

- 4 Semester Payment Due Date
- 9 Classes Begin*
- 16 Last Day to Add a Class for Credit*
- 23 Last Day to Drop a Class with Refund*
- 30 Memorial Day Holiday (no classes, offices closed)

July

- 4 Independence Day Holiday Observance (no classes, offices closed)
- 6 Dissertation Defense Deadline for Summer 2022 Commencement Participation
- 15 Last Day to Withdraw from a Class with "W" (no refund)*
- 15 Graduation Application Deadline for Fall 2022 posting date

August

- 12 Traditional Semester Closes
- 17-18 Commencement Exercises (tentative)

Session 1

May

- 4 Semester Payment Due Date
- 9 Classes Begin* - Session 1
- 16 Last Day to Add a Class for Credit* - Session 1
- 23 Last Day to Drop a Class with Refund* - Session 1
- 30 Memorial Day Holiday (no classes, offices closed)

June

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

July

- 3 Session 1 Closes

Session 2

July

- 4 Independence Day Holiday (no classes, offices closed)
- 5 Classes Begin* - Session 2
- 6 Dissertation Defense Deadline for Summer 2022 Commencement Participation
- 12 Last Day to Add a Class for Credit* - Session 2
- 15 Graduation Application Deadline for Fall 2022 posting date
- 19 Last Day to Drop a Class with Refund* - Session 2

August

- 2 Last Day to Withdraw from a Class with "W" (no refund)* - Session 2
- 17-18 Commencement Exercises (tentative)
- 28 Session 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.

2021-2022 Online and Professional Studies Calendars

Fall Semester 2021

Session 1

July

15 Graduation Application Deadline for Fall 2021 posting date

August

11 Semester Payment Due Date

30 Classes Begin - Session 1 and Session 3

September

6 Labor Day Holiday (no classes, offices open)

7 Last Day to Add a Class for Credit - Session 1 and Session 3

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

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

October

24 Session 1 Closes

Session 2

October

25 Classes Begin - Session 2

27 Dissertation Defense Deadline for Fall 2021 Commencement Participation

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

November

1 Last Day to Add a Class for Credit - Session 2

8 Last Day to Drop a Class with a Refund - Session 2

15 Graduation Application Deadline for Spring 2022 posting date

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

23-28 Offices Closed at 12:00 noon on 23rd

25-26 Thanksgiving Holiday (no classes)

27 Classes Resume

29 Offices Open

December

15-16 Commencement Exercises

19 Semester Closes - Session 2 and Session 3

21 Offices Closed (December 21 - 31)

Spring Semester 2022

Session 1

January

- 3 Offices Open
- 5 Semester Payment Due Date
- 10 Classes Begin - Session 1 and Session 3
- 17 Martin Luther King Jr. Holiday (no classes, offices closed)
- 18 Last Day to Add a Class for Credit - Session 1 and Session 3
- 24 Last Day to Drop a Class with a Refund - Session 1 and Session 3

February

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

March

- 6 Session 1 Closes

Session 2

March

- 7 Classes Begin - Session 2
- 11 Last Day to Withdraw from a Class with a "W" (no refund) - Session 3
- 14 Last Day to Add a Class for Credit - Session 2
- 15 Graduation Application Deadline for Summer 2022 posting date
- 15 Dissertation Defense Deadline for Spring 2022 Commencement Participation
- 21 Last Day to Drop a Class with a Refund - Session 2

April

- 4 Last Day to Withdraw from a Course with a "W" (no refund) - Session 2
- 15 Good Friday Holiday (no classes, offices closed)
- 16-18 Easter Observance (classes in session, offices closed)
- 19 Offices Open
- 25-27 Commencement Exercises (tentative)

May

1 Semester Closes - Session 2 and Session 3

Summer Semester 2022

Session 1

May

- 4 Semester Payment Due Date
- 9 Classes Begin - Session 1 and Session 3
- 16 Last Day to Add a Class for Credit - Session 1 and Session 3
- 23 Last Day to Drop a Class with a Refund - Session 1 and Session 3
- 30 Memorial Day Holiday (no classes, offices closed)

June

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

July

- 3 Session 1 Closes

Session 2

July

- 4 Independence Day Holiday (no classes, offices closed)
- 5 Classes Begin - Session 2
- 6 Dissertation Defense Deadline for Summer 2022 Commencement Participation
- 8 Last Day to Withdraw from a Class with a "W" (no refund) - Session 3
- 12 Last Day to Add a Class for Credit - Session 2
- 15 Graduation Application Deadline for Fall 2022 posting date
- 19 Last Day to Drop a Class with a Refund - Session 2

August

- 2 Last Day to Withdraw from a Class with a "W" (no refund) - Session 2
- 17-18 Commencement Exercises (tentative)
- 28 Semester Closes - Session 2 and Session 3

2022-2023 Traditional Calendars (Proposed)

Fall Semester 2022

Traditional Semester

August

10 Semester Payment Due Date

September

5 Labor Day (no classes, offices open)

6 Classes Begin*

13 Last Day to Add a Class for Credit*

20 Last Day to Drop a Class with Refund*

20 Last Day to Turn in Credit/No Credit Request

November

2 Dissertation Defense Deadline for Fall 2022 Commencement Participation

11 Last Day to Withdraw from a Class with "W" (no refund)*

15 Graduation Application Deadline for Spring 2023 posting date

21-25 Thanksgiving Holiday (offices closed at 12:00 noon on 11/22)

28 Offices Open

December

13 Traditional Semester Closes

14-15 Commencement Exercises (tentative)

21 Offices Closed (December 21 - January 2)

Session 1

August

10 Semester Payment Due Date

September

6 Classes Begin* - Session 1

13 Last Day to Add a Class for Credit* - Session 1

20 Last Day to Drop a Class with Refund* - Session 1

October

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

30 Session 1 Closes

Session 2

October

31 Classes Begins* - Session 2

November

2 Dissertation Defense Deadline for Fall 2022 Commencement Participation

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

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

15 Graduation Application Deadline for Spring 2023 posting date

24-25 Thanksgiving Holiday (no classes, offices closed at 12:00 noon on the 22nd)

26 Classes Resume, Offices Open

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

December

14-15 Commencement Exercises (tentative)

23 Session 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.

Spring Semester 2023

Traditional Semester

January

- 3 Offices Open
- 4 Semester Payment Due Date
- 16 Martin Luther King Jr. Holiday (no classes, offices closed)
- 17 Classes Begin*
- 24 Last Day to Add a Class for Credit*
- 31 Last Day to Drop a Class with Refund*

March

- 13-17 Spring Break (no classes)
- 13 Dissertation Defense Deadline for Spring 2023 Commencement Participation
- 15 Graduation Application Deadline for Summer 2023 posting date
- 20 Last Day to Withdraw from a Class with "W" (no refund)*

April

- 7 Good Friday Holiday (no classes, offices closed)
- 8-10 Easter Observance (classes resume at 4:00pm on the 5th, offices closed)
- 11 Offices Open
- 29 Traditional Semester Closes

May

- 1-3 Commencement Exercises (tentative)

Session 1

January

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

23 Last Day to Drop a Class with Refund* - Session 1

February

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

March

5 Session 1 Closes

Session 2

March

6 Classes Begin* - Session 2

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

13 Dissertation Defense Deadline for Spring 2023 Commencement Participation

15 Graduation Application Deadline for Summer 2023 posting date

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

April

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

2 Good Friday Holiday (no classes, offices closed)

3-5 Easter Observance (classes resume at 4:00pm on the 5th, offices closed)

6 Offices Open

24 Session 2 Closes

May

1-3 Commencement Exercises (tentative)

*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.

Summer Semester 2023

Traditional Semester

May

- 3 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)

July

- 3 Dissertation Defense Deadline for Summer 2023 Commencement Participation
- 4 Independence Day Holiday Observance (no classes, offices closed)
- 14 Last Day to Withdraw from a Class with "W" (no refund)*
- 14 Graduation Application Deadline for Fall 2023 posting date

August

- 11 Traditional Semester Closes
- 16-17 Commencement Exercises (tentative)

Session 1

May

- 3 Semester Payment Due Date
- 3 Classes Begin* - Session 1
- 10 Last Day to Add a Class for Credit* - Session 1
- 17 Last Day to Drop a Class with Refund* - Session 1
- 31 Memorial Day Holiday (no classes, offices closed)

June

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

Session 2

June

28 Classes Begin* - Session 2

July

2 Independence Day Holiday (no classes, offices closed)

3 Dissertation Defense Deadline for Summer 2023 Commencement Participation

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

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

14 Graduation Application Deadline for Fall 2023 posting date

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

August

16-17 Commencement Exercises (tentative)

21 Session 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.

2022-2023 Online and Professional Studies Calendars (Proposed)

Fall Semester 2022

Session 1

August

10 Semester Payment Due Date

September

5 Labor Day Holiday (no classes)

6 Classes Begin - Session 1 and Session 3

13 Last Day to Add a Class for Credit - Session 1 and Session 3

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

October

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

30 Session 1 Closes

Session 2

October

31 Classes Begin - Session 2

November

2 Dissertation Defense Deadline for Fall 2022 Commencement Participation

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

7 Last Day to Add a Class for Credit - Session 2

14 Last Day to Drop a Class with a Refund - Session 2

15 Graduation Application Deadline for Spring 2023 posting date

22-27 Offices Closed at 12:00 noon on 22nd

24-25 Thanksgiving Holiday (no classes)

26 Classes Resume

28 Offices Open

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

December

- 14-15 Commencement Exercises (tentative)
- 21 Offices Closed (December 21 - January 2)
- 23 Semester Closes - Session 2 and Session 3

Spring Semester 2023

Session 1

January

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

February

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

March

- 5 Session 1 Closes

Session 2

March

- 6 Classes Begin - Session 2
- 10 Last Day to Withdraw from a Class with a "W" (no refund) - Session 3
- 13 Last Day to Add a Class for Credit - Session 2
- 15 Graduation Application Deadline for Summer 2023 posting date
- 15 Dissertation Defense Deadline for Spring 2023 Commencement Participation
- 20 Last Day to Drop a Class with a Refund - Session 2

April

- 3 Last Day to Withdraw from a Class with a "W" (no refund) - Session 2
- 7 Good Friday Holiday (no classes, offices closed)
- 8-10 Easter Observance (classes in session, offices closed)
- 11 Offices Open
- 30 Semester Closes - Session 2 and Session 3

May

1-3 Commencement Exercises (tentative)

Summer Semester 2023

Session 1

May

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

June

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

July

- 2 Session 1 Closes

Session 2

July

- 3 Classes Begin - Session 2
- 4 Independence Day Holiday (no classes, offices closed)
- 5 Dissertation Defense Deadline for Summer 2023 Commencement Participation
- 7 Last Day to Withdraw from a Class with a "W" (no refund) - Session 3
- 10 Last Day to Add a Class for Credit - Session 2
- 14 Graduation Application Deadline for Fall 2023 posting date
- 17 Last Day to Drop a Class with a Refund - Session 2
- 31 Last Day to Withdraw from a Class with a "W" (no refund) - Session 2

August

- 16-17 Commencement Exercises (tentative)
- 27 Semester Closes - Session 2 and Session 3

President's Message

Dr. Ronald L. Ellis

President

Ms. Janie Armentrout

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,

Ronald L. Ellis, Ph.D.

President

The University

History

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

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

Location and Environment

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

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

Mission Statement

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

Philosophy Statement

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

Goals

To implement its philosophy, the University strives:

1. To reflect, in life and thought, historic Southern Baptist principles, such as:
 - a. The Lordship of Jesus Christ.
 - b. The competency of the individual soul before God.
 - c. The Scriptures as the authoritative guide for doctrine and practice.
 - d. The separation of Church and State.
 - e. The autonomy of the local church.
2. To help students observe and interact with a community that effectively models Christian characteristics and values.
3. To offer a selection of programs that will attract a wide range of qualified students.

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

University Student Outcomes

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

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

Biblically Rooted

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

Globally Minded

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

Academically Prepared

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

Equipped to Serve

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

Council for Christian Colleges & Universities

California Baptist University is a member of the Council for Christian Colleges & Universities, a higher education association of more than 180 Christian institutions around the world. With campuses across the globe, including more than 150 in the U.S. and Canada and more than 30 from an additional 18 countries. Membership in CCCU provides CBU students access to numerous off-campus learning opportunities: an American Studies program in Washington, D.C.; a Contemporary Music Program, a Latin American studies program in Costa Rica; the Washington Journalism Center; and an increasing number of overseas travel programs.

Educational Standings

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

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

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

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

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

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

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

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

Enrollment and Student Services

Mr. Kent Dacus

Vice President for Enrollment and Student Services

Mr. Anthony Lammons

Dean of Students

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.

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

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

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

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

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

Standard of Student Conduct

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

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

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

This Standard of Student Conduct shall apply to any and all lands owned or leased by the University, as well as, to any location where a student is engaged in a University activity. Examples of such coverage include, but are not limited to, athletic teams and performing arts groups traveling to and participating in events off campus, student teaching and observation/participation, student government, recognized organizations and clubs engaging in a club event or activity, off-campus internships, international internships, international student teaching, academic extracurricular travel, faculty-led academic engagement and service-learning, clinicals/health fairs, student field practicums, student independent or directed studies, student research, community service, study abroad, International Service Projects, United States Service Projects, and Summer of 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 Academic Advising, Career Center, Community Life, Counseling Center, Enrollment Services, Intercollegiate Athletics, Student Care, Provider Food Service, Residence Life

and Housing Services, Safety Services, Spiritual Life, Student Government, Student Health Center, Wellness Center, Title IX, 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
- Any issue dealing with food services
- Title IX Office

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 academic departments and other Student support offices to ensure the best possible assistance is provided to Students navigating their programs 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 equip students with the professionalism necessary to excel in their respective careers and become effective servant-leaders for Christ upon graduation, both locally and globally.

The Career Center provides students with varied opportunities for professional development and career exploration through programming that is both campus-wide and major specific. Career Center staff conducts classroom presentations, workshops, seminars, and provide office walk-in hours to assist and instruct students in their professional development. In addition, the Career Center arranges opportunities for students to interact and network with potential employers through career fairs and employer presentations.

Intercollegiate Athletics

The Athletic Department provides education for the body, mind, and spirit of each student-athlete at California Baptist University. Under the direction of the athletic director, CBU offers a comprehensive athletic program with staff who address NCAA compliance, communications, development, athletic training, strength and conditioning, sports medicine, academic advising, facilities and event management, marketing and fan engagement, ticketing and sales, and media production. In addition to encouraging Christ-like competition by all participants, CBU coaches diligently strive to educate students and provide an environment in which students experience athletic, academic, and personal success.

Recreation Center

The Recreation Center is a state-of-the-art fitness and recreation facility. The Recreation Center offers members of the campus community a wide range of personal fitness and group exercise opportunities. This facility is equipped with a

number of recreation features including a state-of-the-art cardio and weight room, racquetball courts, a gymnasium with basketball and volleyball courts, group exercise rooms, a rooftop track and soccer field, men's and women's locker rooms, and lounge spaces located throughout the facility.

Safety Services

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

Community and Emergency Notification

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

- A siren/verbal warning system capable of projecting audible messages across open areas of the main campus.
- CBU Alert - an "opt-in" system capable of transmitting and delivering messages to all subscribed email and cellular telephone addresses on file with the University.*
- All University-issued email addresses.**

*Students must "opt-in" to receive these messages.

**Parents and guardians of students enrolled at CBU may also be added through the student's account.

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

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

Vehicle Registration

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

International Student Services

The Office 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.

Spiritual Life

California Baptist University is committed to the biblical teaching of the Christian faith. As a result, the University has sought since inception to evidence the values of Christian living in the lives of students, staff, and faculty as they live out the Christian ethics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Though students are not required to be Christians, the University encourages students to grow in their relationships with God by exploring the gospel and expressing the Christian faith in a variety of ways.

As a University committed to the Great Commission, the University provides opportunities for spiritual growth and formation through the Office of Spiritual Life. The purpose of the Office of Spiritual Life is "Investing in lives to develop followers of Jesus."

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.

Compassion Ministries

By putting faith into action, students learn the significance of demonstrating the love of Christ in the context of the gospel. 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.

Discipleship Ministries

Students of California Baptist University have opportunities to grow in their relationships with Christ through discipleship and mentoring in the context of weekly small groups, regular large-group meetings, regularly-scheduled conferences, and other events that encourage spiritual growth. The primary discipleship structure is Challenge, an intentional discipleship process based in small groups called "Tribes."

Men's and Women's Ministries

Special all-male or all-female events provide environments that foster community for students to grow in their relationships with Christ and each other. Events are gospel-centered and planned around shared interests, strengths, experiences, and struggles. Ministry events provide opportunities for students to hear guest speakers, participate in small-group discussion, learn about gospel-centered resources, and be involved in ongoing discipleship.

Third Culture Kid (TCK) Ministries

At CBU, TCKs are American students who spent most or all of their developmental years outside of the United States. Although they are Americans by birth, they often do not feel connected to American/Californian culture or the culture of the American University. The TCK Ministry comes alongside and supports TCKs to assist them in bridging cultural gaps they encounter during their time at CBU so that they can grow socially, spiritually, and academically.

Mobilization

In cooperation with the International Mission Board of the Southern Baptist Convention and various missions organizations, International Service Projects (ISP) creates opportunities for students 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. ISP teams have served in more than fifty (50) countries since 1997. Participation in ISP 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 Spiritual Life and takes place during the fall semester.

- **Engagement.** Teams of California Baptist University students serve internationally for approximately three (3) 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.

- **Immersion.** Teams of California Baptist University students serve internationally for approximately eight (8) weeks during the summer months. Ministry focus varies depending on the outreach strategy of the selected area(s). Summer of Service was established in 2010, and in 2017 was rebranded as Immersion.
- **Encounter.** Teams of California Baptist University students serve internationally for approximately two (2) weeks during the summer months. Each team is led by a University official or other approved member of the University community. Encounter was launched in 2018. The projects differ depending upon the service opportunities of the selected area.

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.

Wellness Center

The California Baptist University Wellness Center, located at 3626 Monroe Street, houses the CBU Health Center and the CBU Counseling Center. The goal of the Wellness Center staff is to provide effective health, wellness, and counseling services that promote academic and personal success.

Student Health Center

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

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

For days and hours of operation, please see The Health Center for current information.

Call 951.321.6520 to schedule an appointment. Appointments are required for all routine well- and/or preventative-services visits. Walk-ins are welcome.

Counseling Center

The 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. Call 951.689.1120 to schedule an appointment.

International Admissions

Mr. Bryan Davis

Dean of International Programs

Mr. Joseph Gemignani

Assistant Director of International Admissions

Phone 951.343.4690

FAX 951.343.4728

internationaladmissions@calbaptist.edu

International Graduate Admissions

Authorization

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

When to Apply

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

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

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, international students must complete the following:

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/apply.
2. Application Fee
 - A non-refundable application processing fee is required.
3. Completion of a Bachelor's Degree
 - A bachelor's degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency of a bachelor's

degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is required.

4. 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.
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 are submitted on the online 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.

Financial Documentation

International students must submit 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.

Language Proficiency

An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language proficiency by submitting a recent test score from Test of English as a Foreign Language (TOEFL), Pearson Test of English Academic (PTE Academic), or International English Language Testing System (IELTS).

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

Master's Programs

The minimum score required to display English language proficiency for standard admission to a graduate program is 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0. Please note if the applicant's bachelor's degree is from an institution where English is the primary language of instruction, additional verification of language level may be required.

If the score is lower than 80 IBT TOEFL, 53 PTE Academic, or 6.0 IELTS with no individual area under 5.0, the applicant may be granted joint admission to the Intensive English Program (IEP) and a graduate program while taking required language courses to meet the minimum TOEFL/PTE Academic/IELTS requirement before beginning graduate program coursework. Joint admission is not available for all graduate programs.

In addition to proving English proficiency through TOEFL, IELTS, or PTE Academic all graduate-level students must also have completed ENG123: Intermediate Composition or its equivalent at an accredited institution. Students who have not met this requirement are required to complete ESL094: Academic Research for Graduate Students or its equivalent during the first semester of graduate studies, regardless of their language proficiency test scores.

Doctoral Programs

The minimum score required to display English language proficiency for standard admission to a graduate program is 100 IBT TOEFL or 8.0 IELTS. Please note if the applicant's bachelor's degree is from an institution where English is the primary language of instruction, additional verification of language level may be required.

Student Status

Unconditional

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

Conditional

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

Denial

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

Intensive English Program (IEP)

Information on the Intensive English Program (IEP) course progression and ESL courses can be located in the Academic Programs section of the Undergraduate University catalog.

Online and Professional Studies Admissions

Mr. Merritt Robinson

Dean of Enrollment Services

Ms. Elizabeth Romo

Administrative Assistant

10370 Hemet Street, Suite 100

Riverside, CA 92503

Phone 951.343.3927

Toll Free 877.236.1617

Fax 951.358.1181

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 a fully online format at both the undergraduate, graduate, and doctoral levels. All programs incorporate a Christian perspective. The OPS programs are designed and delivered in a year-round semester format to accelerate students toward graduation.

When to Apply

The University implements a rolling admissions practice. Prospective students are encouraged to complete the application process at least four weeks prior to the start of their intended session. Online and Professional Studies offers two eight-week sessions every semester, providing six admission start dates per year.

Admission and Application for Graduate Programs within the Division of Online and Professional Studies

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 California Baptist University must apply for acceptance into a specific graduate program. Applications can be submitted online at <https://www.cbuonline.edu/apply>.
2. Completion of a Bachelor's Degree
 - A bachelor's degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency of a bachelor's degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is required.
3. 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.
4. GPA Requirement
 - Applicants must meet a minimum cumulative or last 60 semester (or 90 quarter) unit grade point average.

- Masters' programs require a minimum 2.75 GPA for unconditional admission and a minimum 2.5 GPA for conditional admission.
 - Doctoral programs require a minimum 3.0 for unconditional admission and a minimum 2.75 for conditional admission.
5. Prerequisites
 - Required prerequisites should be completed with a "C" or better.
 6. Personal Statement
 - All programs require a written personal statement. Please see specific program admission requirements for information.
 7. 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. California Baptist University reserves the right to deny admission to any applicant who is antagonistic with the philosophy and purpose of the University.

Appeals

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

California Baptist University Applicants

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

Readmit

Students who have attended California Baptist University but have discontinued enrollment for one or more semesters must be approved to readmit to the University. Students must submit a Readmit Application, and official transcripts from all other institutions attended since last enrolled at California Baptist University. 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.

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.

Financial Aid

Mr. Joshua Morey

Director of Financial Aid

Phone 951.343.4236

Toll Free 877.228.8855

FinAid@calbaptist.edu

The Purpose of Financial Aid

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

Applying for Financial Aid

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

Completion of the FAFSA will generate a 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 the student listed California Baptist University (school code 001125) on the FAFSA. Other documents may be requested to complete a financial aid file. All requested documents must be submitted as soon as possible, but no later than 14 days prior to the close of the term.

To qualify for a financial aid award, master level students must be enrolled in five (5) units of degree applicable coursework for half-time status, seven (7) units of degree applicable coursework for three-quarter time status, and nine (9) units of degree applicable coursework for full-time status. Doctorate level students must be enrolled in three (3) units of degree applicable coursework for half-time status, five (5) units of degree applicable coursework for three-quarter time status, and six (6) units of degree applicable coursework or be enrolled in an approved dissertation or internship course for full-time status.

Graduate students are awarded up to \$20,500 in Federal Direct Loans annually. Additional loans are available. Visit the Financial Aid section on InsideCBU for more information on additional loans.

Requirements for Offer of Financial Aid

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

Student Rights and Responsibilities

Offer of Financial Aid

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

Disbursement

Federal loan funds are credited directly to the student's account. Federal Direct loan and Graduate Plus disbursements are sent directly to the University each semester via Electronic Funds Transfer (EFT).

Withdrawal from the University

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

Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Direct loans, Grad Plus loan) 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 Admissions. Please refer to the Academic section of this catalog for further details of the process.

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

Ceasing to attend class without proper notification to the Office of Admissions or the Office of the University 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.studentaid.gov.

Leave of Absence

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

Satisfactory Academic Progress

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

Financial Aid Suspension

Status assigned to a student who fails to make Satisfactory Academic Progress at the time of Satisfactory Academic Progress (SAP) evaluation. The student is no longer eligible to receive financial aid. The student has the right to appeal the suspension. Aid is terminated until student's written appeal is submitted and approved.

Financial Aid Probation

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

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

Measure of Progress

Qualitative Measure

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

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

If the appeal is approved, the student is placed on Financial Aid Probation and must continue to earn a minimum 3.0 semester GPA to continue making satisfactory progress toward a cumulative 3.0 GPA. A 3.0 semester GPA is the minimum standard measurement for continuing progress. The student will need to earn higher than 3.0 semester GPA(s) to correct a deficiency.

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

Quantitative Measure

Student must successfully complete a minimum of 67% of credit units in which they enroll. Credit unit completion is reviewed after the spring semester of each academic year.

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

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

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

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

Maximum Time Frame Measure

Programs of study must be no longer than 150 percent of the published required units of the educational program. The measurement includes all accepted transfer units as well as credit units completed at CBU. For example, if your published program length is 32 credit units, you will exceed the maximum time frame when you surpass 48 units.

Appeal Process

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

If the Appeal is Denied

If a student's appeal is denied, Financial Aid Office will provide the student with information regarding other alternatives available. Options may include:

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

Repeated Courses

Financial Aid may be offered for a course in which a student has not received a passing grade. Once the course has been completed with a passing grade, additional financial aid cannot be received to retake the course. Repetition of a passed course will not count toward the student's enrollment status for financial aid purposes.

Institutional Financial Aid Programs for Graduate Students

Common Requirements for Institutional Programs

The University established the following common requirements for all students enrolled in Graduate Programs:

- All scholarships are applied directly to a student's account. No cash distributions are made directly to the scholarship recipient. Scholarships are not transferable to any student other than the recipient.
- To maintain aid eligibility, students receiving any financial aid must maintain satisfactory academic progress, as stated in this catalog.
- Institutional scholarships are limited and vary by program.
- Students must complete their financial aid file by the first published Payment Due Date.

- All awards are based on full-time enrollment each semester or session. Students enrolled for less than full-time are eligible to receive aid, prorated accordingly.
- All institutional aid is tuition-based. If a student receives additional non-institutional tuition-based aid, the amount of tuition-based aid may need to be reduced so the total tuition-based aid does not exceed the cost of tuition.

Lancer Loyalty Graduate School Grant

Description

- The Lancer Loyalty Graduate School Grant is an exclusive benefit for CBU Alumni desiring to advance their education at CBU. The Grant, ranging from \$500 to \$3000 is awarded based on academic merit, financial need, and the specific graduate program selected.

Eligibility

- Student must have a bachelor's degree from California Baptist University.
- Student must be enrolled in a minimum of 5 units and meet the following admission schedule:

Fall:	Application submitted by May 15	Enrolled by June 15
Spring:	Application submitted by November 1	Enrolled by December 1
Summer:	Application submitted by March 1	Enrolled by April 1
- The Grant **is not** available for the following programs:
 - Architecture
 - Athletic Training
 - Entry-Level Nursing
 - Pre-Nursing
 - Physician Assistant Studies
 - Speech Language Pathology
 - Online and Professional Studies Programs
 - Doctoral Level Programs

Award

- Students meeting the eligibility criteria will be awarded \$500 - \$3000 based upon academic merit, *financial need, and the graduate program selected.
- Grants will be awarded approximately two weeks after the enrollment deadline.
- The award will be split equally between the student's first two semesters of enrollment, unless initially awarded during the summer semester, in which case the entire grant is awarded.
- Student must be enrolled in consecutive semesters.
- Student must enroll in at least 5 units for the semester.
- The Lancer Loyalty Graduate School Grant cannot be combined with any other institutional aid.
- This is a one-time grant towards the completion of the first graduate degree.

Procedure

- Potential recipients of the grant will receive automatic consideration for the award when meeting the eligibility criteria.
- A separate application is not required.

- *To determine financial need, students are required to submit the FAFSA (Free Application for Federal Student Aid).

VA Yellow Ribbon Program Scholarship

Description

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

Eligibility

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

Award

- Recipients may receive varying amounts to be determined by semester enrollment, tuition, and fee charges.
- Yellow Ribbon Scholarships are offered in lieu of CBU funded aid, including previously offered CBU funded academic or other institutional scholarships. However, Yellow Ribbon recipients will remain eligible to receive specific participation scholarships, in addition to the Yellow Ribbon Scholarship. The specific participation scholarships are as follows: athletics related, music, theater, speech/debate. The combination of these specific participation scholarships and Yellow Ribbon scholarships will only be funded up to direct charges and books and will not be refundable. If veteran benefits expire prior to graduation, academic or other institutional scholarships may be reinstated as long as academic renewal requirements have been met.
- Recipients will be awarded in the current and subsequent academic years in which the University participates in the Yellow Ribbon Program and the student maintains continued enrollment, conduct, and attendance.
- CBU's graduate Yellow Ribbon Scholarship award shall not exceed \$3,000 for any given academic year.

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 Veterans Resource Center, Office of Student Success.

Policy

- Students who utilize VA Chapter Benefits for tuition and fees at CBU may have their institutional scholarship aid reduced to direct cost. Institutional aid is not refundable and VA Chapter Benefits will be applied to tuition and fee first.

International Student Scholarships for Graduate Students

Common Requirements for International Student Scholarships

- Institutional aid is applied to tuition, fees, room and board charges only. Institutional aid consists of grants from California Baptist University and is not to exceed the total cost of tuition, fees and on-campus room and board.
- Institutional aid is applied directly to a student's account. No cash distributions are made directly to the recipient.
- Institutional aid is not transferable to students other than the recipient.
- Institutional aid recipients must maintain full-time enrollment to remain eligible. For financial aid purposes, full time enrollment is defined as six (6) units for graduate students. By exception, institutional aid will be prorated to the enrollment status of half-time or less.
- Students receiving institutional aid must maintain satisfactory academic progress as stated in this catalog. Students receiving participation scholarships may remain eligible at the discretion of the department.
- Students concurrently enrolled in other institutions are eligible for California Baptist University institutional aid based only on the units being taken at CBU.
- Generally, institutional aid is awarded for the Fall and Spring semesters only, unless otherwise indicated.
- Students receiving "tuition discount" through their Memorandum of Understanding (MOU) cannot get other institutional aid. Students can only receive the MOU or institutional aid, whichever is greater.

Global Initiatives Grant

Description

- The Global Initiatives Grant program is based on merit and need.

Eligibility

- Student must maintain a cumulative grade point average (GPA) of 3.0 or higher.
- Student must demonstrate need as determined by the results of the international student financial aid packet.
- New and continuing international students are eligible for the grant.
- The grant is renewable dependent upon meeting the eligibility requirements and availability of funds.

Award

- Students are eligible to receive up to \$4,000 per semester.

Procedure

- Potential recipients should complete and submit the International Financial Aid Packet and any other requested paperwork to the International Center.

Federal Financial Aid Programs

Common Requirements for all Federal Programs

- All students applying for federal aid must complete a Free Application for Federal Student Aid (FAFSA).
- All federal aid recipients must be U.S. citizens, permanent residents, or eligible non-citizens.
- All federal aid recipients must not be in default of a student loan and not owe a refund of any federal educational grant.

- All federal aid recipients must maintain satisfactory academic progress according to institutional standards as stated in this catalog.
- Students concurrently enrolled at other institutions will only be eligible to receive financial aid for registered units at California Baptist University.

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

Federal Work Study Program

Description

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

Eligibility

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

Award

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

Procedure

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

Federal Direct Loan

Description

- The Federal Direct Loan is a low-interest loan available to students who have financial need as determined by the results of the FAFSA. The loan is made to the student by the Federal Department of Education through the Direct Loan Program. Upon repayment, loan payments are made directly to the Department of Education on a monthly basis. Interest rates for Direct loans are calculated yearly. Please visit studentaid.gov for current interest rates
- Federal Unsubsidized Direct Loan Interest Rates - Interest begins accruing after the first disbursement. The student is responsible for any interest accrued but can defer the interest with the principle of the loan.
- Unsubsidized loans have a fixed interest rate calculated yearly based upon ten-year Treasury note index, plus an add-on determined by congress. The interest rate is capped at 9.5%.

Eligibility

- Eligibility is determined by a student's graduate enrollment status and need based upon the student's cost of attendance (COA).

- First-time borrowers and transfer students must complete entrance counseling before any funds will be disbursed. Upon withdrawal from the University or graduation, all recipients must also complete exit counseling.
- When a refund is applicable, funds will be disbursed electronically directly to the student's preassigned account, or if necessary, via paper check.

Award

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

Federal Pell Grant (for Teaching Credential)

- Recent changes to the law affected a special provision allowing California higher education institutions to offer Federal Pell Grants to post-baccalaureate students pursuing a teaching credential. As a result, beginning Fall 2020, post-baccalaureate students pursuing a teaching credential at California Baptist University will no longer be eligible for the Federal Pell Grant.

Nursing Faculty Loan Program

Description

- The purpose of the Nursing Faculty Loan Program (NFLP) is to increase the number of qualified nursing faculty by facilitating the education of the nurses needed to address the nursing workforce shortage. The program offers partial loan forgiveness for borrowers who graduate and serve as full-time nursing faculty for the prescribed period of time. The NFLP is funded through the Health Resources and Services Administration (HRSA) and is administered by California Baptist University.

Eligibility

- Student must be a citizen or national of the U.S. or a lawful permanent resident.
- Student must be enrolled at least half-time in a graduate (Masters or Doctoral) level program.
- Student must maintain enrollment for a minimum of two consecutive terms/semesters during an academic year while receiving the NFLP support.
- Student must be in good academic standing.
- Student must not have a judgment lien entered against him/her based on the default on a federal debt (28 U.S.C. 3201 (e)).
- Student must have the intention of working as a nurse faculty on a full-time basis upon graduation.

Application Process

- Applicants must be accepted into appropriate program:
 - Master of Science in Nursing - Teaching Learning (TLN) Concentration
 - Doctor of Nursing Practice (DNP) Program
- Applicants must complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov to provide citizenship eligibility.

- Applicants must submit a California Baptist University NFLP application form to the College of Nursing.
- Applicants must participate in interview with College of Nursing.

Award

- NFLP guidelines specify that priority consideration be given to students who received NFLP support in the previous academic year.
- The number of NFLP loans is limited by the amount of funding provided to California Baptist University by the Department of Health and Human Services.
- The maximum yearly loan amount is \$25,000.
- Support is limited to five years.
- Specific amount of support is determined by enrollment and is coordinated with other sources of aid.

State Financial Aid Programs

Cal Grant Teaching Credential Program

Description

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

Eligibility

- Students must have been recipients of Cal Grant A or Cal Grant B as an undergraduate in the past 15 months.
- Form G-44 must be completed and submitted to the California Student Aid Commission for approval. Forms are available in the Financial Aid Office, or online at csac.ca.gov.
- Based on eligibility, Cal Grant TCP Grant awards are awarded to cover up to the amount of tuition and fees only. The grant covers only credential applicable coursework.
- Funding for the Cal Grant TCP Grant is subject to state budget allocations.

Golden State Teacher Grant Program

Description

- The Golden State Teacher Grant program (GSTG) is a one-time grant having a maximum of \$20,000, designated for students enrolled in a teacher preparation program with the goal of earning a credential in special education, and who commit to teach for four years in California at a school designated as priority, within five years of completing a teacher preparation program. The GSTG must be repaid if the recipient fails to meet the agreed terms in the California Student Aid Commission's (CSAC) Teaching Agreement. For more information, please visit: www.csac.ca.gov/golden-state-teacher-grant-program.

Eligibility

- Students must complete a Free Application for Student Aid (FAFSA).
- Students must submit a GSTG application at gstg.csac.ca.gov

- Students must be enrolled in a teacher preparation program to earn a credential in special education.
- Students' Cost of Attendance (COA) determine amount of award offered, in equal term disbursements, not to exceed \$20,000.
- Upon acceptance of the grant, students must complete a Teaching Agreement provided by CSAC.
- Funding for this state program is limited, and offered on a first come, first served basis.
- Students are encouraged to apply early in the award cycle.

Student Accounts

Ms. Heidi Pendleton

Director of Student Accounts

Phone 951.343.4371

FAX 951.343.4515

StudentAccounts@calbaptist.edu

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

Student Charges in U.S. Dollars

Tuition

Doctorate Program Tuition (per unit)

Business Program	\$795
Clinical Psychology Program	950
Leadership	650
Nursing Practice Program	650
Organizational Change and Administration	650
Public Administration Program	795
Social Work	950

Master's Program Tuition (per unit)

Accounting	\$662
Applied Mathematics	605
Architecture	895
Athletic Training	695
Biomedical Sciences	890
Business Administration	662
Christian Leadership	580
Civil Engineering	695
Communication	580
Counseling Ministry	580

Counseling Ministry and Counseling Psychology (Dual Program)	662
Counseling Psychology	745
Credential	655
Data Science and Knowledge Engineering	695
Education	655
Educational Leadership	655
Electrical and Computer Engineering	695
Engineering	750
English	615
Forensic Psychology	765
Healthcare Administration	625
Higher Education Leadership and Student Development	650
Industrial Organizational Psychology	710
Information Technology Management	595
Interdisciplinary Studies	625
Kinesiology	640
Leadership and Management Studies	625
Mechanical Engineering	695
Music	635
Nursing	791
Organizational Leadership	625
Physician Assistant (block tuition per semester)	17,200
Pre-Nursing	791
Public Administration	625
Public Health	789
Public Relations	580
School Counseling	699
School Psychology	699
Social Work	750

Software Engineering	695
Speech Language Pathology	850
Sport and Performance Psychology	660
Worship Arts	550

Other Course Tuition (per unit)

Audit (per unit)	\$172
------------------	-------

Intensive English Program (IEP) Student Tuition

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

Non-refundable Fees

(applies to all programs; unless otherwise specified)

Required Student Fees

General Fee - Master's Program (per semester)	
Graduate Students with 5 or more units	\$365
Graduate Students with 4 or less units	180
General Fee - Intensive English Program (per semester)	
IEP Students with 6 or more units	\$750
IEP Students with 5 or less units	255
Student Services Fee - Intensive English Program (fall/spring)	
On-campus Students (with 6 units or more)	\$300
Off-campus Students (with 6 units or more)	280
International Student Fee (in addition to student services fee; fall/spring)	300
Student Health Insurance (per semester)	
International Student Health Insurance	\$1145
Student Health Insurance (Athletic Training, Nursing, Physician Assistant, Speech Language Pathology)	1145

New Student Fee (Intensive English Program Students only)

Fall	\$310
Spring	160

Traditional Single Student Housing (per semester)

Housing Reservation Fee	\$100
Graduate Housing - Shared Occupancy	3,275
Graduate Housing - Private Occupancy	4,910

Board (Semester Meal Plans)

The following fall/spring plans are available to graduate students:

Plan A (40 meals; 100 dining dollars)	\$585
Plan B (60 meals; 150 dining dollars)	890
Plan C (85 meals; 150 dining dollars)	1,190
Plan D (100 meals; 250 dining dollars)	1,485
Plan E (125 meals; 250 dining dollars)	1,780
Plan F (150 meals; 250 dining dollars)	2,055
Plan G (170 meals; 300 dining dollars)	2,310
Plan H (190 meals; 350 dining dollars)	2,560
Plan I (215 meals; 350 dining dollars)	2,790
Plan J (235 meals; 400 dining dollars)	3,035
Plan K (255 meals; 450 dining dollars)	3,260
Plan L (280 meals; 450 dining dollars)	3,505
Plan O (70 meals; 450 dining dollars)	1,360
Plan P (85 meals; 550 dining dollars)	1,650
Plan Q (100 meals; 650 dining dollars)	1,935

The following summer plans are available to graduate students:

Plan S (45 meals; 50 dining dollars; per 8-week session)	540
Plan T (70 meals; 50 dining dollars; per 8-week session)	810

Plan U (90 meals; 100 dining dollars; per 8-week session)	1,080
Plan V (135 meals; 150 dining dollars; per 8-week session)	1,620
Plan W (155 meals; 200 dining dollars; per 8-week session)	1,890

Academic Fees

Comprehensive Exam Fee (EDU 594, ENG 594, MPA 594, NUR 597)	\$355
Comprehensive Exam Fee (FPY 598)	100
Directed/Independent Study Fee (per unit, in addition to tuition)	275
Education Lab Fee (PPS 535, PPS 544, PPS 553, PPS 563, PPS 564, SPE 558)	325
Education Student Teaching Fee for Supervision (EDU 580, EDU 582, SPE 580)	
EdTPA Exam Fee (EDU580)	300
Global Practicum (ARC 564G, HED 520G, NUR 539G, NUR 561G, SWK515G, SWK 576G, SWK 578G)	4,100
Global Practicum (Architecture Catch-up)	1,500
Induction Portfolio Fee (OPS GRS 510, GRS 511, GRS 515, GRS 516, GRS 520, GRS 521, SPE 510, SPE 511)	250
Music Instruction Fee (MUS 535, MUS 572)	335
Music Private Instruction (per lesson)	
1 lesson per week (1/2 hour)	\$340
2 lessons per week (1 hour)	680
Nursing Equipment Fee (NUR 501)	80
Practice Seminar I Fee (PSY 501S, Traditional Grad only)	50
Program Fees (per semester unless otherwise specified)	
Architecture (fall/spring)	\$1,350
Athletic Training (per semester)	525
Clinical Psychology (PSY 720, PSY 740, PSY 760, PSY 780, PSY 791)	250
Counseling Ministry (CBS 570)	400
Engineering - Graduate (fall/spring)	300
Leadership Studies - Doctorate (fall/spring/summer)	425
Nursing Pre-licensure (NUR 502, NUR 522, NUR 536, NUR 546)	1,675

Nursing Post-licensure (NUR 504P, 505P, 506 P, 507P, 509P, 510P, 511P, 571, 573, 575, 577)	1,210
Nursing Practice - Doctorate	1,033
Physician Assistant	1,325
Social Work - Doctorate (SWK 705, SWK 720, SWK 730, SWK 798)	1,000
Traditional MBA (per unit)	125
Worship Arts (fall/spring/summer)	125
Residency Fee (SWK 500, SWK 505, SWK 557, SWK 567, DL residency sections only)	250
Residency Fee (SWK 705, SWK 720, SWK 730, SWK 798)	1,000
School of Education - Student Teaching/Internship	
Internship Practicum Fee (EDU 582, SPE 582)	\$230
Continuance Fee (SPE 583)	230
Extended Service Area Fee	225
Speech Language Pathology Clinical Practicum Fee (CDS 542, CDS 552, CDS 562, CDS 572)	1,500
Sport and Performance Psychology Practicum I, II, and III Fee (SPP 540, SPP 560, SPP 580, SPP 590)	1,000
Subject Matter Competency Fees:	
CBU Student	\$110
Non-CBU Student	220
Testing Fee (PSY 555, Traditional Graduate)	125
Testing Fee (SWK 577, Traditional Graduate)	100
Thesis/Project Reading Fee (per unit, EDU 597, EDU 598, ENG 597, ENG 598, FPY 597, MUS 598, NUR 598)	540
Uniform Fees (annual)	
Camerata (MUS 559)	\$325
Lancer Chorus (MUS 562)	325
Magnolia Singers (MUS 561)	325
Rhapsody Choral (MUS 564)	325
University Choir and Orchestra (MUS 560)	600
Wind Ensemble (MUS 567)	325

Worship Arts Residency Fee (MUS 577, MUS 578)	599
---	-----

Student Accounts

Credit Card Convenience Fee (assessed by 3rd party payment processor for all credit and debit card payments)	2.9%
Semester Payment Plan Enrollment Fee	\$35
Study Abroad Processing Fee (Non-CBU programs)	280
Late Payment Fee	200
Dishonored Check (per check)	30
Wire Transfer Fee	30

Student Services

Lost Key	\$65
----------	------

Registrar

Duplicate Diploma Fee	\$50
Graduation Application Fee - Doctoral Degree	750
Graduation Application Fee - Master's Degree	250
Late Graduation Application Fee - Main Campus	200
Late Graduation Application Fee - OPS	50
Re-application for Graduation 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

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 must cover all charges incurred in accordance with the Policy for Refund of Tuition, Fees, Room, and Board Charges. If a balance exists, a hold may be placed on the student account preventing release of diploma, and future registration until the balance is paid in full with verified funds.

Payment Due Dates

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

Semester	Payment Due Date
Fall 2021	Wednesday, August 11, 2021
Spring 2022	Wednesday, January 5, 2022
Summer 2022	Wednesday, May 4, 2022

University Approved Payment Options

Option 1 (Student Account Payment)

California Baptist University accepts the following forms of payment:

Online Payments - eCheck payments and credit/debit card payments are accepted online through InsideCBU. Visa, MasterCard, American Express, and Discover are accepted and a convenience fee will apply. 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 (Monthly Payment Plan)

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

Option 3 (Financial Aid)

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

Tuition and Fee Agreement

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

Delinquent Accounts

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

Policy for Refund of Tuition, Fees, 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 Admissions 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 withdraw may be processed, as required per federal regulations, which may necessitate the return of federal financial aid.

California Baptist University expects to deliver instruction to its students through its traditional in-person and online formats. By attending the University, students acknowledge this expectation and understand that the University may be compelled to modify course instruction formats due to circumstances or events beyond the University's reasonable control such as acts of God, acts of government, war, disease, social unrest, and accidents. As such, students attending the University assume the risk that circumstances may arise that mandate the closure of the campus or place restrictions upon the University's delivery of instruction. By attending the University, each student understands and agrees that they will not be entitled to a refund or price adjustment for the cost of course instruction if their courses are required to be provided in a modified format which the University deems appropriate under such circumstances.

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

Tuition, 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 full-semester courses)

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

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

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

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

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.

Academic Information

Graduation Under a Particular Catalog

Students must adhere to graduation requirements listed in the catalog in effect at the time of matriculation. From an academic perspective, a student may choose to use any catalog subsequent to the catalog in effect at the time of enrollment into the University, provided the catalog chosen is not expired. The graduation requirements under student's chosen catalog remain in effect for the student until degree completion or catalog expiration of five years for master students and seven years for doctorate students, whichever comes first. All students who are readmitted 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 are 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 or up to 25% of the graduate degree units. With approval from the program director and Office of the University Registrar, a maximum of 9 units of graduate level coursework may be transferred from another university.

Student Load Limits

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

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

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

Credit Hour

California Baptist University defines a credit hour as a minimum of 45 hours of engaged learning time over the duration of a term. This engaged learning time may be in face-to-face meetings, in a prescribed lab or internship/practicum setting, in synchronous or asynchronous online learning activities, hybrid courses, or in independent reading, research, or writing activities.

Approval for Graduation

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

Graduation Check List

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

Degree Posting Dates

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

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

Transfer Restrictions

The Office of the University Registrar, with the program director, will evaluate previous college work to determine its relationship to the requirements of California Baptist University. A maximum of nine (9) graduate semester units or up to 25% of the graduate degree units may be accepted in transfer toward fulfilling degree requirements. The student may be asked to submit a syllabus and/or textbooks for the course(s) in question. Courses must have been completed within the last five years. Only coursework completed with grades of B- or better from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is transferable. California Baptist University does not accept transfer work that was not designated as degree-applicable by the issuing institution. A transfer student may be required to submit a letter from the academic institution verifying they left in good standing. Course Transfer Approval forms may be obtained in the Office of the University Registrar.

Enrollment at Other Institutions

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

Scholastic Regulations

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

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

A student earning a semester GPA below 2.7 will be suspended 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 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 student who has been academically suspended and re-admitted must meet satisfactory scholastic standing or show significant improvement, to avoid a second suspension. A second consecutive suspension will render the suspended student academically disqualified for continued enrollment. To regain academic qualification a student must demonstrate that they have the educational skills and motivation necessary to be academically successful. To do this, the student should demonstrate significant progress toward aligning their personal and professional goals in such a way that promotes their academic success. This is accomplished through additional work experience and/or certifications. Upon return to CBU the student may have to be readmitted to the University prior to enrolling. (See Satisfactory Academic Progress in the Financial Aid Section and Readmit in the Traditional Admissions Section).

All appeals should be directed to the Chair of the Admissions and 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 should first contact the instructor involved so that there is opportunity for each to address the specific student concerns. If the student feels unable to approach the instructor directly or does not believe the issue has been fully resolved with the instructor, the student should contact the Department Chair or Dean of the School or College having oversight of that course. If issues remain unresolved at these levels, the final academic point of contact is dependent on the California Baptist University division in which the student is enrolled.

- Traditional students should appeal to the Dean of Student Success
- Online and Professional Studies students should appeal to the Associate Vice President of Academics

For disputes involving conduct prohibited under the University's Title IX Policy, students, staff, and faculty are expected to promptly notify the Title IX Coordinator for proceedings consistent with the Title IX Policy.

Academic Dishonesty

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

Incomplete Grade Policy

Students may only request an Incomplete from the instructor of the course in cases of extreme and unforeseen emergencies. Students are responsible to request the Incomplete prior to the end of the semester in which the student is taking the course. If the Incomplete grade is not changed to a passing grade within six weeks of the end of the session, term, or semester, the grade automatically becomes an F and credit for the course may be obtained only by repeating the course. Students who receive an Incomplete will not be eligible for semester honors (Provost's or President's Honor Roll). An Incomplete grade may adversely affect students receiving financial aid.

Satisfactory Progress Grade Policy

Students may only request a grade of Satisfactory Progress (SP) for courses that include a requirement of fieldwork, student teaching, and/or observation hours for completion of the course and that requirement cannot be completed within the semester for which the student was enrolled into the course. Students may only petition faculty members for a SP grade when the student is unable to complete the fieldwork during the semester due to conditions outside of the student's control. If a grade of SP is not raised to a passing grade within twelve (12) months of the issuance of the SP grade, the grade automatically becomes an F and credit for the course may be obtained only by repeating the course. An SP grade may not be used to extend the six-week time frame of an Incomplete Grade.

Examinations/Make-up Tests

In the case of serious illness or unforeseen emergency, the student is responsible to communicate with the instructor of the course in which the test was missed as soon as practicable and arrange for a make-up test with the instructor. Make-up tests are at the discretion of the individual instructor.

Repeating Courses for Grade Replacement

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

Students who elect to repeat a course may do so only one time for grade replacement. The second grade earned will be used in GPA calculations regardless of which grade is higher. If a grade of B- or higher is not earned when the course is repeated, the student may repeat the course again; however, subsequent grades will not replace the grade from the first repetition. 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 within 30 days of the final grade being recorded. Requests may be made 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.

Grade Appeals

Any appeal for a grade change must be accompanied by appropriate documentation to demonstrate the grade was incorrectly recorded or determined. The grade appeal must include documentation that one or more of the following occurred: (1) The instructor made an error in calculating the final grade; (2) The final grade was based on criteria or standards at variance with the course syllabus; (3) The final grade was based on factors other than student achievement or performance. Failure to address one or more of these three reasons is a basis for rejection of that appeal. Students must recognize that they bear the burden of proof in the grade appeal process and that a grade appeal will not be successful without appropriate documentation.

Students wishing to appeal a grade should follow the below regular order of contacts and timelines.

Instructor Appeal

An initial grade appeal should be made directly to the instructor. The student is encouraged to submit a written statement to the instructor clearly specifying the grounds upon which the student disputes the instructor's academic decision.

- Traditional Graduate/Undergraduate Students:
 - Grade appeals for Fall semester courses must be filed by February 1 of the Spring semester immediately following the completion of the disputed course.
 - Grade appeals for Spring or Summer semester courses must be filed by October 1 of the Fall semester immediately following the completion of the disputed course.
- Online and Professional Studies Students:
 - Grade appeals must be submitted to the instructor within 30 days of the final grade being recorded.

Department Chair or Dean Appeal

If the student is dissatisfied with the instructor's response, or the instructor does not respond to a grade appeal within 30 days, the student may then appeal the instructor's academic decision to the appropriate Department Chair or Dean of the School or College having oversight of that respective instructor and course. The appeal should be submitted within 30 days of instructor decision or non-response.

Dean of Student Success/Associate Vice President of Academics

If the student is dissatisfied with the decision rendered by the Department Chair or Dean of the School or College, the student may submit an appeal within 30 days of the previous decision for possible mediation. Appeals should be submitted respective to the University program in which the student is enrolled (Traditional or Online and Professional Studies).

- Traditional students should appeal to the Dean of Student Success
- Online and Professional Studies students should appeal to the Associate Vice President of Academics

Upon receipt of the appeal, copies of the student's supporting evidence associated with the appeal will be obtained and an attempt will be made to mediate a resolution between the student, the faculty, and the Department Chair or Dean.

Student Appeals Committee

If the appeal is unable to be resolved through mediation within 30 days, the student may request the appeal be submitted to the Student Appeals Committee. The student's request must be in writing and specify the student's rationale for contesting the decision rendered by the Department Chair or Dean, as well as include all supporting evidence. Upon submission of a timely request, the Student Appeals Committee will convene and render a decision within 15 days.

The Student Appeals Committee will convene and review all written documentation and evidence. The committee will receive the responses from previous appeals and have the discretion to request additional information prior to the committee meeting from the student, instructor, chair, or dean. The committee will make its recommendation based solely on the documentation submitted. Students are not permitted to attend the meeting or present before the committee.

Vice President/Provost

Following the Student Appeals Committee meeting, the committee will make a formal recommendation to the Vice President/Provost regarding a resolution. Within 15 days of receiving the recommendation, the Vice President may (1) accept the recommendation, (2) reject the recommendation and issue an independent decision, or (3) request the committee conduct additional investigation and re-review the initial recommendation.

The Vice President/Provost's decision is final and not subject to further appeal.

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 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

Grade Reports

Grade reports are available to students through InsideCBU upon the completion of the semester. Students may view grades by accessing their Degree Guide in InsideCBU. The University does not release any grade information to any person other than the requesting student without the written permission of the student.

Change of Address

Students are expected to file a Student Information Change form with the Office of the University Registrar promptly upon a change of any personal information, including but not limited to student's address, telephone number, or name. If a student does not receive University notices because of an incorrect or outdated address, the student will still be held responsible for the information provided. Students can access the Student Information Change Form on InsideCBU.

Course Cancellations and Format Changes

California Baptist University expects to deliver instruction to its students through its traditional in-person and online formats. By attending the University, students acknowledge this expectation and understand that the University may be compelled to modify course instruction formats due to circumstances or events beyond the University's reasonable control such as acts of God, acts of government, war, social unrest, and accidents. As such, students attending the University assume the risk that circumstances may arise that mandate the closure of the campus or place restrictions upon the University's delivery of instruction. Further, all courses at California Baptist University are subject to cancellation, meeting day and time changes, or format changes for reasons such as low enrollment, curriculum updates, or staffing. Students will be notified of course cancellations and schedule changes via their California Baptist University LancerMail account.

Directed Study and Independent Study

Directed Study will be limited to those courses which are listed in the catalog as part of the University's regular curriculum. Independent Study is limited to original coursework not included in the University's regular curriculum. Approval for the arrangement must include the faculty member, Dean/Department Chair, and University Registrar. In addition to regular tuition, a per credit unit Directed or Independent Study fee will be assessed. Students begin the process by completing the form online. Academic Advising, in collaboration with the appropriate faculty member, complete and submit the form to the Dean/Department Chair and University Registrar for approval.

Following are California Baptist University's Directed and Independent Study guidelines:

- 3.0 or better grade point average
- Limit of four (4) units of directed study or independent study in any given semester
- A maximum of nine (9) units of directed study or independent study may be applied toward degree requirements

Challenging a Course for Credit or Exemption

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

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

Students who wish 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.

Courses previously attempted at California Baptist University or another institution may not be challenged. Challenge exams may be attempted only once per course and should be completed prior to the add/drop dates. 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.

Auditing a Course

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

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

Privacy of Student Records

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), a student's confidential academic record is available for inspection by the student. See the Office of the University Registrar for further information regarding academic records.

FERPA permits the University to disclose certain information ("Directory Information") without the Student's consent. All other information, including grades, class schedules, tuition charges and fees, grade point average, etc. is confidential and the access is restricted to those persons or agencies defined in FERPA.

Please see Student Handbook for additional information.

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. Students may seek assistance with the registration process from the Academic Advising office. Students should consult the University Calendar and Academic 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.

Please visit InsideCBU Attendance and Withdraw Policies for more specifics, as well as the Petition to Withdraw form.

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

Should a student officially withdraw from one or more courses during the Withdraw period, a grade of W will appear on the transcript for each course. Courses from which a student officially withdraws will not affect semester tuition unless the student withdraws from all registered courses, at which point it may affect semester tuition (See Withdrawal from the University and Semester or Session). After the Withdraw period no withdrawal from a course will be permitted. Students who cease attending after the withdraw period will receive a calculated grade based on the course syllabus requirements for 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 in that course consistent with the requirements of the course syllabus.

A student who wishes to initiate withdrawal from a course after the Withdraw period may do so by filing an appeal to the Office of Student Success for traditional students or One-Stop Advisor for OPS students. Approval for a late withdrawal will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. No financial adjustments are made to the student's account. Failing or performing poorly in a class, or dissatisfaction with the subject matter, class, or instructor are not defined as acceptable serious and compelling reasons for late withdrawal.

Withdrawal from the University and Semester or Session

Students requesting official withdrawal from the Semester or Session must complete a Petition to Withdraw form and follow the process defined within that form. Official withdrawal from the Semester or Session, if completed prior to the last day of the Semester or Session, will result in all courses reflecting grades of W for that enrollment period. If students do not complete the requirements defined in the Petition to Withdraw form and ceases to attend all courses in the session at that time, grades for in-progress courses will be issued consistent with each course's syllabus.

Students requesting official withdrawal from the University must complete a Petition to Withdraw form and follow the process defined within that form.

Ceasing to attend courses 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 financial aid processing, as required per federal regulations.

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

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 400,000 books (including 280,000 eBooks) in its collection, the library currently provides access to more than 45,000 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 (OneSearch Catalog), which is available along with many other resources and services through the library Web page. The Annie Gabriel Library houses computer workstations and provides access to the campus wireless network. It participates in local, regional, and national information networks that increase its resource-offerings to the 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 Student Success

The Office of Student Success (OSS) is a one-stop-shop for a variety of academic needs and resources. Student Success includes CBU's Academic Success Center (ASC), the University Tutoring Center, the University Writing Center, the Disability Services Office, and the Veterans Resource Center.

Disability Services

The Disability Services Office is committed to providing support services to achieve equal access to the education experience. Disability Services (DS) approves and coordinates accommodations and services for Students with documented disabilities to help Students acquire skills essential to achieve academic success. Services may include note taking, extended testing time, a quiet testing environment, academic support, and auxiliary aids, i.e., Interpreter, readers/scribes for exams, and textbooks in alternate format.

University Tutoring Center

The University Tutoring Center (UTC) provides additional instruction and academic resources in order to help CBU students succeed in their coursework.

University Writing Center

Writing Center coaches are trained to cultivate purpose-driven writers, communicators, and influencers. They are here to help students develop the necessary process and strategies to become more rhetorical writers, who communicate clearly and persuasively. While they are not editors, the coaches provide useful resources and help students to recognize areas for improvement.

Veterans Resource Center

Strategically located next to the US Army Reserve Officer Training Corps (ROTC) office and Office of Student Accounts, the Veterans Resource Center is co-located with the Office of Student Success to provide ready access to tutoring, testing, and Disability Services. The Veterans Resource Center (VRC) is committed to providing a supportive environment and a committed campus culture to all Student veterans and their dependents. The VRC is devoted to assisting veterans with their transition to post-secondary education. Using veteran educational benefits, VRC staff will process course certification to the Department of Veterans Affairs in a timely and efficient manner. The VRC is dedicated to providing Student veterans/dependents a place to study, relax, fellowship with other veterans, increase peer mentorship, and offer computer access with complimentary printing.

The VRC maintains records for each identified veteran. A record of transfer work is kept on file and the Veterans Affairs (VA) is notified of the transfer work accepted for each veteran.

California Baptist University (CBU) is a participating Concurrent Admissions Program (ConAp) institution, and military credit or experience may provide some equivalency credit in accordance with the American Council on Education (ACE) guidelines.

At the beginning of their first term at CBU, new student veterans and dependents must provide a written request to the CBU School Certifying Official (SCO) to initiate reporting of verification of enrollment and academic progress to the appropriate VA regional office. Continuing students are not required to submit written request to the SCO. Any changes in enrollment or attendance should be reported to the SCO. Satisfactory progress must be maintained as specified in the Scholastic Regulations Section under Academic Policies.

Student veterans/dependents requesting their classes be certified under Chapter 33 (Post 9/11 GI Bill®) are required to submit a certificate of eligibility from the VA to the SCO. Student veterans under Chapter 31 Veterans Readiness and Employment (VR&E) case manager should forward a Purchase Order Authorization via Tungsten network directly to the SCO. For a period of ninety (90) days from the beginning of each term, students under Chapters 31 or 33 will not incur any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or be required to secure additional financial resources to meet the student's financial obligation which results from delayed VA disbursement.

Student veterans and dependents receiving educational benefits under Chapters 30, 31, 33, 35, and 1606 are required to submit a Student Statement of Responsibility form every semester if they plan to use VA educational benefits at CBU. Students can fill out the form electronically located in the CBU Veterans page, visit www.calbaptist.edu/veterans. Once submitted, the form will go straight to the veteran's email address. Student veterans and dependents are encouraged to call the VRC for confirmation of receipt.

GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). For more information about VA educational benefits, visit www.gibill.va.gov.

Military Tuition Assistance

CBU Division of Online and Professional Studies is proud to participate in the Department of Defense Military Tuition Assistance (TA) benefit program available to current service members of all branches of the Armed Forces. For additional information, go to cbuonline.edu/students/militarytuitionassistance.

Other Resources

The OSS also facilitates/coordinates review of Academic Appeals and provides administrative support for the Alpha Chi National Honor Society.

Office of the University Registrar

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

Division of Academic Affairs

Dr. Charles D. Sands

Provost and Vice President for Academic Affairs

Ms. Claudia Valdez

Administrative Assistant

Phone 951.343.4213

FAX 951.343.4572

provostoffice@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. Lisa Hernandez

Dean, College of Arts and Sciences
951.343.4767
lhernandez@calbaptist.edu

Dr. Jacqueline Gustafson

*Dean, College of Behavioral
and Social Sciences*
951.343.4487
jgustafson@calbaptist.edu

Dr. Philip Van Haaster

*Dean, Gordon and Jill Bourns
College of Engineering*
951.343.4841
pvanhaaster@calbaptist.edu

Dr. David Pearson

Dean, College of Health Science
951.343.4619
dpearson@calbaptist.edu

Dr. Karen Bradley

Dean, College of Nursing
951.343.4738
kbradley@calbaptist.edu

Dr. Tim Gramling

*Dean, Dr. Robert K. Jabs
School of Business*
951.552.8324
tgramling@calbaptist.edu

Dr. Robin Duncan

*Dean, Dr. Bonnie G. Metcalf
School of Education*
951.552.8948
rduncan@calbaptist.edu

Dr. Joseph Bolin

*Dean, Shelby and Ferne Collinsworth
School of Music*
951.343.4251
jbolin@calbaptist.edu

Dr. John Shoup

Executive Director
Dr. Paul and Annie Kienel Leadership Institute

Dr. Wayne Fletcher

Associate Provost, Academic Services
951.552.8175
wfletcher@calbaptist.edu

Dr. Tracy Ward

Associate Provost, Administration
951.343.4552
tward@calbaptist.edu

Dr. Elizabeth Morris

Associate Provost, Educational Effectiveness
951.343.4925
emorris@calbaptist.edu

Dr. Jeffrey Barnes

Dean of Student Success
951.552.8639
jbarnes@calbaptist.edu

Dr. Rich Simpson

University Registrar
951.343.4579
rsimpson@calbaptist.edu

College of Architecture, Visual Arts, and Design

Mr. Mark Roberson

Dean

Dr. Matthew Niermann

Associate Dean

Dr. Katherine Papineau

Assistant Dean

Ms. Karen Heinze

Administrative Secretary

Phone 951.552.8733

cavad@calbaptist.edu

Faculty Information

The College of Architecture, Visual Arts, and Design embraces the entire spectrum of design-oriented disciplines, all students will experience our interdisciplinary approach to learning that offers unique and unlimited opportunities for collaboration, inspiration, and most importantly, a deep and well-rounded education. And building on this broad foundation, the college is continually expanding our program offerings to ensure our students continue to receive the most innovative and comprehensive education.

Students also benefit from a practice-based approach that connects them directly with professional organizations throughout Southern California, exposing them to real business situations, and often allowing them to take part in the professional process through mentoring and internships. What makes the College of Architecture, Visual Arts, and Design truly unique is that we teach these programs from a Christian worldview, encouraging students to use their creative talents to engage and inspire the world around them.

Architecture Track I, MArch

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

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

Next accreditation visit for all programs: 2021

Qualifications to Proceed

Qualifications to Proceed to the Master of Architecture Track I Degree

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

- An earned undergraduate cumulative GPA of 2.75 or above.
- A portfolio of academic, creative, and professional work to date.
- Completion of the following ARC courses with a grade of C- or above:

ARC 120 Design Communication

ARC 122 Design Fundamentals

ARC 210 Design Studio I

ARC 212 Design Studio II

ARC 220 Computer Modeling

ARC 240 Architectural History I

ARC 242 Architectural History II

ARC 280 Materials and Methods

ARC 310 Design Studio III

ARC 312 Design Studio IV

ARC 350 Architectural History

ARC 370 Professional Preparation

ARC 380 Thermal Environmental Systems

ARC 385 Luminous and Sonic Environmental Systems

ARC 393 Structural Systems I

ARC 400 Special Topics in Architecture

ARC 410 Design Studio V

ARC 412 Design Studio VI

ARC 460 International Design Seminar

ARC 462 International History and Theory Seminar

ARC 480 Advanced Sustainable Systems

ARC 493 Structural Systems II

Degree Requirements

Master of Architecture Track I Degree Requirements

- Acceptance in the M.Arch. program having met all of the application requirements above.

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

Program Requirements (30 units)

General Education Requirements

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

Lower Division Requirements

- ARC 120 - Design Communication
- ARC 122 - Design Fundamentals
- ARC 210 - Design Studio I
- ARC 212 - Design Studio II
- ARC 220 - Computer Modeling
- ARC 240 - Architectural History I
- ARC 242 - Architectural History II
- ARC 280 - Materials and Methods
- DES 110 - Design Thought Foundations I

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

- PHY 115 - Physics for Architects with Lab

Upper Division Requirements

- ARC 310 - Design Studio III
- ARC 312 - Design Studio IV
- ARC 350 - Architectural Theory I
- ARC 370 - Professional Preparation
- ARC 380 - Thermal Environmental Systems
- ARC 385 - Luminous and Sonic Environmental Systems
- ARC 393 - Structural Systems I
- ARC 400 - Special Topics in Architecture (3 units)
- ARC 410 - Design Studio V
- ARC 412 - Design Studio VI
- ARC 460 - International Design Seminar
- ARC 462 - International History and Theory Seminar

- ARC 480 - Advanced Sustainable Systems
- ARC 491 - Architecture Internship (1 unit) **OR**
- ARC 492 - Architecture Integrated Experience (1 unit)

- ARC 493 - Structural Systems II
- DES 310 - Design Thought Practicum
- ENT 357 - Small Business Management

Graduate Level Requirements

- ARC 510 - Design Studio VII
- ARC 511 - Thesis Research and Preparation **OR**
- ARC 514 - Project and Client Development
- ARC 512 - Thesis Studio **OR**
- ARC 515 - Design Studio VIII
- ARC 570 - Professional Practice
- BUS 506 - Entrepreneurship

Graduate Level Elective Requirements

Complete nine (9) units from the following:

- ARC 500 - Special Topics in Architecture
- ARC 550 - Architectural Theory II
- ARC 560 - Directed Design Research

Architecture Track II, MArch

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

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

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

Next accreditation visit for all programs: 2021

Admission Requirements

Qualifications to Proceed to the Master of Architecture Track II Degree

Master of Architecture Track II 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 Architecture Track II (Bachelor to MArch) 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 compelling additional materials (GRE, Work experience, etc.)
2. Completion of a BA or BS in Architecture, or related discipline, from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
3. Prerequisites:
 - Design Studio I
 - Design Studio II
 - Computer Modeling
 - Architectural History I
 - Architectural History II
 - Materials and Methods
4. Two Recommendations, completed on forms provided, from sources who can address your potential for scholarly and professional success. At least one recommendation should be from a professor or instructor. Family members and friends may not complete recommendations.
5. Essay Requirement - complete one of the following:
 - Letter of intent detailing your motivation to pursue a professional graduate degree in architecture, the rationale to pursue studies at California Baptist University, and professional ambitions post graduate school, or
 - Essay of approximately 1500 words outlining initial proposal for Thesis Design Project. Essay should include:
 - *Project Description* (approx. 300 words): Description of your intended thesis project, including specific discussion of the project's focus, scope, and context.
 - *Line of Inquiry* (approx. 400 words): What key questions, historical developments, or current discussions will the project explore? Please utilize 1-4 citations to demonstrate 1) the validity and or significance of this line of inquiry 2) and its relationship to a larger body of thought, gap in knowledge, or societal discussion.
 - *Impact Statement* (approx. 300 words): How could the project, and exploration of the line of inquiry within the project, influence the broader discussion of architecture.
 - *Personal Motivation & Future Impact* (approx. 500 words): What is your motivation to engage in this project? Why is CBU your institution of choice for this study? What are your future career aspirations and how do you see this project influencing your future aspirations?
6. Current Resume documenting all related professional and extracurricular experiences
7. Current Design Portfolio documenting student and/or professional design work
8. Successful interview with the Director of the Architecture Program in Architecture
9. Applications must be received by priority application deadline for equitable consideration in terms of thesis placement, teaching or research assistantships, and scholarship awards.

Program Requirements (36-89 units)

The Master of Architecture Track II program is a pathway to the accredited M.Arch. degree for students who have earned a BA or BS of Architecture or related degree at another universities. All previous coursework transcripts will be

reviewed for alignment with accreditation standards, and may require enrollment in pre-requisite coursework prior to proceeding with the requirements below.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree. The California Baptist University College of Architecture, Visual Art, & Design, offers the following NAAB-accredited degree programs: M. Arch. (168 credits including 30 graduate credits). Next accreditation visit for all programs: 2021.

Competency Course Requirements

- ARC 501 - Design Studio III
- ARC 502 - Design Studio IV
- ARC 508 - Design Studio V
- ARC 509 - Design Studio VI
- ARC 555 - Architectural Theory I
- ARC 561 - International Design Seminar
- ARC 562 - International History and Theory Seminar
- ARC 569 - Professional Preparation
- ARC 580 - Advanced Sustainable Systems
- ARC 584 - Thermal Environmental Systems
- ARC 585 - Luminous and Sonic Environmental Systems
- ARC 593 - Structural Systems I
- ARC 594 - Structural Systems II

Core Course Requirements

- ARC 504 - Faith and Worldview Considerations in Architecture
- ARC 506 - Thesis Research and Planning **OR**
- ARC 560 - Directed Design Research (3 units) **OR**
- ARC 591 - Architecture Internship
- ARC 510 - Design Studio VII
- ARC 511 - Thesis Research and Preparation **OR**
- ARC 514 - Project and Client Development
- ARC 512 - Thesis Studio **OR**
- ARC 515 - Design Studio VIII
- ARC 570 - Professional Practice
- BUS 506 - Entrepreneurship

Elective Requirements

Complete nine (9) units from the following:

- ARC 500 - Special Topics in Architecture
- ARC 550 - Architectural Theory II
- ARC 560 - Directed Design Research

College of Arts and Sciences

Dr. Lisa Hernandez

Dean

Dr. Thomas Ferko

Associate Dean

Dr. Laura Veltman

Associate Dean

Ms. Rebecca Boyd

Administrative Assistant

Phone 951.343.4363

reboyd@calbaptist.edu

Faculty Information

Division

Arts and Letters

Laura Veltman, Ph.D.

Department

Modern Languages and Literature

James Lu, Ph.D.

Division

Natural and Mathematical Sciences

Thomas Ferko, Ph.D.

Departments

Biological Sciences

Bruce Prins, Ph.D.

Mathematical Sciences

Ricardo Cordero-Soto, Ph.D.

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

Division of Arts and Letters

Dr. Laura Veltman

Associate Dean

Ms. Rosemary Welsh

Department Secretary

Phone 951.343.4590

FAX 951.343.4661

rwelsh@calbaptist.edu

Faculty Information

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

Department of Modern Languages and Literature

Dr. James Lu

Chair

Dr. Erika Travis

Director, Graduate Program in English

Ms. Rosemary Welsh

Department Secretary

Phone 951.343.4590

FAX 951.343.4661

rwelsh@calbaptist.edu

English, MA

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

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 California Baptist University
 5. Successful Demonstration of Writing
 - Examples of writing competence including a major research paper or literary analysis
 6. Successful interview with the Director of the Graduate Program in English

Program Requirements (30 units)

Competency

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

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

Core Course Requirements

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

American Literature Requirement

Complete one (1) of the following courses:

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

British Literature Requirement

Complete one (1) of the following courses:

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

World Literature Requirement

Complete one (1) of the following courses:

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

Elective Requirement

Complete one (1) of the following courses:

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

Research Requirement

- ENG 596 - Research Seminar (2 units)

Comprehensive Exam, Project, or Thesis Requirement

Complete one (1) of the following courses:

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

Notes

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

** Required for TESOL concentration

Concentration Requirements (12 units)

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

Digital Literary Studies

Digital Requirements

Complete nine (9) units from the following:

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

Literary Requirement

Complete three (3) units from the following:

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

English Pedagogy

Complete twelve (12) units from the following:

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

Literature

Literature Requirement

Complete six (6) units from the following:

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

Elective Requirements

Complete six (6) units from the following:

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

Teaching English to Speakers of Other Languages (TESOL)

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

Elective Requirements

Complete nine (9) units from the following:

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

Additional Elective Requirement

Complete three (3) units from the following:

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

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

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

Certificate Requirements (15 units)

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

Division of Natural and Mathematical Sciences - Department of Biological Sciences

Division of Natural and Mathematical Sciences

Dr. Thomas Ferko

Associate Dean

Ms. Debbie Spala

Administrative Secretary

Phone 951.343.4380

FAX 951.343.4584

nms@calbaptist.edu

Faculty Information

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

Department of Biological Sciences

Dr. Bruce Prins

Chair

Ms. Allie Floyd

Department Secretary

Phone 951.552.8988

FAX 951.343.4584

biosci@calbaptist.edu

Biomedical Sciences, MS

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

Admission Requirements

Master of Science in Biomedical Sciences 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 Biomedical Sciences 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 GRE, MCAT, DAT, PCAT, or OAT score
2. Prerequisites (completed with a "C" or better)
 - General Chemistry I and II
 - General Biology I and II or Anatomy and Physiology I and II
 - Organic Chemistry I and II
 - Physics I and II
 3. Two Recommendations, completed on forms provided, from sources who can address your potential for scholarly and professional success. At least one recommendation should be from a professor or instructor. Family members and friends may not complete recommendations.
 4. Comprehensive Essay that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward Biomedical Sciences
 - Long-term professional goals
 - Reasons for choosing to study at CBU
 5. Current Resume documenting all related professional and extracurricular experiences
 6. Successful interview with the Director of the Graduate Program in Biomedical Sciences

Program Requirements (40 units)

Core Requirements

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

Capstone Requirements

Core Capstone Requirement

- BIO 598 - Capstone

Additional Capstone Requirements

Complete four (4) units from the following:

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

Division of Natural and Mathematical Sciences - Department of Mathematical Sciences

Division of Natural and Mathematical Sciences

Dr. Thomas Ferko

Associate Dean

Ms. Debbie Spala

Administrative Secretary

Phone 951.343.4380

FAX 951.343.4584

nms@calbaptist.edu

Faculty Information

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

Department of Mathematical Sciences

Dr. Ricardo Cordero-Soto

Chair

Dr. Robert Willett

Program Director, Graduate Program in Applied Mathematics

Ms. Kimberlee Bartholomew

Department Secretary

Phone 951.552.8662

FAX 951.343.4584

nms@calbaptist.edu

Applied Mathematics, MS

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

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
 - 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

Program Requirements (32 units)

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

Core Requirements

- MAT 503 - Functional Analysis with Applications
- MAT 513 - Ordinary Differential Equations
- MAT 514 - Partial Differential Equations
- MAT 516 - Math Biology
- MAT 553 - Numerical Analysis
- MAT 563 - Stochastic Processes
- MAT 576 - Scientific Computing
- STA 513 - Applied Statistics **OR**
- STA 544 - Biostatistics

Research Requirements

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

Elective Requirements

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

College of Behavioral and Social Sciences

Dr. Jacqueline Gustafson

Dean

Dr. Mischa Routon

Associate Dean, Graduate Programs

Ms. Debbie Jahant

Project Specialist

Professional License Analyst

Phone 951.343.4287

FAX 951.343.4569

Faculty Information

Chair

Department of Social Work

Dr. Charles Lee-Johnson

Directors

Doctor of Psychology in Clinical Psychology Program

Dr. Joshua Knabb

Doctor of Social Work

Dr. Krystal Hays

Graduate Program in Counseling Ministry

Dr. Nathan Lewis

Graduate Program in Counseling Psychology

Graduate Program in Forensic Psychology

Dr. Erica Roth

Graduate Program in Industrial and Organizational Psychology

Dr. Nathan Iverson

Graduate Program in Social Work

Dr. Charles Lee-Johnson

Graduate Program in Sport and Performance Psychology

Dr. Kristin Mauldin

Clinical Psychology, MA

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

Program Requirements (62 units)

Course Requirements

- PSY 700 - Theories of Psychotherapy
- PSY 702 - Psychiatric Disorders
- PSY 704 - Statistics in Psychology
- PSY 711 - Child Abuse Reporting, Assessment, and Treatment
- PSY 712 - Cultural Diversity
- PSY 713 - Law and Ethics in Clinical Psychology
- PSY 714 - Research Methods in Psychology
- PSY 720 - Clinical Practice I: Basic Skills
- PSY 722 - Human Development Across the Lifespan
- PSY 723 - Psychometrics
- PSY 725 - History of Psychological Science
- PSY 726 - Cognitive and Affective Bases of Behavior
- PSY 730 - Clinical Practice II: Advanced Skills and Treatment Planning
- PSY 740 - Clinical Practicum I: Professionalism
- PSY 741 - Assessment I: Personality Testing
- PSY 742 - Assessment II: Intelligence Testing with Lab
- PSY 743 - Assessment III: Projective Testing
- PSY 750 - Clinical Practicum II: Interpersonal Skills
- PSY 751 - Research Team I
- PSY 752 - Research Team II
- PSY 753 - Research Team III
- PSY 771 - Intervention I: Psychodynamic Approaches to Treatment
- PSY 772 - Intervention II: Cognitive Behavioral Approaches to Treatment
- PSY 773 - Intervention III: Couples Approaches to Treatment

Counseling Ministry, MA

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

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

Who is the MACM for?

It is designed for ministers, professional counselors, lay persons and others interested in counseling from a decidedly Biblical Worldview and accurate knowledge of human behavior offered by the Behavioral Sciences. The program emphasizes a sound understanding of behavioral science and pastoral approaches to counseling combined with a thorough understanding of Theology as a Behavioral Science.

What will students learn?

Three major emphasis of the program are:

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

2. **Biblical Community:** Students will learn how congregations practicing biblical commands for relating can create a healing environment for troubled people. This is an emphasis unique to the MACM.
3. **Practical Counseling Ministry:** Students will learn how to apply Biblical principles in developing a robust ministry of people-helping within their local congregation and ministry contexts.

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

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

This program does not prepare students for state licensure.

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 GPA of 3.0 is required for unconditional admission and a minimum GPA of 2.75 is required for conditional admission
 - Applicants with a 2.75 or lower GPA may be considered for conditional acceptance upon consideration of the entire admission application
2. Prerequisites
 - An introductory course in Anthropology, Behavioral Science, Psychology, or Sociology
 - Sufficient knowledge of Systematic Theology as determined by the program director
3. Two Recommendations, completed on forms provided, from sources who can address an applicant's 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 the applicant's interest toward becoming a counseling minister
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between the applicant's faith and professional goals
 - Reasons for choosing to study at California Baptist University
 - Influences that have shaped the applicant's present values and approach to life
5. Successful interview(s) with the Director of the Counseling Ministry program

Program Requirements (33 units)

Core Requirements

- CBS 500 - Congregational and Professional Counseling Applications
- CBS 505 - Theology as a Behavioral Science

- CBS 510 - Law and Ethics for Church-Based Counselors
- CBS 520 - Human Development through the Biblical Life-Cycle
- CBS 530 - Congregation as a Healing Community
- CBS 535 - Marriage and Family Ministry in the Congregation
- CBS 540 - A Theology of Helping People
- CBS 545 - Survey of Church-Based Counseling Programs
- CBS 546 - Relational Counseling Techniques
- CBS 566 - Pathology, Abnormality, and Sin
- CBS 570 - Church-Based Counseling Application I
- CBS 571 - Church-Based Counseling Application II
- CBS 572 - Church-Based Counseling Application III

Comprehensive Examination

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

Counseling Ministry, MA and Counseling Psychology, MS

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

Admission Requirements

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 master's program in Counseling Ministry and Counseling Psychology is at the discretion of the graduate faculty. Specific application requirements for the dual master's program in Counseling Ministry and Counseling Psychology are:

1. Grade Point Average
 - A minimum 3.0 for unconditional admission
 - Applicants with a 2.75 or lower GPA may be considered for conditional acceptance upon consideration of entire admissions application
2. Prerequisites (completed with a "C" or better)
 - Christian Doctrine or a course in Systematic Theology
 - Completion of a Bachelor's degree in psychology from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency **OR** completion of a non-Psychology Bachelor's degree from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation - or the evaluated equivalency - and undergraduate prerequisite requirements (3-12 semester units), as determined by the Counseling Psychology program director
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment

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 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
5. Successful interview(s) with the Director of the Counseling Ministry program and Director of the Counseling Psychology program

Program Requirements (90 units)

Master of Arts in Counseling Ministry

Core Requirements

- CBS 505 - Theology as a Behavioral Science
- CBS 510 - Law and Ethics for Church-Based Counselors
- CBS 520 - Human Development through the Biblical Life-Cycle
- CBS 530 - Congregation as a Healing Community
- CBS 535 - Marriage and Family Ministry in the Congregation
- CBS 540 - A Theology of Helping People
- CBS 545 - Survey of Church-Based Counseling Programs
- CBS 546 - Relational Counseling Techniques
- CBS 566 - Pathology, Abnormality, and Sin
- CBS 570 - Church-Based Counseling Application I
- CBS 571 - Church-Based Counseling Application II
- CBS 572 - Church-Based Counseling Application III

Master of Science in Counseling Psychology

Core Requirements

- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 501S - Professional Practice Seminar I
- PSY 502S - Professional Practice Seminar II
- PSY 505 - MFT Counseling Theory
- PSY 510 - Human Growth and Development
- PSY 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process
- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- PSY 535 - Advanced Psychopathology

- PSY 540 - Psychodiagnostics
- PSY 545 - MFT Counseling: Child and Adolescent
- PSY 555 - Practicum I
- PSY 560 - Professional Ethics and Law
- PSY 570 - Practicum II
- PSY 580 - Family Therapy I
- PSY 585 - Family Therapy II
- PSY 590 - Christian Perspective on Professional Counseling
- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Comprehensive Examination

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

Counseling Psychology, MS

The Master of Science in Counseling Psychology (MSCP) at California Baptist University (CBU) 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 MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements, and an optional concentration in Forensic Psychology. Additionally, the MSCP program 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 post-2012 requirements for MFT licensing as mandated by the Board of Behavioral Sciences (BBS). 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/or in other appropriate clinical settings.

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

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 MSCP program courses and the additional Forensic Psychology concentration courses.

See the Graduate Student Handbook available from the College of Behavioral and Social Sciences for program details of the concentration.

Admission Requirements

Master of Science in Counseling Psychology Admission Requirements

Admission standards for graduate studies at California Baptist University can be found in the Admissions section of the University Catalog. 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
 - Applicants with a 2.75 or lower GPA may be considered for conditional acceptance upon consideration of entire admissions application
2. Prerequisites
 - Completion of a Bachelor's degree in psychology from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
 - Completion of a non-Psychology Bachelor's degree from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation - or the evaluated equivalency - and undergraduate prerequisite requirements (3-12 semester units), as determined by the program director
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
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
5. Successful interview(s) with the Director of the Counseling Psychology program

Program Requirements (60-84 units)

The Master of Science in Counseling Psychology (MSCP) program is the oldest master's program at CBU. This prestigious faith based degree equips students with the ability to reconcile and restore relationships affecting individuals, couples and families. Seasoned core faculty teach from a biblically rooted perspective enabling students to address mental, emotional and spiritual needs in the community. The MSCP program offers a curriculum that academically prepares students for Marriage and Family Therapy (MFT) licensure, as well as additional optional coursework to meet the Professional Clinical Counselor (PCC) licensure coursework requirements. The program is widely recognized and highly respected by public, private and faith based agencies throughout the Inland Empire community.

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 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process
- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- PSY 535 - Advanced Psychopathology
- PSY 540 - Psychodiagnostics
- PSY 545 - MFT Counseling: Child and Adolescent
- PSY 555 - Practicum I
- PSY 560 - Professional Ethics and Law
- PSY 570 - Practicum II
- PSY 580 - Family Therapy I
- PSY 585 - Family Therapy II
- PSY 590 - Christian Perspective on Professional Counseling
- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Optional Professional Clinical Counselor Requirements (6 units)

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

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

Comprehensive Examination

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

Optional Concentration Requirements

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

Forensic Psychology (18 units)

Core Requirements

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

Elective Requirements

Complete two (2) of the following courses:

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

Psychotherapy Requirement

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

Students completing the psychotherapy requirement may obtain the psychotherapy form from the College of Behavioral and Social Sciences.

Practicum Admission

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

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

Forensic Psychology, MA

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

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

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

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

An abbreviated, complementary version of this program can also be completed as an additional concentration within the Counseling Psychology program. The Forensic Psychology concentration will prepare graduates to function as effective clinicians in a variety of professional counseling and forensic settings. Graduates of the concentration will have developed the skills, knowledge and experience to provide ethical and effective evaluation and therapeutic

services in a variety of forensic settings. The program establishes an excellent balance between traditional counseling and a specialized understanding of the legal and judicial systems.

Admission Requirements

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

Program Requirements (57 units)

Core Requirements

- CJS 510 - Legal Research and Reasoning
- CJS 520 - Advanced Criminal Law
- CJS 530 - Theories and Perspectives of Criminal Behavior
- CJS 560 - Criminal Investigations
- FPY 500 - Statistical Analysis I
- FPY 501 - Statistical Analysis II
- FPY 505 - Qualitative Forensic Research Methods
- FPY 506 - Quantitative Forensic Research Methods
- FPY 510 - Biological Bases of Behavior

- FPY 520 - Criminal Profiling
- FPY 530 - Advanced Social Psychology
- FPY 535 - Advanced Psychopathology and Criminality
- FPY 540 - Forensic Psychology
- FPY 560 - Forensic Practicum I
- FPY 565 - Forensic Practicum II
- FPY 595 - Special Topics
- FPY 596 - Forensic Evaluation I
- PSY 510 - Human Growth and Development

Final Requirement

Complete one (1) of the following courses:

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

Thesis/Comprehensive Exam Requirement

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

Forensic Practicum

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

Practicum Admission

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

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

Industrial and Organizational Psychology, MS

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

Admission Requirements

Master of Science in Industrial and Organizational Psychology 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 Industrial and Organizational Psychology program 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 based on a combination of GPA, work experience, Graduate Record Exam (GRE), and personal interview
2. Prerequisites (completed with a "C" or better)
 - General Psychology
 - Methods of Research
 - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for scholarly and professional 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 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward Industrial and Organizational Psychology
 - 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(s) with the Director of the Industrial and Organizational Psychology program

Program Requirements (45 units)

Core Requirements

- IOP 503 - Industrial Organizational Psychology and Behavior
- IOP 509 - Leadership Development and Change Management
- IOP 523 - Teams in Organizations
- IOP 529 - Social Psychology
- IOP 533 - Job Analyses and Performance Appraisal
- IOP 539 - Work Motivation
- IOP 553 - Research Methods and Statistical Analysis
- IOP 559 - Learning and On-the-Job Development
- IOP 563 - Special Topic
- IOP 569 - Personnel Recruitment, Selection, and Placement
- IOP 573 - Statistical Tools for Business Application
- IOP 579 - Program Evaluation and Organizational Consulting
- IOP 583 - Cross-Cultural Communication
- IOP 593 - Practicum

Elective Requirement

Choose three (3) units from the following:

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

Social Work, MSW

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

Admission Requirements

Master of Social Work 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 Social Work program are:

1. Grade Point Average
 - A minimum 2.75 GPA for unconditional admission
 - Applicants with a GPA below 2.75 may be considered for conditional admission based on the personal statement and interview
 - Advanced Standing students must have a minimum 2.75 cumulative GPA and a 3.0 GPA in their previous social work courses*
2. Prerequisites (completed with a "C" or better)
 - Statistics
 - Advanced Standing Students must have a Bachelor's of Social Work (BSW) from a CSWE accredited university, preferably within the last seven years.*
3. Three Recommendations, completed on forms provided, from sources who can address your potential for scholarly and professional success. Family members and friends may not complete recommendations. At least one reference must be from a Social Work Faculty member or Field Instructor for Advanced Standing students.*
4. Comprehensive Essay of at least 5-7 pages that includes the following elements:
 - Purpose for entering the program
 - Experiences that have directed your interest toward social work
 - Long term professional goals
 - What makes you a good candidate for the profession and for graduate student
 - Issues of social justice you are most passionate about and why
 - Religious background, present pattern of spiritual growth, fundamentals of personal faith and the relationship between your faith and professional goals
 - Reasons for choosing to study at California Baptist University.
5. Successful interview(s) with the Director of the Social Work program

*Students who have a bachelor's degree (BSW) in social work from a Council on Social Work Education (CSWE) accredited university are eligible to apply for Advanced Standing into CBU's MSW program. If admitted, students may

complete their MSW in 30-38 units. Preference will be given to students who have completed their BSW degree no more than seven years prior to applying to the MSW program, and who achieved a 3.0 GPA or higher in all social work practice and field work courses. Students whose BSW degree was conferred more than seven years ago will be asked to demonstrate their ongoing engagement in the field, continuing education and commitment to the profession in the admission interview with the program director.

Program Requirements (60-68 units)

Core Course Requirements

Foundation Coursework

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

Advanced Generalist Requirements

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

Social Work Elective Requirements

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

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

- SWK 586 - Integrated Health Policy and Services

Practicum Requirements

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

Sport and Performance Psychology, MS

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

Admission Requirements

Master of Science in Sport and Performance Psychology 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 Sport and Performance Psychology program are:

1. Grade Point Average
 - A minimum 3.0 GPA
 - Applicants with a GPA below 2.75 may be considered for admission based on a combination of GPA, work experience, Graduate Record Exam (GRE), and personal interview
2. Prerequisites (completed with a "C" or better)
 - General Psychology
 - Statistics
 - Outstanding prerequisite coursework must be completed within the first semester of graduate enrollment
3. Three Recommendations, completed on forms provided, from sources who can address your potential for scholarly and professional 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 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward Sport and Performance Psychology
 - 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(s) with the Director of the Sport and Performance Psychology program

Program Requirements (43 units)

Core Course Requirements

- FPY 510 - Biological Bases of Behavior
- IOP 529 - Social Psychology
- KIN 526 - Musculoskeletal Exercise Interventions
- KIN 546 - Sports Nutrition
- PSY 500 - Diversity Issues in Counseling Psychology
- PSY 510 - Human Growth and Development
- PSY 525 - MFT Counseling Techniques
- PSY 530 - Advanced Research Methodology
- PSY 535 - Advanced Psychopathology
- PSY 560 - Professional Ethics and Law
- SPP 510 - Advanced Sport and Performance Psychology
- SPP 520 - Cognitive Bases of Behavior
- SPP 596 - Capstone

Practicum Requirements

- SPP 540 - Sport and Performance Psychology Practicum I
- SPP 560 - Sport and Performance Psychology Practicum II
- SPP 580 - Sport and Performance Psychology Practicum III
- SPP 590 - Sport and Performance Psychology Practicum IV

Clinical Psychology, PsyD

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

Admission Requirements

Doctor of Psychology in Clinical Psychology 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 Doctor of Psychology in Clinical Psychology program are:

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

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

Program Requirements (128 units)

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

Basic Content Course Requirements

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

State of California Course Requirements

- PSY 711 - Child Abuse Reporting, Assessment, and Treatment
- PSY 735 - Addictive Behavior
- PSY 746 - Intimate Partner Abuse
- PSY 756 - Aging and Long-Term Care
- PSY 765 - Clinical Psychopharmacology
- PSY 766 - Human Sexuality, Sexual Disorders, and Treatment

Assessment Course Requirements

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

Faith Integration Course Requirements

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

Intervention Course Requirements

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

Practicum Course Requirements

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

- PSY 791 - Clinical Internship I
- PSY 792 - Clinical Internship II
- PSY 793 - Clinical Internship III

Supervision Course Requirement

- PSY 755 - Supervision and Consultation in Clinical Psychology

Research Course Requirements

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

Elective Requirements

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

Forensic Psychology Elective Track

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

Organizational Psychology Elective Track

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

Sport and Performance Psychology Elective Track

- KIN 526 - Musculoskeletal Exercise Interventions
- KIN 546 - Sports Nutrition
- SPP 510 - Advanced Sport and Performance Psychology

Social Work, DSW

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

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

Admissions Requirements

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

1. A minimum of 3.0 GPA
 2. Prerequisites (completed with a "C" or better; prerequisites can be completed concurrently)
 - Research methods
 - Human behavior theory
 - Social work practice, clinical practice, counseling, or equivalent practice course
 - Diversity, cultural competence, marginalization, or equivalent social justice course
 3. Completion of a bachelor's degree from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
 4. Completion of a master's degree in social work (MSW) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or related master's degree (e.g. Master of Public Administration, Master of Public Health, Master of Public Policy, Master of Science in Clinical Psychology, Master of Marriage and Family Therapy, Master of Forensic Psychology, Master of Industrial and Organizational Psychology)
 5. Students may transfer up to six (6) units of doctoral coursework from another institution towards the CBU doctor of social work degree. Coursework must have been completed with a grade of "B" or better in the last five years, given that much of the scientific literature tends to evolve and change every year
- Transferable doctoral coursework may only count towards the following designated content areas:

- Direct practice, clinical practice, or psychotherapy (equivalent to one course)
 - Leadership and management (equivalent to one course)
 - Research methods, statistics, and data analysis (equivalent to one course)
6. Two years of professional experience in social work, social welfare, or other human services related profession is required. Experience can be obtained before or after receiving a master's degree. Applicants should demonstrate that their professional experiences have equipped them to engage in scholarship, serve as a leader in various practice settings, and address a specific social problem.
 7. Three professional recommendations (academic, supervisor, and professional peer), dated within the last year
 8. Professional essay, 3-4 pages in length, answering the following specific items:
 - Describe your decision to pursue a doctoral degree in social work, including the reasons for this pursuit, important life experiences that have led you to the field, and why you believe you would be a good fit for the CBU DSW Program
 - Identify some of the challenges you anticipate facing in the DSW program, including how you expect to overcome these challenges. The expectation is that students will spend about 28 hours a week engaged in doctoral content/work. How will you adjust your current work, family, and other personal/professional obligations to accommodate doctoral coursework?

- Identify your interest in addressing a social problem that requires additional scholarship, clinical expertise, and/or leadership to meet the needs of one or more marginalized populations. You should also include the reason for your interest in this topic as a potential project and how doctoral education is necessary for you to address this problem.
 - Describe your views on faith and how you can integrate Christian ethics and values as a doctoral level social work leader
 - Discuss how you will integrate your doctoral education into your future personal and professional goals
9. Current resume documenting all related professional and extracurricular experiences
 10. Writing sample: a sole-authored essay from a graduate course; publication in a peer-reviewed journal or other professional periodical; or other professional report (e.g. grant application, policy analysis, program manual, etc.)
 11. Successful interview with the Doctor of Social Work Program Director

Program Requirements (48 Units)

- SWK 701 - Direct Practice with Cultural Humility
- SWK 705 - Community Engagement and Social Innovation
- SWK 710 - Historical and Contemporary Social Action
- SWK 715 - Community-Based Participatory Research Methods
- SWK 720 - Project Development and Implementation
- SWK 725 - Effective Leadership in the 21st Century
- SWK 730 - Research Dissemination and Scholarship
- SWK 735 - Answering the Call to Teach
- SWK 740 - Social Work Entrepreneurship
- SWK 745 - Justice-Focused Engagement around the Globe
- SWK 796 - Comprehensive I
- SWK 797 - Comprehensive II

Church-Based Counseling Certificate

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

Program Requirements (18 units)

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

Counseling Ministry Certificate

Program Requirements (15 units)

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 Psychology
- 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

Forensic Psychology Certificate

Program Requirements (18 units)

Required Courses

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

Elective Courses

Complete two (2) of the following courses:

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

Gordon and Jill Bourns College of Engineering

Dr. Philip VanHaaster

Dean

Dr. Mark Anklam

Associate Dean

Ms. Kiana Bjur

Administrative Assistant

Phone 951.343.4972

engineering@calbaptist.edu

Faculty Information

Engineering, MS

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

Admission Requirements

Master of Science in 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 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 based on a combination of GPA, work experience, undergraduate grades in related coursework, and personal interview
 - Submission of Graduate Record Exam (GRE) score is recommended, but not required
2. Prerequisites:
 - Computer Programming course or demonstrated knowledge programming language
 - And one of the following:
 - Completion of a Bachelor of Science in Engineering from an accredited institution of higher education or the evaluated equivalency
 - Completion of a Bachelor's degree from an accredited institution of higher education or the evaluated equivalency with at least fifteen (15) units in computing, information technology, or closely related field
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 and career goals and interests

- Experience with and interest in research and development
 - Readiness for graduate study
 - If available, reference to 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 post-secondary education

Program Requirements (30 units)

Core Requirements

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

Elective Requirements

Complete nine (9) units from the following:

- BUS 510 - Innovation and Technology
- BUS 515 - Organizational Behavior
- BUS 548 - Strategy and Decision Making
- CSC 518 - Machine Learning
- CVE 556 - Sustainable Civil Engineering
- ECE 517 - Mobile Robotics
- ITM 510 - Project Management
- LDR 560 - Leading and Managing Complexity
- MCE 545 - Thermal Design of Heat Exchangers

Thesis and Project Requirements

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

College of Health Science

Dr. David Pearson

Dean

Ms. Brittany Davies

Director of Academic Operations

Phone 951.343.4619

healthscience@calbaptist.edu

Faculty Information

Departments

Allied Health Professions	Nicole MacDonald, Dr.P.H.
Communication Sciences and Disorders	Bryan Ness, Ph.D.
Kinesiology	Sean Sullivan, Ph.D.
Physician Assistant Studies	Heather Ontiveros, D.H.Sc.
Public Health Sciences	Marshare Penny, Dr.P.H.

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

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

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

Mission Statement

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

Department of Allied Health Professions

Dr. Nicole MacDonald

Chair

Director, Graduate Program in Athletic Training

Ms. Stephanie Moreno

Department Secretary

Phone 951.552.8531

smoreno@calbaptist.edu

Faculty Information

Athletic Training, MS

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

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

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

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 settings supervised by a Certified Athletic Trainer
 8. Successful Interview with the Athletic Training Admissions 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

Pre-Athletic Training Curriculum

The following athletic training prerequisites are offered at California Baptist University

Pre-Athletic Training Courses

- BIO 143 - Principles of Biology OR BIO 146 - General Biology I
- BIO 153 - Human Anatomy and Physiology I and BIO 153L - Human Anatomy and Physiology I Lab
- BIO 163 - Human Anatomy and Physiology II and BIO 163L - Human Anatomy and Physiology II Lab

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

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

Program Requirements (62-65 units)

Core Requirements

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

- ATR 501 - Athletic Training Clinical Education I
- ATR 502 - Athletic Training Clinical Education II
- ATR 503 - Athletic Training Clinical Education III
- ATR 504 - Athletic Training Clinical Education IV
- ATR 511 - Functional and Neuro-Anatomy for Athletic Trainers
- ATR 512 - Acute Care in Athletic Training I *
- ATR 513 - Acute Care in Athletic Training II
- ATR 514 - Foundations of Athletic Training Professional Practice
- ATR 516 - Introduction to Athletic Training Clinical Skills
- ATR 521 - Clinical Research in Athletic Training I
- ATR 522 - Clinical Research in Athletic Training II
- ATR 523 - Clinical Research in Athletic Training III
- ATR 524 - Clinical Research in Athletic Training IV
- ATR 525 - Clinical Examination of the Lower Quarter
- ATR 527 - Foundations of Therapeutic Interventions
- ATR 530 - Clinical Examination of the Upper Quarter
- ATR 536 - Nutrition and Wellness in Athletic Training
- ATR 537 - Therapeutic Interventions for the Extremities
- ATR 540 - General Medical Conditions for Athletic Trainers
- ATR 541 - Medical Imaging and Laboratory Procedures
- ATR 545 - Leadership and Administration In Athletic Training
- ATR 547 - Therapeutic Interventions for the Spine
- ATR 555 - Advanced Therapeutic Interventions
- ATR 560 - Whole Person Care
- ATR 590 - Board of Certification Preparation
- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence

Department of Communication Sciences and Disorders

Dr. Bryan Ness

Chair

Director, Graduate Program in Speech Language Pathology

Ms. Di Rasmusson

Administrative Support Specialist

Phone 951.552.8956

drasmusson@calbaptist.edu

Faculty Information

Speech Language Pathology, MS

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

The Master of Science in Speech Language Pathology program received its pre accreditation status of Candidacy in July of 2016 and has just completed its visit for Initial Accreditation with the Council on Academic Accreditation Programs in Audiology and Speech Language Pathology (CAA). Students graduating from the program will have met ASHA certification standards to begin the clinical fellowship required by American Speech Language Hearing Association (ASHA), as well as the Required Professional Experience (RPE) for state licensure in California. In addition, the program is accredited by the California Teaching Commission and graduating students are eligible to begin their clinical fellowship in a public school setting with the Preliminary Speech Language Services credential.

Admission Requirements

Master of Science in Speech Language Pathology Admission Requirements

1. 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
 - Grade Point Average
 - A minimum 3.0 GPA
2. Prerequisites
 - Completion of a Bachelor's degree with a Communication Disorders major or equivalent from an accredited institution of higher education recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
 - Completion of Prerequisite Self Evaluation Form to show completion of an Aural Rehabilitation Course or its equivalent content in another course, plus 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, a course in either chemistry or physics, statistics

and the social and 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

Program Requirements (70 units)

Core Requirements

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

- IPE 520 - Interprofessional Education: Immersion

Clinical Practicum Requirements

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

Comprehensive Examination Requirements

- CDS 551 - Comprehensive Examination

Department of Kinesiology

Dr. Sean Sullivan

Chair

Director, Graduate Program in Kinesiology

Phone 951.552.8531

healthscience@calbaptist.edu

Faculty Information

Kinesiology, MS

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

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

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

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 Exercise Science concentration requires prerequisite courses in anatomy and physiology, exercise physiology and biomechanics, or an equivalent
 - The Nutrition in Health Science concentration requires prerequisite courses in general chemistry and organic chemistry, or the equivalent of both

- The Physical Education concentration requires a minimum of 12 semester units of study in Kinesiology including a basic movement anatomy or related course
 - Outstanding prerequisite coursework must be completed within the first two semesters of graduate enrollment
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

Program Requirements (33-34 units)

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

Core Requirements

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

Concentrations Requirements

Students must complete all requirements in one of the following concentrations: Exercise Science; Nutrition in Health Sciences; Physical Education Pedagogy; Sport Management

Exercise Science

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

Nutrition in Health Sciences

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

- NFS 580 - Nutrigenomics
- NFS 585 - Nutrigenomics Research

Human Molecular and Medical Nutrition Track

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

General Human Nutrition Track

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

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

Physical Education Pedagogy

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

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

Sport Management

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

Thesis or Comprehensive Exam Requirement

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

Exercise Science Thesis or Exam Requirement

- KIN 594 - Comprehensive Examination **AND**

- KIN 585 - Field Experience I
- **OR**
- KIN 598 - Thesis

Nutrition in Health Sciences Thesis or Exam Requirement

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

Physical Education Thesis or Exam Requirement

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

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

Sport Management Thesis or Exam Requirement

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

Department of Physician Assistant Studies

Dr. Heather Ontiveros

Chair

Director, Graduate Program in Physician Assistant Studies

Ms. Daphne Paramo

Department Secretary

Phone 951.552.8515

paprogram@calbaptist.edu

Faculty Information

Physician Assistant Studies, MSPAS

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

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 3.2 GPA and science 3.0 GPA for unconditional acceptance
2. Prerequisite (completed with a "B-" 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 ***
 - Genetics

Additional preferred prerequisites:

 - Biochemistry
 - Medical Terminology
 - Statistics
3. Patient Care Hours
 - A minimum of 1,000 verifiable volunteer or paid hours
4. Comprehensive Essay of at least 250 words that includes the following:
 - Purpose for entering the program

- Reasons for choosing to study at California Baptist University
5. Three Recommendations, completed on forms provided, from sources who can address your potential for success. Family members and friends may not complete recommendations
 6. 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

Program Requirements (120 units)

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

Core Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- PAS 501 - Human Anatomy and Physiology I
- PAS 502 - Human Anatomy and Physiology II
- PAS 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

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

Department of Public Health Sciences

Dr. Marshare Penny

Chair

Ms. Katreena Gavril

Department Secretary

Phone 951.552.8535

kgavrila@calbaptist.edu

Faculty Information

Public Health, MPH

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

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

Program Requirements (48 units)

The Master of Public Health program is designed to prepare individuals to serve as practitioners, researchers, and instructors in the area of public health at the local, state, national, and international setting. The Master of Public Health

program offers students the choice of two different concentrations: Health Education and Promotion; Health Policy and Administration.

Core Requirements

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

Concentrations Requirements

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

Health Education and Promotion

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

Health Policy and Administration

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

Capstone Requirements

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

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

- HSC 599 - Public Health Capstone

College of Nursing

Dr. Karen Bradley

Dean

Dr. Juliann Perdue

Associate Dean

Dr. Lisa Bursch

Chair, Graduate Nursing Department

Dr. Deanna Jung

Chair, Undergraduate Nursing Department

Dr. Dayna Herrera

Chair, Learning Resource Center and Inter-Professional Education

Ms. Jeannette Russell

Administrative Manager

Phone 951.343.4702

FAX 951.552.8402

jrussell@calbaptist.edu

Faculty Information

Graduate Program in Nursing

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

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

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

Licensure, Advanced Practice Certification, and Accreditation

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

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

Nursing ADN-MSN, MSN

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

This program is designed for California licensed Registered Nurses who hold an Associate degree in nursing who are seeking to obtain a MSN in one of the following concentration areas:

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

The Clinical Nurse Specialist (CNS) Adult-Gerontology concentration prepares the student for direct interaction with adult and geriatric patients to improve living quality. Evidence-based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve.

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

The Healthcare Leadership (HCL) concentration prepares students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

The Nursing Informatics concentration prepares students to explore health information technology and allow students to design, plan, and evaluate systems to improve the effectiveness of care. The program prepares students to work in the field of healthcare informatics.

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

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

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

Admission Requirements

ADN-MSN 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. Associate's Degree in Nursing (ADN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
 3. Current California Registered Nursing (RN) License
 4. 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.
 5. Professional Resume that includes current practice. Minimum of one (1) year work experience as an RN is required for APRN concentrations (Nurse Practitioner: Clinical Nurse Specialist).
 6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
 7. Successful Interview with the College of Nursing
 8. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
 9. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (57-70 units)

This program is designed for California licensed Registered Nurses who hold an Associate degree in nursing from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation who are seeking to broaden their theoretical knowledge base to obtain a MSN in one of the required concentration areas: Adult Gerontology Acute Care Nurse Practitioner; Family Nurse Practitioner (FNP); Healthcare Leadership (HCL); Nursing Informatics; Nurse Educator; Psychiatric Mental Health Nurse Practitioner. All required concentration areas have supervised experiences that are sufficient to demonstrate mastery of the AACN Master's Essentials (2011).

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

Transition from ADN-MSN Level Course Requirements

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

MSN Core Course Requirements

Complete the following additional thirty-one (31) units of post-licensure core course requirements for the MSN program:

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 555 - Advanced Pathophysiology
- NUR 558 - Advanced Pharmacology
- NUR 559 - Research and Scholarship
- NUR 560 - Advanced Assessment
- NUR 562 - Health Policy and Bioethics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics

Concentration Courses (14-32 units)

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

Adult Gerontology Acute Care Nurse Practitioner (32 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Advanced Pharmacotherapeutics
- NUR 597 - Comprehensive Examination

Clinical Nurse Specialist Adult Gerontology (22 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 580 - Clinical Nurse Specialist Practicum IV
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner (26 units)

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

Healthcare Leadership (14 units)

- NUR 581 - Healthcare Leadership I
- NUR 583 - Healthcare Leadership Practicum I
- NUR 585 - Healthcare Leadership Practicum II
- NUR 587 - Healthcare Leadership II
- NUR 597 - Comprehensive Examination

Nurse Educator (16 units)

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

Nursing Informatics (16 units)

- NUR 590 - Information and Knowledge Management
- NUR 591 - Supporting Workflow in Healthcare Systems
- NUR 592 - System Design, Planning, and Evaluation
- NUR 593 - Project Management Healthcare Technology
- NUR 594 - Healthcare Informatics Capstone

Psychiatric Mental Health Nurse Practitioner (29 units)

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

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

Nursing BSN-MSN, MSN

This program is designed for California licensed Registered Nurses who are seeking expand on entry-level nursing practice through graduate MSN education in one of the required concentration areas.

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

The Clinical Nurse Specialist (CNS) Adult-Gerontology concentration will prepare the student for direct interaction with adult and geriatric patients to improve living quality. Evidence-based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve.

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

The Healthcare Leadership (HCL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

The Nursing Informatics concentration will prepare students to explore health information technology and allow students to design, plan, and evaluate systems to improve the effectiveness of care. The program prepares students to work in the field of healthcare informatics.

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

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

All concentration areas have supervised experiences that are sufficient to demonstrate mastery of the AACN Master's Essentials (2011).

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

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. Bachelor's Degree in Nursing (BSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
3. Current California Registered Nursing (RN) License
4. 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.
5. Professional Resume that includes current practice with a minimum of one (1) year work experience as RN for APRN concentrations (Nurse Practitioner; Clinical Nurse Specialist).
6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
7. Successful Interview with the College of Nursing
8. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
9. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (42-60 units)

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

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

MSN Core Course Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 555 - Advanced Pathophysiology
- NUR 558 - Advanced Pharmacology
- NUR 559 - Research and Scholarship

- NUR 560 - Advanced Assessment
- NUR 562 - Health Policy and Bioethics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics

Concentration Courses (14-32 units)

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

Adult Gerontology Acute Care Nurse Practitioner (32 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Advanced Pharmacotherapeutics
- NUR 597 - Comprehensive Examination

Clinical Nurse Specialist Adult Gerontology (22 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 580 - Clinical Nurse Specialist Practicum IV
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner (26 units)

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

- NUR 597 - Comprehensive Examination

Healthcare Leadership (14 units)

- NUR 581 - Healthcare Leadership I
- NUR 583 - Healthcare Leadership Practicum I
- NUR 585 - Healthcare Leadership Practicum II
- NUR 587 - Healthcare Leadership II
- NUR 597 - Comprehensive Examination

Nurse Educator (16 units)

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

Nursing Informatics (16 units)

- NUR 590 - Information and Knowledge Management
- NUR 591 - Supporting Workflow in Healthcare Systems
- NUR 592 - System Design, Planning, and Evaluation
- NUR 593 - Project Management Healthcare Technology
- NUR 594 - Healthcare Informatics Capstone

Psychiatric Mental Health Nurse Practitioner (29 units)

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

Nursing Entry Level, MSN

The Entry Level MSN program is designed for candidates who hold a non-nursing baccalaureate degree who are interested in transitioning into the field of nursing as graduate level RNs. Students must meet the pre-nursing curriculum requirements before entering the pre-licensure coursework. After completion of pre-licensure coursework, students apply for RN licensure through the Board of Registered Nursing (BRN) requiring successful passing of the National Council Licensure Examination (NCLEX-RN). The pre-licensure section of the program requires a full-time commitment.

Post-licensure MSN coursework builds on Baccalaureate or entry-level nursing practice, meets the AACN Master's Essentials (2011) and culminates in graduate level direct care. Students will earn a MSN degree in a chosen area of concentration: Nurse Educator, Nursing Informatics, or Healthcare Leadership. Graduates are prepared to enter into doctoral studies.

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

The Nursing Informatics concentration will prepare students to explore health information technology and allow students to design, plan, and evaluate systems to improve the effectiveness of care. The program prepares students to work in the field of healthcare informatics.

The Healthcare Leadership (HCL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

All concentration areas have supervised experiences that are sufficient to demonstrate mastery of the AACN Master's Essentials (2011).

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 cumulative GPA for unconditional admission and a minimum 2.8 science GPA. A minimum of 3.0 cumulative GPA for conditional admission.
2. Bachelor's Degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
3. 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 or Holistic Health (ANT 315)
 - Abnormal Psychology
 - Introductory Statistics or Intermediate Algebra
 - Lifespan Development or Developmental Psychology
 - Human Anatomy/Physiology with Lab (2 semesters)
 - Organic and Biochemistry for Health Sciences with Lab
 - Human Microbiology with Lab
4. Pre-Admission Examination *
5. 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.
6. 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
7. Successful Interview with the College of Nursing *
8. Clearances *:

- CPR Certification
- Background Check Clearance
- Health Clearance
- Drug Testing
- Proof of Health Insurance
- Proof of Motor Vehicle Insurance

* Not required to enroll in pre-nursing curriculum; must be completed prior to acceptance to the EL-MSN program.

Pre-Nursing Curriculum

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

Pre-Nursing Courses

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

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

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

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

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

Program Requirements (107-109 units)

Pre-Licensure Course Requirements

- NUR 501 - Theoretical Foundations and 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 and Family Nursing
- NUR 524 - Older Adult and Family Nursing Practicum **
- NUR 526 - Mental Health Nursing
- NUR 527 - Mental Health Nursing Practicum **
- NUR 530 - Adult Health II
- NUR 531 - Nursing Services with the Childbearing Family
- NUR 533 - Nursing Services with the Childbearing Family Practicum **
- NUR 535 - Nursing Services with the Childrearing Family
- NUR 536 - Adult Health II Practicum
- NUR 537 - Nursing Services with the Childrearing Family Practicum **
- NUR 538 - Community and Public Health Nursing
- NUR 539 - Community and Public Health Nursing Practicum **
- NUR 541 - Christian Leadership in Nursing
- NUR 543 - Christian Leadership in Nursing Practicum **
- NUR 546 - Capstone Practicum
- NUR 549 - NCLEX Review

Note

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

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

Post-Licensure ELMSN Course Requirements

- IPE 510 - Interprofessional Education: Exposure
- IPE 520 - Interprofessional Education: Immersion
- IPE 530 - Interprofessional Education: Competence
- NUR 550 - Nursing Science
- NUR 555 - Advanced Pathophysiology
- NUR 558 - Advanced Pharmacology
- NUR 559 - Research and Scholarship
- NUR 560 - Advanced Assessment
- NUR 565 - Advanced Nursing Leadership
- NUR 578 - Healthcare Informatics
- NUR 563 - Population Health and Health Promotion
- NUR 564 - Applied Biostatistics

Concentration Requirements (14-16 units)

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

Health Care Leadership (14 units)

The Healthcare Leadership (HCL) concentration will prepare students to examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and inter-professional collaboration.

- NUR 581 - Healthcare Leadership I
- NUR 583 - Healthcare Leadership Practicum I
- NUR 587 - Healthcare Leadership II
- NUR 585 - Healthcare Leadership Practicum II
- NUR 597 - Comprehensive Examination

Nurse Educator (16 units)

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

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

Nursing Informatics (16 units)

The Nursing Informatics concentration will prepare students to explore health information technology and allow students to design, plan, and evaluate systems to improve the effectiveness of care. The program prepares students to work in the field of healthcare informatics.

- NUR 590 - Information and Knowledge Management
- NUR 591 - Supporting Workflow in Healthcare Systems
- NUR 592 - System Design, Planning, and Evaluation
- NUR 593 - Project Management Healthcare Technology
- NUR 594 - Healthcare Informatics Capstone

Nursing Practice, DNP

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

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

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

Admission Requirements

Doctor of 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
 - Statistics
 - Research
 - Advanced Pathophysiology (required for FNP option)
 - Advanced Pharmacology (required for FNP option)
 - Advanced Physical Assessment (required for FNP option)
3. Completion of a Master's Degree
 - A master's degree in nursing from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is required. (This is required for the FNP option).
 - Applicants with a master's degree in another discipline may be evaluated for admission on an individual basis. (This is not valid for the FNP option).
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 (academic or 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 College of Nursing

Program Requirements (36-62 Units)

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

Core Course Requirements

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

DNP Project/Practicum Requirements

- 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 Research Final Project
- NUR 793 - Continuation Translational Research Final Project

Optional Concentration in Family Nurse Practitioner (26 units)

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

Adult Gerontology Acute Care Nurse Practitioner Post-Masters Certificate

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

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

Admission Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Prerequisites must be completed within the last five years
 - Advanced Pathophysiology
 - Advanced Pharmacology
 - Advanced Physical Assessment
3. Bachelor's Degree in Nursing (BSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
4. Active California Registered Nursing (RN) License
5. 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.
6. Professional Resume that includes current practice with a minimum of two (2) years of work experience as RN for APRN concentrations (Nurse Practitioner; Clinical Nurse Specialist).
7. A Comprehensive essay of no more than 1000 words in APA 7th edition format that includes the following elements:
 - Purpose for entering the program
8. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (32 units)

- NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I
- NUR 508P - Adult-Gerontology Acute Care Nurse Practitioner Practicum I
- NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II
- NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II
- NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III
- NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV
- NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV
- NUR 513 - Advanced Pharmacotherapeutics
- NUR 597 - Comprehensive Examination

Clinical Nurse Specialist Adult Gerontology Post-Masters Certificate

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

Admission Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Prerequisites must be completed within the last five years
 - Advanced Pathophysiology
 - Advanced Pharmacology
 - Advanced Physical Assessment
3. Bachelor's Degree in Nursing (BSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.
4. Active California Registered Nursing (RN) License
5. 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.
6. Professional Resume that includes current practice with a minimum of two (2) years of work experience as RN for APRN concentrations (Nurse Practitioner; Clinical Nurse Specialist).
7. A Comprehensive essay of no more than 1000 words in APA 7th edition format that includes the following elements:
 - Purpose for entering the program
8. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (22 units)

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

The program includes 540 clinical hours.

- 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 580 - Clinical Nurse Specialist Practicum IV
- NUR 597 - Comprehensive Examination

Family Nurse Practitioner Post-Masters Certificate

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

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

Admissions Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Master of Science in Nursing degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
3. Active California Registered Nursing (RN) license
4. 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.
5. Professional resume that includes current clinical practice with a minimum of two (2) years' work experience as RN
6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
7. Successful Interview with the College of Nursing
8. Prerequisites must be completed recently
 - Advanced Pathophysiology
 - Advanced Pharmacology
 - Advanced Physical Assessment
9. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
10. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (26 units)

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

The program includes 540 direct patient care clinical hours.

- NUR 569 - Family Nurse Practitioner I

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

Psychiatric Mental Health Nurse Practitioner Post-Masters Certificate

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

Admission Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average

- A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission

2. Prerequisites must be completed within the last five years

- Advanced Pathophysiology
- Advanced Pharmacology
- Advanced Physical Assessment

3. Bachelor's Degree in Nursing (BSN) from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency.

4. Active California Registered Nursing (RN) License

5. 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.

6. Professional Resume that includes current practice with a minimum of two (2) years of work experience as RN for APRN concentrations (Nurse Practitioner; Clinical Nurse Specialist).

7. A Comprehensive essay of no more than 1000 words in APA 7th edition format that includes the following elements:

- Purpose for entering the program
8. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (29 units)

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

Healthcare Leadership Post-Masters Curriculum

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

Admissions Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Master of Science in Nursing degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
3. Active California Registered Nursing (RN) license
4. 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.
5. Professional resume that includes current clinical practice as an RN
6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
7. Successful Interview with the College of Nursing
8. Prerequisites must be completed recently
 - Advanced Pathophysiology

- Advanced Pharmacology
 - Advanced Physical Assessment
9. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
 10. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (14 units)

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

The program includes 225 clinical hours.

- NUR 581 - Healthcare Leadership I
- NUR 583 - Healthcare Leadership Practicum I
- NUR 585 - Healthcare Leadership Practicum II
- NUR 587 - Healthcare Leadership II
- NUR 597 - Comprehensive Examination

Nurse Educator Post-Masters Curriculum

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

Admissions Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Master of Science in Nursing degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
3. Active California Registered Nursing (RN) license
4. 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.
5. Professional resume that includes current clinical practice as RN.
6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
7. Successful Interview with the College of Nursing
 8. Prerequisites must be completed recently
 - Advanced Pathophysiology
 - Advanced Pharmacology
 - Advanced Physical Assessment
 9. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
 10. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (16 units)

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

This program includes 225 clinical hours.

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

Nursing Informatics Post-Masters Curriculum

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

Admissions Requirements

Requirements for MSN Post-Licensure Admission

1. Grade Point Average
 - A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission
2. Master of Science in Nursing degree from a regionally accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
3. Active California Registered Nursing (RN) license
4. 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.
5. Professional resume that includes current clinical practice as an RN.
 6. A Comprehensive essay of no more than 1000 words in APA 7th edition 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
 7. Successful Interview with the College of Nursing
 8. Prerequisites must be completed recently
 - Advanced Pathophysiology
 - Advanced Pharmacology
 - Advanced Physical Assessment
 9. Clearances:
 - CPR Certification
 - Background Check Clearance
 - Health Clearance
 - Drug Testing
 - Proof of Health Insurance
 - Proof of Motor Vehicle Insurance
 10. Students are expected to work as a registered nurse during the program to gain clinical experience.

Program Requirements (16 units)

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

The program includes 225 clinical hours.

- NUR 590 - Information and Knowledge Management
- NUR 591 - Supporting Workflow in Healthcare Systems
- NUR 592 - System Design, Planning, and Evaluation
- NUR 593 - Project Management Healthcare Technology
- NUR 594 - Healthcare Informatics Capstone

Dr. Robert K. Jabs School of Business

Dr. Tim Gramling

Dean

Dr. Tad Hove

Assistant Dean, Graduate Programs

Ms. Delores Washington

Administrative Assistant

Phone 951.343.4329

Faculty Information

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

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

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

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

Business Administration, MBA

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

Firmly grounded in traditional business theory and contemporary concepts, our MBA program is further enhanced by the infusion of Judeo-Christian values. This approach not only yields a balanced, Biblical perspective on global integration and effective business practices, but also equips graduates with a solid ethical foundation for business leadership.

Global Business Accreditation

In addition to California Baptist University's WASC accreditation, the MBA program is professionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP). By successfully completing BUS 503 - Foundations of Management, students will meet all common professional components as described within the ACBSP standards.

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. Two recommendations, completed on forms provided, from academic or professional sources. 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
 - Factors that will make applicant a good MBA candidate
4. Current resume
5. Successful interview with the Director of the MBA program

Additional Requirements for Accounting Concentration

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

Program Requirements (36 units)

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

Core Requirements

- BUS 503 - Foundations of Management
- BUS 530 - Marketing Management
- BUS 534 - Strategic Analytics and Research *OR*
- BUS 542 - Quantitative Business Modeling
- BUS 535 - Economic Analysis for the Changing Business Environment
- BUS 539 - Financial Management
- BUS 545 - Global Business Management **OR**

- BUS 595 - Internship
- BUS 547 - Strategic Management **OR**
- BUS 548 - Strategy and Decision Making
- BUS 593 - Interdisciplinary Culminating Project

Concentration Courses (12 units)

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

Accounting

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

Business Analytics

- ITM 506 - Business Intelligence: Data Integration
- ITM 511 - Business Analysis and Visualization
- ITM 541 - Business Analytics Modeling
- BUS 520 - Managerial Ethics

Healthcare Administration

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

Management

- BUS 506 - Entrepreneurship
- BUS 510 - Innovation and Technology *OR*
- BUS 512 - Management of Information Systems
- BUS 515 - Organizational Behavior
- BUS 520 - Managerial Ethics *OR*
- BUS 523 - The Ethical and Legal Environment of Business

Information Technology Management, MS

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

and ethics, organizational leadership, conflict resolution, project management, cyber security, emerging technology and disaster preparedness.

Admission Requirements

Master of Science in Information Technology Management Admission Requirements

Admission standards for graduate studies at California Baptist University can be found under Graduate Program Admission section of the University Catalog. Specific admission requirements for the Information Technology Management program are:

1. A combination of Grade Point Average and management/professional work experience
 - 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

Program Requirements (30 units)

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

Core Requirements

- ITM 505 - Information Systems Design
- ITM 510 - Project Management
- ITM 520 - Systems Security
- ITM 550 - Disaster Recovery Planning
- ITM 560 - Law and Ethics in Information Technology
- ITM 595 - Information Technology Management Capstone

Concentration Courses (12 units)

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

Business Analytics

- BUS 534 - Strategic Analytics and Research
- ITM 506 - Business Intelligence: Data Integration

- ITM 511 - Business Analysis and Visualization
- ITM 541 - Business Analytics Modeling

Information Systems Structure

- BUS 515 - Organizational Behavior
- ITM 530 - Systems Infrastructure
- ITM 540 - Emerging Technologies
- ORG 512 - Conflict Resolution and Negotiations

Leadership and Management Studies, MA

Today's leaders must possess the abilities to strategically think, manage both people and change, communicate effectively, and deliver organizational outcomes through goal setting and planning. The good news is leadership abilities can be learned and enhanced.

The Master of Arts in Leadership and Management Studies equips candidates with essential leadership perspectives and skills to excel in their personal and professional leadership pursuits for the good of others. The Leadership and Management Studies program also provides the opportunity for students to apply these skills through internships or advanced practices, which is key to the success of a valued leader.

Admission Requirements

Master of Arts in Leadership and Management 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 Leadership and Management Studies graduate program is listed below.

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 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

Program Requirements (30 units)

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

Core Requirements

- BUS 515 - Organizational Behavior
- BUS 521 - Leadership and Change Management
- BUS 545 - Global Business Management
- LDR 502 - Theories and Foundations in Leadership Studies
- LDR 541 - Knowledge Management and Decision Making
- LDR 550 - Leadership Ethics, Virtues, and Practices
- LDR 560 - Leading and Managing Complexity
- LDR 570 - Social Capital
- LDR 589 - Internship **OR**
- LDR 590 - Advanced Studies in Leadership Practices
- ORG 512 - Conflict Resolution and Negotiations

Intensive English Program Pre-MBA Track

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

Dr. Bonnie G. Metcalf School of Education

Dr. Robin Duncan

Dean

Dr. Rosenda Pike

Associate Dean

Josselyn Hernandez

Phone: 951.343.4448

FAX: 951.343.4553

Faculty Information

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 programs 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.

Education, MS

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

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

Admission Requirements

Master of Science in Education Admission Requirements

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

Program Requirements (30-35 units)

Core Requirements

- EDU 501 - Leadership, Worldviews, and Contemporary Issues
- EDU 521 - Theories of Learning and Teaching *OR*
- EDU 542 - Models of Teaching and Learning
- EDU 522 - Curriculum Theory and Development
- EDU 525 - Survey of Educational Research
- EDU 534 - International and Comparative Education

Concentration Requirements (15-20 units)

Students must complete all requirements in one of the following concentrations: Educational Leadership for Faith-Based Institutions; International Education; Special Education in Mild/Moderate Disabilities; Special Education in Moderate/Severe Disabilities; Teachers of English to Speakers of Other Languages (TESOL); Teaching

Educational Leadership for Faith-Based Institutions (20 units)

- EDL 522L - Spiritual Integration for Curriculum Theory and Development
- 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
- EDL 581 - Fieldwork in Faith-Based Schools
- EDU 546 - Analysis of Teaching Behavior
- EDU 546L - Spiritual Integration for Analysis of Teaching Behavior

International Education (18 units)

- EDU 533 - Intercultural Competence
- EDU 536 - Learning and Teaching a Second Language

Elective Requirements

Complete twelve (12) units from the following:

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

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 509 - Educational Psychology
- EDU 510 - Elementary Methods
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab
- EDU 518 - Classroom Management and Ethics
- EDU 519 - Subject Area Specializations
- EDU 541 - The Exceptional Child
- EDU 595 - Special Topics
- ENG 523 - Theory and Methods of TESOL
- ENG 543 - Teaching Second Language Writing
- ENG 546 - Teaching Second Language Reading
- ENG 553 - Second Language Curriculum Development and Assessment
- ENG 563 - Language Structure and Acquisition
- ETC 507 - Technology and Learning

Special Education in Mild/Moderate Disabilities (18 units)

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

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

Elective Requirements

Complete four (4) units from the following:

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

Special Education in Moderate/Severe Disabilities (19 units)

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

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

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

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

Teaching (18 units)

Complete eighteen (18) units from the following:*

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

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

Higher Education Leadership and Student Development, MS

The Higher Education Leadership and Student Development Program is intended for individuals who are interested in pursuing a career in higher education administration. Graduates of the program work in a variety of higher education institutions including community colleges and public and private four-year universities. Career

areas include residence life, academic advising, academic success, career services and other administrative and support roles. A focus of the program is on leadership. A distinctive of the program is the supervised practice requirement. All students complete 600 hours working in a minimum of two field placements. Alumni consistently report that the practicum experience was the most valuable part of this program, as it gave them immediate opportunities to apply what they were learning in the classroom and opened the door for employment based on experience gained through supervised practice.

Admission Requirements

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

Program Requirements (37 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
- HED 500 - Foundations of Service in Higher Education
- HED 502 - Cross-Cultural Perspectives on Leadership
- HED 505 - The College Student Experience
- HED 510 - Student Development in Higher Education
- HED 526 - Multicultural Leadership and Governance in Higher Education
- HED 530 - Introduction to College Counseling and Advising
- HED 550 - Law and Finance in Higher Education
- HED 555 - Contemporary Social Ethics in Higher Education
- HED 560 - Program Development and Assessment
- HED 580 - Supervised Practice (4 units)
- HED 581 - Higher Education Portfolio I
- HED 582 - Higher Education Portfolio II
- HED 583 - Higher Education Portfolio III

School Counseling, MS

Admission Requirements

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 program in School Counseling is 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
 - Growth Development and Learning or Life Span Development or Educational Psychology
 - 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

Program Requirements (48 units)

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

Core Requirements

- PPS 503 - Counseling Theory
- PPS 513 - Advanced Psychopathology
- PPS 521 - Developing Culturally Competent Practice
- PPS 533 - Crisis Response, Behavior Intervention, and Management
- PPS 541 - Human Communication Group Process
- PPS 548 - Action Research for School Counselors
- PPS 554 - Educational Assessment for School Counseling
- PPS 555 - Intervention, Consultation, and Collaboration
- PPS 566 - Legal and Ethical Practice for Diverse Groups for School Counselors

School Counseling Requirements

- PPS 502 - Introduction to School Counseling
- PPS 543 - Transition and Career Counseling

- PPS 561 - Seminar in Program Design and Evaluation

Practicum Course Requirements

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

Final Field Experience Requirement

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

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

School Psychology, MS

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

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

Admission Requirements

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 passed. 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 or Educational Psychology
 - Abnormal Psychology or Personality Theory
 - At least two prerequisites must be completed prior to admission. Remaining prerequisites must be completed within the first semester of the program.
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

Program Requirements (68 units)

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

Core Requirements

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

School Psychology Requirements

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

Practicum Course Requirement

- PPS 536 - Practicum

Final Field Experience Requirement

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

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

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

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

The Dual Preliminary Multiple Subject and Education Specialist in Mild/Moderate Disabilities credentials prepares candidates for employment in the general education and/or mild/mod special education settings. Candidates that earn dual credentials are prepared to fill teaching positions in high-need fields of public education. Fieldwork hours are required throughout the program to support course content.

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Credentialing program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:
 - Pass the state-administered California Basic Education Skills Test (CBEST)
 - Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
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 (special education candidates only)
7. Verification of Certificate of Clearance granted
8. Credential program acceptance

Program Requirements (56-57 units)

Credential Program

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 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 (15 units)

- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child
- ETC 507 - Technology and Learning

General Education Methods Course Requirements (12 units)

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 510 - Elementary Methods
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 516 - Pedagogical Approaches to Literacy Acquisition

Special Education Methods Course Requirements (14 units)

- 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

Capstone Course Requirements (15 units)

- EDU 580 - Student Teaching and Seminar
- EDU 583 - Student Teaching Portfolio

Optional Elective (1 unit)

- EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab

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

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Credentialing program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:
 - Pass the state-administered California Basic Education Skills Test (CBEST)

- Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
 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 (special education candidates only)
 7. Verification of Certificate of Clearance granted
 8. Credential program acceptance

Program Requirements (56-57 units)

Credential Program

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

- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 518 - Classroom Management and Ethics
- EDU 541 - The Exceptional Child
- ETC 507 - Technology and Learning

General Education Methods Course Requirements

- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 519 - Subject Area Specializations

Special Education Methods Course Requirements

- 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

Capstone Course Requirements

- EDU 580 - Student Teaching and Seminar
- EDU 583 - Student Teaching Portfolio

Optional Elective

- EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab

Preliminary Education Specialist Credential in Mild/Moderate Disabilities

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:
 - Pass the state-administered California Basic Education Skills Test (CBEST)
 - Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
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 (special education candidates only)
7. Verification of Certificate of Clearance granted
8. Credential program acceptance

Internship Teaching Credential Eligibility Requirements

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

1. Posted Bachelor's degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
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.

Program Requirements (50-51 units)

Credential Program

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 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

- 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

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- 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

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

Preliminary Education Specialist Credential in Moderate/Severe Disabilities

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:

- Pass the state-administered California Basic Education Skills Test (CBEST)
 - Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
 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 (special education candidates only)
 7. Verification of Certificate of Clearance granted
 8. Credential program acceptance

Internship Teaching Credential Eligibility Requirements

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

1. Posted Bachelor's degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
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.

Program Requirements (43-44 units)

Credential Program

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

- EDU 509 - Educational Psychology
- EDU 541 - The Exceptional Child
- EDU 516 - Pedagogical Approaches to Literacy Acquisition

Professional Course Requirements

- 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

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

Preliminary Multiple Subject Credential

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

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

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:
 - Pass the state-administered California Basic Education Skills Test (CBEST)
 - Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
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 (special education candidates only)
7. Verification of Certificate of Clearance granted
8. Credential program acceptance

Internship Teaching Credential Eligibility Requirements

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

1. Posted Bachelor's degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
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.

Program Requirements (39-40 units)

Foundation Course Requirements

- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 518 - Classroom Management and Ethics
- ETC 507 - Technology and Learning

Methods Course Requirements

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 510 - Elementary Methods
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 516 - Pedagogical Approaches to Literacy Acquisition

Capstone Course Requirements

- EDU 580 - Student Teaching and Seminar
- EDU 583 - Student Teaching Portfolio

Optional Elective

- EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab

Preliminary Single Subject Credential

Admission Requirements

Credential Program Admission Requirements and Screening Procedures

A student who is admitted to the University is not automatically admitted to the Education Credentialing Program. Candidates interested in the Masters in Education in addition to the credential must meet both sets of criteria. In order to qualify for admission to the Credential program, each candidate must meet the additional following requirements:

1. Complete a Bachelor's degree program at an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
2. Complete Subject Matter Requirements:
 - Pass the state-administered California Basic Education Skills Test (CBEST)
 - Take at least one subtest of the California State Exam (CSET) for the planned credential content area
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 all subsets of the CSET exam for the planned credential content area
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 (special education candidates only)
7. Verification of Certificate of Clearance granted
8. Credential program acceptance

Internship Teaching Credential Eligibility Requirements

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

1. Posted Bachelor's degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation
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.

Program Requirements (36 units)

Preliminary Single Subject Credential

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

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

Foundation Course Requirements

- EDU 509 - Educational Psychology
- EDU 511 - Theories and Methods of Teaching Diverse Students
- EDU 518 - Classroom Management and Ethics
- ETC 507 - Technology and Learning

Methods Course Requirements

- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 519 - Subject Area Specializations

Capstone Course Requirements

- EDU 580 - Student Teaching and Seminar
- EDU 583 - Student Teaching Portfolio

Shelby and Ferne Collinsworth School of Music

Dr. Joseph E. Bolin

Dean

Dr. Lance Beaumont

Associate Dean of Graduate Studies

Ms. Courtney Ladd

Administrative Assistant

Phone 951.343.4251

FAX 951.343.4570

schoolofmusic@calbaptist.edu

Faculty Information

Music, MM

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

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 a successful audition and interview with the Dean or Associate Dean of Graduate Studies
2. Prerequisites
 - Completion of a Bachelor of Arts in Music or a Bachelor of Music from an accredited college or university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency
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 Audition (*See Graduate Music Handbook for Audition Requirements*)

Program Requirements (36 units)

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

Core Requirements

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

Concentration Requirements (24 units)

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

Composition

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

Conducting

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

Choral Conducting Track

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

Ensemble Requirements

Complete four (4) units from the following ensembles:

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

Instrumental Conducting Track

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

Music Education

- MUS 502 - Introduction to Music Education Research
- MUS 505 - Current Issues in Music Education
- MUS 509 - Foundations of Music Education I
- MUS 519 - Foundations of Music Education II
- MUS 541 - Technology for Music Teaching
- MUS 551 - Advanced Studies in Teaching Choral Music **OR**
- MUS 552 - Advanced Studies in Teaching General Music **OR**
- MUS 553 - Advanced Studies in Teaching Instrumental Music
- MUS 592 - Music Education Thesis *OR*
- MUS 598 - Music Education Project

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

Performance

Students must complete either the Instrumental Performance Track or the Vocal Performance Track requirements.

Instrumental Performance Track

- MUS 510 - Analysis of Music Since 1900
- MUS 535 - Music Literature
- MUS 565 - Chamber Ensemble (4 units) **OR**

- MUS 566 - Jazz Ensemble (4 units) **OR**
- MUS 567 - Wind Ensemble (4 units) **OR**
- MUS 569 - Symphony Orchestra (4 units)
- MUS 572 - Seminar in Instrumental Pedagogy
- MUS 580-588 (8 units; all units must be in the same course)
- MUS 593 - Instrumental or Vocal Recital II
- MUS 596 - Instrumental or Vocal Recital I
- Two (2) additional elective units in Music

Vocal Performance Track

- MUS 510 - Analysis of Music Since 1900
- MUS 525 - Diction for Singers I
- MUS 526 - Diction for Singers II
- MUS 535 - Music Literature
- MUS 550 - Vocal Pedagogy
- MUS 580-588 (8 units; all units must be in the same course)
- MUS 593 - Instrumental or Vocal Recital II
- MUS 596 - Instrumental or Vocal Recital I
- One (1) additional elective unit in Music

Ensemble Requirements

Complete four (4) units from the following ensembles:

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

Worship Arts, MA

This degree will prepare students in the areas of theology, worship history and practice, and musically for better service and ministry in worship leadership.

Admission Requirements

Master of Arts in Worship Arts 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 Worship Arts 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

2. 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.
 - At least one (1) recommendation should be from your pastor
3. Comprehensive Essay of at least 500 words that includes the following:
 - Purpose for entering the program
 - Experiences that have directed your interest toward the Master of Arts in Worship Arts
 - Long-term professional goals
 - Reasons for choosing to study at California Baptist University
4. Current Resume documenting all related professional and extracurricular experiences

Program Requirements (34 units)

This degree will prepare students in the areas of theology, worship history and practice, and musically for better service and ministry in worship leadership.

Theology Course Requirements

- MUS 507 - Doctrine of Worship and the Church
- MUS 517 - Theological Foundations of Worship I
- MUS 527 - Theological Foundations of Worship II

Worship Studies Requirements

- MUS 501 - Research Methods in Worship Studies
- MUS 508 - Contemporary Issues in Worship and Ministry
- MUS 518 - Theology and History of Worship
- MUS 528 - Liturgy and Worship Planning

Music Requirements

- MUS 537 - History of Church Music
- MUS 538 - Musical Expression and Arts in Worship
- MUS 557 - Worship Technology
- MUS 574 - Worship Ministry Practicum
- MUS 577 - Leadership for Worship Ministry I
- MUS 578 - Leadership for Worship Ministry II
- MUS 594 - Worship Project

Dr. Paul and Annie Kienel Leadership Institute

Dr. John Shoup

Director

Faculty Information

Leadership Studies, Ph.D.

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

Admission Requirements

Doctor of Philosophy in Leadership 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 Doctorate in Public Administration are:

1. Official, sealed transcripts from a college or university reflecting completion of master's degree with a minimum 3.0 GPA
2. A current resume or curriculum vitae documenting professional and extracurricular experience
3. Three professional recommendations, completed on forms provided, from professional sources who can address your potential for success and leadership experience. At least one academic recommendation is preferred. Family member and friends may not complete recommendations
4. A professional essay, no more than 4-5 pages, addressing the following elements:
 - One or two research topics that you may want to investigate as part of your Ph.D.
 - How earning a Ph.D. in Leadership Studies fits in with your academic, professional, and personal goals
 - How your academic, professional and/or personal experiences make you a good fit for California Baptist University's Ph.D. in Leadership Studies program
5. Completed Prerequisite:
 - Statistics

Program Requirements (58 units)

Core Requirements

- LDR 702 - Theories and Foundations in Leadership Studies
- LDR 721 - Organizational and Institutional Theories
- LDR 730 - Culture and Sociology of Organization

- LDR 740 - Creative and Effective Decision Making
- LDR 750 - Leadership Ethics, Virtues, and Practices
- LDR 760 - Leading and Managing Complexity
- LDR 770 - Social Capital
- LDR 780 - Human Capital Development
- LDR 790 - Public Policy

Research Requirements

- LDR 725 - Quantitative and Qualitative Research Methods
- LDR 735 - Inferential Statistics

- LDR 745 - Advanced Qualitative Research **OR**
- LDR 755 - Advanced Quantitative Research

Research Seminar and Dissertation Requirements

- LDR 795 - Research Seminar (10 units)

Division of Online and Professional Studies

Dr. Pamela Daly

Vice President for Online and Professional Studies

Ms. Teresa Sheets

Administrative Assistant I

Phone 951.343.3902

FAX 951.343.3952

tsheets@calbaptist.edu

Online and Professional Studies Division Contact Personnel

Dr. Dirk Davis

Associate Vice President of Academics

951.343.3905

ddavis@calbaptist.edu

Dr. Elisa Shepard

Director of Academic Administration

951.343.3946

eshepard@calbaptist.edu

Dr. Thomas Schneider

Assistant Dean of Arts and Sciences

951.343.3975

tschneider@calbaptist.edu

Dr. Robert Shields

Director of Curriculum Development

951.343.2175

rshields@calbaptist.edu

Dr. Kenneth Minesinger

Assistant Dean of Business and Government

951.343.5566

kminesinger@calbaptist.edu

Ms. Grace Brown

Senior Director of Advising and Retention, Enrollment Services

951.343.5575

gbrown@calbaptist.edu

Dr. Dominick Sturz

Assistant Dean of Health and Social Sciences

951.343.2192

dsturz@calbaptist.edu

Mr. Ron Hawkins

Director of Admissions, Enrollment Services

951.343.5230

rhawkins@calbaptist.edu

Mr. Merritt Robinson

Dean of Enrollment Services

951.343.3912

merobinson@calbaptist.edu

Online and Professional Studies

Dr. Dirk Davis

Associate Vice President of Academics

Dr. Thomas Schneider

Assistant Dean, Liberal Arts and Education

Dr. Kenneth Minesinger

Assistant Dean, Business and Government

Dr. Dominick Sturz

Assistant Dean, Health and Social Sciences

Dr. Elisa Shepard

Director of Academic Administration

Dr. Robert Shields

Director of Curriculum Development

Ms. Julianna Carrera

Administrative Assistant

Phone 951.343.3932

Fax 951.343.3953

jcarrera@calbaptist.edu

Departments

Arts and Sciences

Sandra Romo, Ph.D.

Behavioral Sciences

Yvonne Thai, Ph.D.

Business

Christina Gonzalez, Ed.D.

Education and Leadership

Jeannette Guignard, Ed.D.

Health Sciences

Janet Bonome, Dr.P.H.

History and Government

Noemi Alexander, Ph.D.

Department of Arts and Sciences (Online)

Dr. Sandra Romo

Department Chair

Faculty Information

Christian Leadership, MA (Online)

The Master of Arts in Christian Leadership program through Online and Professional Studies at California Baptist University prepares students to have the knowledge required to work within a multitude of professional, managerial, and leadership roles with church and parachurch organizations, thereby providing evangelical churches with larger numbers of qualified leaders who have the knowledge, character, and skills to guide and move these organizations to greater effectiveness. Candidates for the program include individuals starting their careers in church leadership, as well as persons seeking career advancement into leadership roles.

Admission Requirements

Master of Arts in Christian 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 Christian Leadership program are:

1. Personal statement 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

Program Requirements (30 units)

Core Requirements (30 units)

- LDR 503 - Foundations of Christian Leadership
- LDR 510 - Leadership Strategy and Planning
- LDR 540 - Leadership Execution and Productivity
- LDR 555 - Power and Accountability
- LDR 565 - Modeling, Mentoring, and Disciple Making
- LDR 575 - Entrepreneurial Leadership in a Christian Context
- ORG 520 - Leading Change in Faith-Based Organizations
- ORG 530 - Communication with Purpose
- ORG 550 - Emotional Intelligence and Organizational Culture
- ORG 580 - Organizational Health and Institutional Revitalization

Interdisciplinary Studies, MA (Online)

Admission Requirements

Master of Arts in Interdisciplinary Students 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.

Core Requirements

- IDS 500 - Introduction to Interdisciplinary Studies
- IDS 599 - Integrative Capstone
- Areas of Emphasis I (4 courses)
- Areas of Emphasis II (4 courses)

Areas of Emphasis

Business

- BUS 503 - Foundations of Management
- BUS 530 - Marketing Management
- BUS 545 - Global Business Management
- BUS 547 - Strategic Management

Counseling Psychology

- PSY 510 - Human Growth and Development
- PSY 515 - Human Sexuality
- PSY 530 - Advanced Research Methodology
- PSY 560 - Professional Ethics and Law

Curriculum and Instruction

- EDL 530 - Introduction to Educational Leadership
- EDU 522 - Curriculum Theory and Development
- EDU 526 - Applied Educational Research
- EDU 541 - The Exceptional Child

Early Childhood Studies

- ECH 530 - School, Family, and Community Partnerships
- ECH 540 - Early Childhood Literacy and Language Development
- ECH 550 - Early Childhood Program Development and Evaluation
- SPE 540 - Critical Issues in Special Education

Educational Leadership

- EDL 530 - Introduction to Educational Leadership
- EDL 534 - Program Evaluation and Development
- EDL 558 - Governance, Policy, and Community Relations
- EDU 501 - Leadership, Worldviews, and Contemporary Issues

Information Technology

- ITM 505 - Information Systems Design
- ITM 510 - Project Management
- ITM 520 - Systems Security
- ITM 550 - Disaster Recovery Planning

Kinesiology

- KIN 505 - Ethics and Leadership in Kinesiology
- KIN 546 - Sports Nutrition
- KIN 550 - Legal Aspects of Kinesiology
- KIN 562 - Exercise and Fitness Education

Management

- BUS 503 - Foundations of Management
- BUS 506 - Entrepreneurship
- BUS 515 - Organizational Behavior
- BUS 523 - The Ethical and Legal Environment of Business

Organizational Leadership

- ORG 501 - Foundations of Organizational Leadership
- ORG 523 - Organizational Communication
- ORG 534 - Leadership Across Cultures
- ORG 589 - Strategic Management

Public Administration

- MPA 510 - History and Theory of Public Administration
- MPA 545 - Conflict Resolution and Labor Negotiations
- MPA 580 - Legal and Ethical Issues
- MPA 585 - Political Economy

Public Health

- HSC 522 - Social and Behavioral Sciences Applied to Health
- HSC 538 - Strategic Management for Public Health Services
- HSC 552 - Health Law and Ethics

- HSC 557 - Global Health

Strategic Communication

- COM 505 - Advanced Communication Theory
- COM 520 - Communication Management, Leadership, and Decision-Making
- COM 525 - Media Effects on Communication Behavior
- COM 555 - Digital Trends in Strategic Communication

Strategic Communication, MA (Online)

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

Admission Requirements

Master of Arts in Strategic 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.

Program Requirements (30 units)

Core Requirements

- COM 505 - Advanced Communication Theory
- COM 510 - Communication Research and Evaluation
- COM 520 - Communication Management, Leadership, and Decision-Making
- COM 525 - Media Effects on Communication Behavior
- COM 540 - Strategic Communication Programming and Campaigns
- COM 555 - Digital Trends in Strategic Communication
- COM 560 - Communication Ethics
- COM 580 - Social Influence and Persuasion
- COM 595 - Applied Communication Research
- COM 599 - Communication Capstone Project

Department of Behavioral Sciences (Online)

Dr. Yvonne Thai
Department Chair

Faculty Information

Counseling Psychology, MS (Online)

California Baptist University's online Master of Science in Counseling Psychology degree program is designed to prepare students to enter the field of either marriage and family therapy or professional clinical counseling with a firm understanding of 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. Prerequisites
 - Students whose undergraduate degree is not in Psychology must take either:
 - General Psychology (preferred) or
 - Life Span Development.
2. Personal statement 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

Program Requirements (60-66 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 511 - Couples Therapy and Intimate Partner Violence
- PSY 515 - Human Sexuality
- PSY 520 - Human Communications in Group Process

- PSY 530 - Advanced Research Methodology
- PSY 534 - Pre- or Post- Practicum
- PSY 535 - Advanced Psychopathology
- PSY 540 - Psychodiagnostics
- PSY 545 - MFT Counseling: Child and Adolescent
- PSY 555 - Practicum I
- PSY 560 - Professional Ethics and Law
- PSY 570 - Practicum II
- PSY 580 - Family Therapy I
- PSY 585 - Family Therapy II
- PSY 590 - Christian Perspective on Professional Counseling
- PSY 595 - Psychopharmacology
- PSY 598A - Addictions Counseling
- PSY 598C - Aging and Mental Health

Optional Professional Clinical Counselor Requirements (6 units)

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

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

Comprehensive Examination

Students 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. Students will identify a case they treated during their practicum experience. After identifying the case, students will generate a formal written case report using a provided outline. Student will be evaluated by full-time faculty using a standardized rubric.

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.

Department of Business (Online)

Dr. Christina Gonzalez

Department Chair

Faculty Information

Accounting, MS (Online)

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

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. Prerequisites
 - Auditing
 - Business and Organizational Management
 - Business Ethics
 - Business Finance
 - Business Law
 - Business Policy and Strategy
 - Federal Income Tax Accounting
 - Intermediate Accounting I
 - Intermediate Accounting II
 - International Business
 - Microeconomics or Macroeconomics
 - Principles of Accounting I
 - Principles of Marketing
 - Statistics
 - Proficiency in Microsoft Office applications
2. 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.

Program Requirements (30 Units)

Business Requirements

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

Accounting Requirements

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

Business Administration, MBA (Online)

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

Global Business Accreditation

In addition to California Baptist University's WASC accreditation, the MBA program is professionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP). By successfully completing BUS 503 - Foundations of Management, students will meet all common professional components as described within the ACBSP standards.

Admission Requirements

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. Prerequisites for the Accounting Concentration are:

- Auditing
- Federal Income Tax Accounting
- Intermediate Accounting I
- Intermediate Accounting II

Program Requirements (36 Units)

Core Requirements

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

Concentration Courses

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

Accounting

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

Management

- BUS 506 - Entrepreneurship
- BUS 510 - Innovation and Technology *OR*
- BUS 512 - Management of Information Systems
- BUS 515 - Organizational Behavior
- BUS 523 - The Ethical and Legal Environment of Business

Information Technology Management, MS (Online)

Admission Requirements

Master of Science in Information Technology Management

Admission standards for graduate studies at California Baptist University can be found under Online and Professional Studies Admission section of the University Catalog.

Program Requirements (30 units)

Core Requirements

- ITM 505 - Information Systems Design

- ITM 510 - Project Management
- ITM 520 - Systems Security
- ITM 550 - Disaster Recovery Planning
- ITM 560 - Law and Ethics in Information Technology
- ITM 595 - Information Technology Management Capstone

Concentration Courses (12 units)

Information Systems Structure

- BUS 515 - Organizational Behavior
- ITM 530 - Systems Infrastructure
- ITM 540 - Emerging Technologies
- ORG 512 - Conflict Resolution and Negotiations

Business Administration, DBA (Online)

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

Admission Requirements

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 of Business Administration degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency or successful completion of a pre-approved Master of Business Administration competency exam
2. Students must meet all common professional components as described within the Accreditation Council for Business Schools and Programs (ACBSP) guidelines as met by professional experiences, approved leveling exams, and/or coursework.
3. Current Résumé or Curriculum Vitae:
 - Work experience
 - Educational, leadership, and professional organization activities
 - Scholarly activities

Program Requirements (56 units)

Core Requirements

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

Department of Education and Leadership (Online)

Dr. Jeannette Guignard

Department Chair

Faculty Information

Education, MS (Online)

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.

Program Requirements (30-33 units)

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

Core Requirements

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

Concentration Courses (15-18 units)

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

Administrative Services Induction (15 units)

Course Requirements

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

Elective Requirement

Complete three (3) units from the following:

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

Early Childhood Studies (18 units)

- ECH 530 - School, Family, and Community Partnerships
- ECH 535 - Leadership and Supervision In Early Childhood Settings
- ECH 540 - Early Childhood Literacy and Language Development
- ECH 545 - Advanced Studies in Early Childhood Development
- ECH 550 - Early Childhood Program Development and Evaluation
- SPE 540 - Critical Issues in Special Education

Educational Leadership* (18 units)

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

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

Special Education (15 units)

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

- SPE 540 - Critical Issues in Special Education

Curriculum and Instruction (15 units)

Complete fifteen (15) units from the following:

- EDL 530 - Introduction to Educational Leadership

- EDU 505 - Elementary Curriculum and Instruction: Math and Science
- EDU 512 - Teaching Language Arts and Social Studies
- EDU 514 - Secondary Methods
- EDU 515 - Reading and Writing in the Content Areas
- EDU 516 - Pedagogical Approaches to Literacy Acquisition
- EDU 518 - Classroom Management and Ethics
- EDU 519 - Subject Area Specializations
- EDU 526 - Applied Educational Research
- EDU 541 - The Exceptional Child
- 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 Requirements

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

Elective Requirement

Complete three (3) units from the following:

- ECH 530 - School, Family, and Community Partnerships
- ECH 535 - Leadership and Supervision In Early Childhood Settings
- ECH 540 - Early Childhood Literacy and Language Development
- ECH 545 - Advanced Studies in Early Childhood Development
- ECH 550 - Early Childhood Program Development and Evaluation

Organizational Leadership, MA (Online)

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

Admission Requirements

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.

Program Requirements (30 units)

Core Requirements

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

Organizational Change and Administration, Ed.D. (Online)

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

Admission Requirements

1. Master's degree or the evaluated equivalency of a master's degree from an accredited university recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation with the following Grade Point Average:
 - 3.0 for unconditional admission
 - 2.75 for conditional admission
2. Current Professional Resume or Curriculum Vitae
3. Work experience
 - Educational, leadership, and professional organization activities\
 - Scholarly activities

Program Requirements (56 units)

- ORG 710 - New Era Organizations
- ORG 715 - Organizational Change, Ethics, and Human Behavior
- ORG 720 - Organizational Communication
- ORG 725 - Human Resource Management
- ORG 730 - Leveraging Culture and Diversity
- ORG 740 - Strategy, Planning, and Change
- ORG 750 - Evidence-Based Decision Making and Innovation

- ORG 785 - Comprehensive Experience
- ORG 790 - Dissertation Experience (8 units)
- ORG 798 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Department of Health Science (Online)

Dr. Janet Bonome

Department Chair

Faculty Information

Healthcare Administration, MHA (Online)

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

Admission Requirements

Master of Health Care 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 graduate program in Healthcare Administration are:

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

Program Requirements (30 units)

Core Requirements

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

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

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

- HSC 501 - The American Health Care System

- HSC 538 - Strategic Management for Public Health Services **OR**
- HSC 539 - Health Care Management Strategy

- HSC 552 - Health Law and Ethics

- HSC 554 - US Healthcare Policy and Advocacy **OR**

- HSC 530 - United States Healthcare Policy
- ORG 567 - Managing Human Capital

Kinesiology, MS (Online)

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

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

Program Requirements (30 units)

Core Requirements

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

Concentration Courses

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

Exercise and Human Performance

- KIN 516 - Advanced Exercise Physiology
- KIN 546 - Sports Nutrition
- KIN 552 - Advanced Study of Sport and Exercise Psychology
- KIN 557 - Fitness Testing and Exercise Prescription for Special Populations

- KIN 562 - Exercise and Fitness Education
- KIN 593 - Applied Knowledge in Kinesiology

Department of History and Government (Online)

Dr. Noemi Alexander

Department Chair

Faculty Information

Public Administration, MPA (Online)

A Master of Public Administration (MPA) degree prepares students for leadership in public and not-for-profit organizations. Knowledge areas include public policy, political processes, public service values and ethics, leadership dynamics, team development, human resource management, public budgeting and finance management, information technology, statistical analysis, and decision-making. Program graduates will be able to assume middle- to senior-level management positions at all levels of governmental and quasi-governmental agencies as well as a variety of non-profit organizations.

Admission Requirements

Master of Public Administration Admission Requirements

Admission standards for graduate studies at California Baptist University can be found 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. 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

Program Requirements (36-37 units)

Core Requirements

- 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

Required Courses:

- MPA 520 - Leadership and Management
- MPA 570 - Public Policy Analysis
- MPA 585 - Political Economy
- MPA 593 - Professional Presentation

Final Requirement

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

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

- MPA 594 - Comprehensive Examination Seminar

Public Administration, DPA (Online)

The Doctor of Public Administration at California Baptist University is an ethically based program that focuses on problem solving, communications, analytical, and research oriented professional skills for responsible and innovative mid and executive level leaders who seek to maximize impact in organizations within the public and non-profit arenas. The courses in the program are specifically designed and delivered to meet the needs of practitioners who are 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.

Admission Requirements

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 Master's Degree

- A master's degree from a regionally accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation or the evaluated equivalency of a master's degree from an accredited institution recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation is required
2. Current Résumé or Curriculum Vitae
- Work experience
 - Educational, leadership, and professional organization activities
 - Scholarly activities

Program Requirements (56 units)

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.

Core Requirements

- DPA 701 - Public Administration Foundations and Theory
- DPA 710 - Leadership in Public Sector
- DPA 720 - Ethics and Social Justice
- DPA 725 - Strategic Planning and Management
- DPA 740 - Collaboration and Networked Governance
- DPA 750 - Public Policy, Advocacy, and Economics
- DPA 781 - Comprehensive Experience
- DPA 795 - Public Administration Special Topics
- DPA 797 - Dissertation Experience (8 units)
- DPA 799 - Dissertation Completion (as required)
- RCH 705 - Research Design
- RCH 710 - Data Analysis and Interpretation
- RCH 715 - Quantitative Research
- RCH 720 - Qualitative Research

Strategic Innovation Certificate (Online)

Program Requirements (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

Course Descriptions

ACC 501 - Foundations of Accounting and Finance

Units: 3

When Offered: As offered & OPS

This course provides an overview of the theoretical and practical applications of accounting and finance for managerial decision makers. Students acquire knowledge in recording, measuring, reporting, and interpreting business transactions. Students will have the opportunity to evaluate the financial position of a firm after learning fundamental accounting and finance concepts such as the preparation of financial statements, financial decision-making, financial planning, capital budgeting, time value of money, and performance measurement.

Grade Type: Letter Grade

Prerequisite(s): ACC 250

ACC 510 - Contemporary Issues in Auditing and Assurance

Units: 3

When Offered: As offered & OPS

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

Grade Type: Letter Grade

Prerequisite(s): Accounting concentration

ACC 520 - Advanced Topics in Managerial Accounting

Units: 3

When Offered: Fall & OPS

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

Grade Type: Letter Grade

Prerequisite(s): Accounting concentration

ACC 530 - Taxation for Business Entities

Units: 3

When Offered: As offered & OPS

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

Grade Type: Letter Grade

Prerequisite(s): Accounting concentration

ACC 540 - Advanced Topics in Financial Accounting

Units: 3**When Offered:** As offered & OPS

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

Grade Type: Letter Grade**Prerequisite(s):** Accounting concentration**ACC 550 - Ethics and Professional Responsibility for CPAs****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**Prerequisite(s):** Accounting concentration**ACC 560 - Advanced Business Law for Accountants****Units: 3****When Offered:** As offered & OPS

This course seeks to equip students with an advanced understanding of business law as it relates to the legal issues that affect practicing certified public accountants. The course is designed to advance the knowledge and understanding of law in such areas as the Uniform Commercial Code, torts, contracts, securities regulation, organizational structure and formation, intellectual property, personal and real property and insurance, and other forms of government regulation of business as well as the relationship between biblical and legal principles.

Grade Type: Letter Grade**ACC 565 - Advanced Accounting Information Systems****Units: 3****When Offered:** As offered & OPS

In this course, students examine accounting systems design, documentation and implementation as well as the internal control features necessary to record, summarize, and report accurate and reliable accounting information within an organization. Topics may include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

Grade Type: Letter Grade**ARC 500 - Special Topics in Architecture****Units: 1-3****When Offered:** As offered

The course will focus on various studio and lecture courses, which explore and present selected topics in architecture and design.

Repeatable: May be repeated for a maximum of twelve (12) units with change in topic

Grade Type: Letter Grade

Prerequisite(s): Master of Architecture student

ARC 501 - Design Studio III

Units: 6

When Offered: Fall

The studio focuses on conceptualization and implementation of architectural ideas throughout the process of pre-design, programmatic development, site design, and building design. Emphasis will be placed on architectural design

as an interpretation and accommodation of various human activities through the exploration of program, perception, scale, proportion, life-safety code and accessibility requirements. Students will continue to develop the design processes introduced in previous studios. Cannot receive credit for ARC 301 and ARC 501.

Grade Type: Letter Grade

ARC 502 - Design Studio IV

Units: 6

When Offered: Spring

The studio draws upon the three previous courses in the studio sequence, emphasizing the integrative nature of architectural design. Students will develop and demonstrate their abilities to conceptualize and implement building and site designs that bring together basic design and ordering principles, structural and envelope systems, environmental systems, programmatic

and building service systems, and egress. Further emphasis will be placed on design and professional communication. Cannot receive credit for ARC 312 and ARC 502.

Grade Type: Letter Grade

Prerequisite(s): ARC 501

ARC 504 - Faith and Worldview Considerations in Architecture

Units: 3

When Offered: Summer

This course challenges the student to research and consider the relationship between faith traditions, particularly those of evangelical Christianity, and the disciplines of architecture and design. A survey of readers provides a foundation for philosophical, theological, and architectural considerations that the student will navigate and frame a design thought perspective for further consideration during subsequent coursework.

Grade Type: Letter Grade

ARC 506 - Thesis Research and Planning

Units: 3

When Offered: Summer

This course challenges the student to prepare an architectural thesis question, develop a working bibliography list, and investigate the literature in the chosen architectural subject. Conceived as a largely independent research format course, the student will develop their understanding and mastery of the architectural topic, and thoroughly document the topic based on existing literature and interaction with their faculty thesis chair.

Grade Type: Letter Grade

ARC 508 - Design Studio V

Units: 6**When Offered:** Fall

This course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in previous studios. This studio focuses on the conceptualization and implementation

of comprehensive architectural design. Students will be expected to draw upon all previous coursework in order to thoroughly develop a project from a detailed program. Emphasis will be placed on the elaboration of architectural ideas through integration and syntheses of structural, environmental, envelope, building assemblies, life-safety systems and the principles of sustainability. Cannot receive credit for ARC 410 and ARC 508.

Grade Type: Letter Grade

Prerequisite(s): ARC 502

Pre- or Co- Requisite(s): ARC 580 and 594

ARC 509 - Design Studio VI**Units: 6****When Offered:** Spring

The studio is an advanced design studio that promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated architectural design process and design thinking. Additional focus will be on understanding the theoretical and applied research methodologies and practices used during the design process. Cannot receive credit for ARC 412 and ARC 509.

Grade Type: Letter Grade

Prerequisite(s): ARC 508

ARC 510 - Design Studio VII**Units: 6****When Offered:** Fall

The master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program. The studio promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated with architectural design.

Grade Type: Letter Grade

Prerequisite(s): ARC 412 and Master of Architecture student

ARC 511 - Thesis Research and Preparation**Units: 3****When Offered:** Fall

The thesis option is comprised of two components: a three-credit-hour seminar in the fall term and a six-credit-hour thesis studio in the spring term. The course takes the form of a seminar plus individual tutorials. Each thesis student selects a faculty thesis advisor to work with throughout the year, as well as an outside consultant - a specialist with knowledge of the particular subject matter of the thesis. The prospective thesis student must present a statement of intent along with portfolio examples to a thesis committee for review and acceptance into the thesis studio.

Grade Type: Letter Grade

Prerequisite(s): ARC 412 and Master of Architecture student

ARC 512 - Thesis Studio**Units: 6****When Offered:** Spring

Capstone of the studio sequence providing a setting for the exploration and synthesis of specific in-depth topics of

personal and professional importance to the individual student that were developed in the thesis preparation course.

Grade Type: Letter Grade

Prerequisite(s): ARC 510, 511, and Master of Architecture student

ARC 513 - Thesis Studio Extension

Units: 1-3

When Offered: As offered

This course serves as an extension to the ARC 512 - Thesis Studio, providing a setting for the continued exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student.

Grade Type: Letter Grade

Prerequisite(s): ARC 512

ARC 514 - Project and Client Development

Units: 3

When Offered: Fall

Course explores and develops ability within pre-design services including assessment of client and user needs; program development and analysis; site selection, analysis, and design; review of building codes and standards; and assessment of project impact.

Grade Type: Letter Grade

ARC 515 - Design Studio VIII

Units: 6

When Offered: Spring

This master level course is an advanced design studio that assumes a high level of proficiency in design process and representation. The studio promotes the critical, creative and innovative exploration of architectural design.

Grade Type: Letter Grade

ARC 550 - Architectural Theory II

Units: 3

When Offered: As offered

This course considers selected topics in the history of modern architecture and philosophy as seen through a missional, Christian worldview. We will consider how the built environment may have potential for building community and for enhancing engagement with divinely created reality. Discussion of these topics, and subsequent projects, will challenge us to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.

Grade Type: Letter Grade

ARC 555 - Architectural Theory I

Units: 3

When Offered: Fall

The purpose of this course is to enable students to understand the formation and context of various architectural ideas. This course on architectural theory provides students with a means to propose and navigate architectural discourse as a part of their development as architects. Cannot receive credit for ARC 350 and ARC 555.

Grade Type: Letter Grade

ARC 560 - Directed Design Research

Units: 1-3

When Offered: As offered

Independent design exploration in architecture. Students are required to identify and explore transcendent issues and principles through the discipline of architectural design.

Repeatable: May be repeated for a maximum of six (6) units with change in topic

Grade Type: Letter Grade

Prerequisite(s): Master of Architecture student

ARC 561 - International Design Seminar

Units: 4

When Offered: Spring

The course offers students an opportunity to learn, discuss, and analyze historical and contemporary architecture theory, criticism, and design principles of an international setting. Raises and addresses architectural questions of composition, society, politics, and environment. Students may only earn credit for either ARC 460 or 561.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

ARC 562 - International History and Theory Seminar

Units: 3

When Offered: Spring, Summer

The course covers the detailed history of architecture and urban development in the host city, from its founding to the present. Offered only abroad. Cannot receive credit for ARC 462 and ARC 562.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

ARC 564 - International Architecture Seminar

Units: 3

When Offered: Spring, Summer

The course offers students an opportunity to experience and discuss the development of non-American built environments. Focused on studying architecture in concert with, and through the lens of an allied field of study, the course examines contemporary phenomena in the built environment and its relationship with its inhabitants.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Prerequisite(s): Permission of the Program Director

ARC 564G - International Architecture Seminar

Units: 3

When Offered: Spring, Summer

The course offers students an opportunity to experience and discuss the development of non-American built environments. Focused on studying architecture in concert with, and through the lens of an allied field of study, the course examines contemporary phenomena in the built environment and its relationship with its inhabitants. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Offered only abroad.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Fee: Additional trip fee(s)

Prerequisite(s): Permission of the Program Director

ARC 569 - Professional Preparation

Units: 3

When Offered: Spring

Professional Preparation provides an introduction to the profession of architecture through an 1) exploration of the structures of practice including how an office functions and expectations of internship experience; 2) exploration of a critical position of the student in relationship to their design work resulting in the craft of portfolio production; 3) development of professional skills and documents required to obtain a job in professional practice setting; and 4) examination of leadership skills as applied within an architectural practice setting. Cannot receive credit for ARC 370 and ARC 569.

Grade Type: Letter Grade

ARC 570 - Professional Practice

Units: 3

When Offered: Spring

Advanced seminar that addresses laws and regulation, project process and economics, business practices and management and ethical concerns. Students will critically explore how daily operations of architectural practice are an expression of personal values.

Grade Type: Letter Grade

Prerequisite(s): Master of Architecture student

ARC 580 - Advanced Sustainable Systems

Units: 3

When Offered: Spring

This course will explore the history, goals, methods of design, quantification, and holistic integration of sustainable systems in architecture. Specific topics include design strategies for energy reduction, passive heating and cooling, comparative energy modeling, photovoltaic systems, envelope design, life cycle analysis, and sustainable vernacular architecture. Through readings, lectures, research, and projects, students will develop the theoretical framework and technical skills to implement fundamental sustainable strategies in architectural design and to evaluate their impact.

Grade Type: Letter Grade

Prerequisite(s): Masters of Architecture student

ARC 584 - Thermal Environmental Systems

Units: 3

When Offered: Fall

This course deals with the thermal and environmental processes which effect buildings and how the designer responds to/or manipulates the thermal environment. It is necessary for the architect to understand those processes, the human response to them and the impact of them. The class will be organized around the why, what and how of these issues and processes. Cannot receive credit for ARC 380 and ARC 584.

Grade Type: Letter Grade

ARC 585 - Luminous and Sonic Environmental Systems

Units: 3

When Offered: Spring

The course deals with those building elements that pertain to the visual and aural conditioning for the purposes of

human use and comfort. The basic principles of light (natural and electrical) and acoustical systems, their integration with other building systems and the impact on the aesthetics of design will be stressed. Plumbing and electrical systems also will be presented. The sustainability of various systems will be explored. Cannot receive credit for ARC 385 and ARC 585.

Grade Type: Letter Grade

ARC 591 - Architecture Internship

Units: 1-3

When Offered: As offered

Under faculty supervision, the students will procure and participate in an off-campus work opportunity, utilizing principles of design acquired and employed throughout their university experience. This internship provides an opportunity for investigating and participating in field experience with a practitioner of the trade. Unit value is equivalent to full time employment for twelve (12) weeks.

Repeatable: May be repeated for a maximum of three (3) units

Grade Type: Letter Grade

Prerequisite(s): Permission of the Program Director

ARC 593 - Structural Systems I

Units: 4

When Offered: Fall

Introductory course in statics and strengths of materials for architects. The course provides both qualitative understanding and quantitative understanding, but places a specific focus on the conceptual relationships between structure and form. Topics include static systems, tension or compression, bending and shear stress, combined stresses, strain, cross-sectional considerations, and the physical behavior of structural materials and systems. Additionally, this course integrates the above material with design studio processes via course projects and course format. Cannot receive credit for ARC 393 and ARC 593.

Grade Type: Letter Grade

ARC 594 - Structural Systems II

Units: 4

When Offered: Fall

Introduction to and application of a systems approach of structural design and analysis of buildings for architects. Topics include considerations of steel, concrete, timber, and long-spans structures. Introduction to structural analysis including introduction to typical structural analysis computer programs. Integration of course material with design studio processes via course projects and course format. Cannot receive credit for ARC 493 and ARC 594.

Grade Type: Letter Grade

Prerequisite(s): ARC 593

ATR 501 - Athletic Training Clinical Education I

Units: 4

When Offered: Fall

This course is the first in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include clinical field experiences. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.

Grade Type: Letter Grade

ATR 502 - Athletic Training Clinical Education II

Units: 4

When Offered: Spring

This course is the second in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include clinical field experiences. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.

Grade Type: Letter Grade

ATR 503 - Athletic Training Clinical Education III

Units: 3

When Offered: Fall

This course is the third in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include clinical field experiences. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.

Grade Type: Letter Grade

ATR 504 - Athletic Training Clinical Education IV

Units: 2

When Offered: Spring

This course is the fourth in a series of clinical education courses that will allow students to review, apply and demonstrate competency of clinical skills gained in previous learning environments. Introduction of new concepts specific to the appropriate clinical progression of the student will be included. This course will include clinical field experiences. All clinical education hours acquired in this course will be supervised by a Preceptor in various Athletic Training clinical settings.

Grade Type: Letter Grade

ATR 505 - Athletic Training Internship

Units: 1-3

When Offered: As offered

This course will serve as a means of monitoring student's progress toward remediation of a single requirement deficiency in any of the athletic training clinical education courses.

Grade Type: Letter Grade

ATR 511 - Functional and Neuro-Anatomy for Athletic Trainers

Units: 3

When Offered: Summer

This course deals with the study of gross anatomy of the musculoskeletal and nervous systems as they are involved in the science of human movement.

Grade Type: Letter Grade

ATR 512 - Acute Care in Athletic Training I

Units: 3**When Offered:** Summer

This course provides training for students to be a First Responder, prepared to administer emergency care required for catastrophic and/or life-threatening injuries and illnesses to physically active individuals. Completion of this course provides certification in CPR for the Professional Rescuer, bloodborne pathogens, AED and first aid. A clinical experience specific to recognizing and managing emergency conditions will be included.

Grade Type: Letter Grade**ATR 513 - Acute Care in Athletic Training II****Units: 2****When Offered:** Summer

This course provides the foundation for the recognition and management of emergency conditions and the application of advanced acute care skills for the Athletic Trainer. Areas of focus will include emergency medication administration, management of acute injuries, advanced wound care and closure, and management of respiratory illnesses.

Grade Type: Letter Grade**ATR 514 - Foundations of Athletic Training Professional Practice****Units: 3****When Offered:** Summer

This course introduces the profession of athletic training and clinical decision making through an exploration of evidence-based practice frameworks, interdisciplinary approach to healthcare, legal and ethical considerations for practice, whole person care, healthcare informatics, communication strategies, professionalism and cultural competence.

Grade Type: Letter Grade**Prerequisite(s):** Admittance into the Athletic Training Program**ATR 516 - Introduction to Athletic Training Clinical Skills****Units: 1****When Offered:** Summer

This course introduces foundational skills for athletic training clinical practice. The course will introduce various techniques for preventing and recovering from injury, return to activity, medical documentation and the interprofessional sports medicine team.

Grade Type: Letter Grade**Prerequisite(s):** Admittance into the Athletic Training Program**ATR 521 - Clinical Research in Athletic Training I****Units: 2****When Offered:** Fall

This course continues the process of clinical practice research, specifically developing the research project topic and completing a comprehensive review of literature in preparation of the research proposal. Weekly discussion will be focused on the importance of becoming a scholarly practitioner. Students will also determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.

Grade Type: Letter Grade**ATR 522 - Clinical Research in Athletic Training II**

Units: 2**When Offered:** Spring

This course continues the development of scholarly practices, specifically developing methodology and defending a research project proposal as well as submitting Institutional Review Board documentation for approval. Weekly discussion will be focused on implementing action research. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.

Grade Type: Letter Grade**ATR 523 - Clinical Research in Athletic Training III****Units: 1****When Offered:** Fall

This course continues the development of scholarly practices. Weekly discussion will be focused on the collection and statistical analysis of action research data. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.

Grade Type: Letter Grade**ATR 524 - Clinical Research in Athletic Training IV****Units: 1****When Offered:** Spring

This course continues the development of scholarly practices. Weekly discussion will be focused on action research dissemination, presentation preparation, and speaker training. Students will continue to determine the effectiveness and efficacy of their athletic training interventions by reflecting on their clinical practice and utilizing evidence based practice concepts.

Grade Type: Letter Grade**ATR 525 - Clinical Examination of the Lower Quarter****Units: 4****When Offered:** Fall

This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature and the assessment of injury/illness to the lumbopelvic region & lower extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action and referral plan.

Grade Type: Letter Grade**ATR 527 - Foundations of Therapeutic Interventions****Units: 3****When Offered:** Fall

This course introduces the theories & physiological effects of essential evidence-based musculoskeletal & soft tissue injury interventions including: therapeutic exercise, manual therapies, therapeutic modalities, pharmacology, and pain neuroscience to restore human function. Students will be introduced to design and implementation of care planning, goal setting, and return to activity and athletic participation.

Grade Type: Letter Grade**ATR 530 - Clinical Examination of the Upper Quarter****Units: 4****When Offered:** Spring

This course covers fundamentals of the injury evaluation process (HIPS), injury nomenclature, clinical evaluation and

assessment of injury and illness to the craniofacial structures, cervicothoracic region and upper extremity. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, immediate action and referral plan.

Grade Type: Letter Grade

Prerequisite(s): ATR 525

ATR 536 - Nutrition and Wellness in Athletic Training

Units: 3

When Offered: Spring

This course provides a foundation in nutrition and the pursuit of life long wellness. These foundational principles will be used in promoting healthy lifestyle behaviors and constructing sound nutritional and fitness recommendations as they apply to performance enhancement, injury prevention, tissue healing, and mitigating risk of chronic disease.

Grade Type: Letter Grade

ATR 537 - Therapeutic Interventions for the Extremities

Units: 3

When Offered: Spring

This course focuses on the application and implementations of essential evidence-based musculoskeletal and soft tissue injury interventions specifically for the extremities, including: therapeutic exercise, manual therapies, and therapeutic modalities, pharmacology, and pain neuroscience to restore human function.

Grade Type: Letter Grade

ATR 540 - General Medical Conditions for Athletic Trainers

Units: 3

When Offered: Fall

This course involves a systems approach to understanding human disease. Fundamental etiology, progression, and epidemiology of injury, illness, and disease are discussed with clinical application. Pharmacological management is discussed as it relates to pertinent conditions. Appropriate management strategies and referrals to other practitioners will be discussed. A clinical experience specific to recognizing and managing general medical conditions will be included.

Grade Type: Letter Grade

ATR 541 - Medical Imaging and Laboratory Procedures

Units: 1

When Offered: Summer

This course explores various modes of medical imaging and laboratory procedures utilized in medicine. The identification of basic radiologic pathology and test results that directly impact athletic training are emphasized as it relates to patient evaluation, education, and plan of care.

Grade Type: Letter Grade

ATR 545 - Leadership and Administration In Athletic Training

Units: 3

When Offered: Fall

This course examines the leadership and administration of athletic training in a variety of settings.

Grade Type: Letter Grade

ATR 547 - Therapeutic Interventions for the Spine

Units: 3

When Offered: As offered

This course focuses on the application and implementations of essential evidence-based musculoskeletal & soft tissue injury interventions specifically for the spine, including: therapeutic exercise, manual therapies, and therapeutic modalities, pharmacology and pain neuroscience to restore human function.

Grade Type: Letter Grade

ATR 555 - Advanced Therapeutic Interventions

Units: 3

When Offered: Spring

This course will familiarize the athletic training student with the clinical implementation of integrated evaluation skills, psychomotor manual therapy skills, and evidence-based practices necessary to treat individuals with musculoskeletal dysfunction of several origins and to become effective practitioners.

Grade Type: Letter Grade

ATR 560 - Whole Person Care

Units: 2

When Offered: Fall

This course will investigate the psychological, sociological and spiritual elements of health and the pursuit of wellness by incorporating the WHO's International Classification of Functioning, Disability and Health (ICF) model.

Grade Type: Letter Grade

ATR 590 - Board of Certification Preparation

Units: 1

When Offered: Spring

This course will review content and integrate preparation strategies to pass the qualifying exam to become a certified athletic trainer with the Board of Certification (BOC).

Grade Type: Letter Grade

BIO 501 - Biomedical Seminar

Units: 1

When Offered: Fall, Summer

The Biomedical Seminar will provide students with a knowledge of requirements for professional program applications and assist in planning for application, along with journal article discussion and presentation and research planning.

Grade Type: Letter Grade

BIO 505 - Ornithology: Birds in Flight and Flock

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): nine units of college level science

BIO 510 - Insects and Their Impact in California

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Fee: Additional lab fee

Prerequisite(s): Nine (9) units of college level science

BIO 511 - Techniques in Biomedical Sciences with Lab

Units: 2

When Offered: Summer

This course is designed to give a solid introduction to the discipline of biomedical research techniques, including experience in working with a range of laboratory skills to carry out basic research experiments. The overall goal is for students to be equipped to perform experiments with a foundation of techniques commonly used in biomedical research.

Grade Type: Letter Grade

Fee: Additional lab fee

BIO 521 - Cellular Biology and Chemistry

Units: 5

When Offered: Fall

This course covers the structure, ultrastructure, organization, and functions of cells, with emphasis on bioenergetics, biomolecules, membranes, and organelles, and the flow and control of information in the cell, including the molecular basis for DNA replication and repair, transcription and translation. In addition, mechanisms related to major biochemical pathways, enzyme kinetics, gene regulation, genetic control of cell division and differentiation, carcinogenesis, and programmed cell death will be discussed.

Grade Type: Letter Grade

BIO 523 - Human Tissue and Organ Biology

Units: 5

When Offered: Fall

This course is designed to provide a foundation of human biology including general organ system anatomy, physiology, and structure/function relationships. Course topics include basic histology along with study of skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems.

Grade Type: Letter Grade

BIO 525 - Medical Genetics

Units: 4

When Offered: Summer

This course will involve basic principles of heredity (including cytogenetics, molecular and mendelian genetics) and the processes that lead to genetic variability in humans. Additionally, how different genetic mutations and chromosomal abnormalities can give rise to genetic disorders will be examined. Through a few select genetic disorders,

awareness of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients will be explored, as well as recent discoveries from human genomics and pharmacogenetics that have influenced postsymptomatic treatment strategies and presymptomatic prevention-based healthcare. The course will also include problem-based learning to solve a range of genetic problems to enhance the integration of skills and knowledge from many fields.

Grade Type: Letter Grade

BIO 531 - Pathophysiology and Histology

Units: 4

When Offered: Spring

This course provides a detailed introduction to the pathophysiology and histology of human disease. The course begins with an introduction to general pathological mechanisms at the molecular and cellular level as well as an overview of histology. This is followed by a study of histological changes and the mechanisms that underlie diseases of the human organ systems.

Grade Type: Letter Grade

Prerequisite(s): BIO 523

BIO 533 - Infection and Immunity

Units: 4

When Offered: Spring

This course provides an overview of microorganisms and macroparasites associated with infectious diseases, and preservation of the general state of health provided by innate and adaptive immunity. A basic knowledge of microbial taxonomy, growth, metabolism, reproduction and genetic variation is covered in sufficient detail for the student to understand interactions between host and pathogenic microorganisms in infectious diseases. Emphases also include the introduction of rational management, prevention, and control of infectious diseases, including antimicrobial therapy.

Grade Type: Letter Grade

Prerequisite(s): BIO 521

BIO 535 - Medical Pharmacology

Units: 4

When Offered: Spring

This course will introduce the student to basic and clinical pharmacology as related to the promotion of health and alleviation of disease. The course will consider drug absorption, distribution, metabolism, elimination, and pharmacodynamic effects on the human body. Prescription drug classification, function and uses will be introduced with emphasis on the impact medically prescribed drugs will have on the patient. Students will increase their understanding of drug design and action, as well as their understanding of disease and pharmacotherapeutic treatment.

Grade Type: Letter Grade

Prerequisite(s): BIO 523

BIO 537 - Bioethics

Units: 2

When Offered: Spring

This course will introduce students to the field of medical bioethics, allowing medical case studies and scripture to drive discussion and assignments.

Grade Type: Letter Grade

BIO 540 - Special Topics in Biomedical Sciences

Units: 1-5**When Offered:** As offered

The purpose of this course is to provide students a chance to explore other topics not included in the Biomedical Sciences MS catalog. This course may be repeated with different subject matter. Student involvement in selection of topics is strongly encouraged.

Repeatable: May be repeated for a maximum of twelve (12) units**Grade Type:** Letter Grade**BIO 590 - Research in Biomedical Sciences****Units: 1-4****When Offered:** Fall, Spring, Summer

The main purpose of this course is for students to participate in biomedical research and disseminate results through presentations at research talks and/or conferences. The focus of this class is an independent research project that the student undertakes under the direction of a faculty member who acts as a research advisor. Content varies from year to year and is determined by both instructor's and students' interests.

Repeatable: May be repeated for a maximum of eight (8) units**Grade Type:** Letter Grade**Fee:** Additional lab fee**Prerequisite(s):** Permission of the Department Chair**BIO 592 - Independent Reading****Units: 1-4****When Offered:** Fall, Spring, Summer

This course is designed to allow students the flexibility of doing library research with a faculty member or preparing for a professional program exam, such as Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), Pharmacy College Admissions Test (PCAT), Graduate Record Exam (GRE), etc.

Repeatable: May be repeated for a maximum of eight (8) units**Grade Type:** Letter Grade**Prerequisite(s):** Permission of the Department Chair**BIO 598 - Capstone****Units: 2****When Offered:** Spring, Summer

This course is designed to be a culminating experience for students to process and assimilate knowledge and experience they have gained by participating in a research or project opportunity prior to or concurrent with this course. Students will prepare a presentation (both oral and written) that focuses on that experience.

Grade Type: Letter Grade**Prerequisite(s):** BIO 590 or 592, and permission of the Department Chair**BUS 500 - Survey of Business****Units: 0****When Offered:** As offered & OPS

This course is a customized survey of select business topics for students seeking to enter a graduate business program. Depending on the prerequisite needs of students they may study and take academic leveling exams for any combination of the following topics: accounting, business ethics, business finance, business leadership, global business, human resource management, information technology management, macroeconomics, microeconomics, marketing, operations management, organizational behavior, quantitative analysis and business statistics, strategic management and business

integration, and the legal environment of business.

Grade Type: Pass/Fail

BUS 503 - Foundations of Management

Units: 3

When Offered: As offered

A foundational course for all MBA students. It is designed to ensure all MBA students have the knowledge and skills required to be successful in the MBA program. Students will be required to demonstrate competency in finance, global business, economics, organizational behavior, operations management, human resources, ethics, and law. This course will also help students bridge the scholar-practitioner divide through teaching research and critical thinking skills needed to be successful in the program.

Grade Type: Letter Grade

BUS 506 - Entrepreneurship

Units: 3

When Offered: Fall

This course introduces new enterprise formation and management from the perspective of the entrepreneur or advanced-level manager. . Some practical issues that are covered in detail include: market planning, business plan preparation, the opportunity recognition process, effective team building, and startup capital acquisition. The course will cover social entrepreneurship as well as corporate entrepreneurship. The course also surveys the concept of intrapreneurship of an ongoing and larger business, and offers an examination of the factors that enable an entire unit of a large organization to become more creative and dynamic.

Grade Type: Letter Grade

BUS 510 - Innovation and Technology

Units: 3

When Offered: Summer

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.

Grade Type: Letter Grade

BUS 512 - Management of Information Systems

Units: 3

When Offered: As offered & OPS

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

Grade Type: Letter Grade

BUS 515 - Organizational Behavior

Units: 3

When Offered: Fall & OPS

This course focuses on the relationships of individuals and groups within the organizational framework as it involves the nature, performance, and structure of organizational life. The course examines theories of organizational behavior and leadership methods with emphasis on integrating biblical principles.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): BUS 503

BUS 520 - Managerial Ethics

Units: 3

When Offered: Spring & OPS

This course covers ethical reasoning based on biblical principles as it applies to business situations. Specific topics include the legal environment, corporate social responsibility, bribery, affirmative action, cultural diversity, dispute resolution, consumer protection, employee rights, deception, advertising ethics, product safety, environment protection, and economic justice. The course develops an awareness of and appreciation for cultural diversity in the workplace.

Grade Type: Letter Grade

Prerequisite(s): BUS 358 or 503

BUS 521 - Leadership and Change Management

Units: 3

When Offered: Fall, Spring

This course provides a discussion of change in relation to the complexities of organizational life. The course takes both a theoretical and practical approach to the issue of organizational change to meet both the academic and applied aims of a cutting-edge MBA course. As such, the course will focus on a sound balance between discussions and practical application in a multi-dimensional context.

Grade Type: Letter Grade

BUS 523 - The Ethical and Legal Environment of Business

Units: 3

When Offered: OPS

This course covers ethical reasoning based on biblical principles as it applies to business situations and identifies the major areas of past and present government regulations impacting business. The emphasis is on the relevant ethical and legal mandates and restrictions affecting managers in all business sectors.

Grade Type: Letter Grade

Prerequisite(s): BUS 358 or equivalent

BUS 525 - Legal Environment of Business and Management

Units: 3

When Offered: As offered & OPS

This course identifies the major areas of past and present government regulations impacting business. The emphasis is on the highly relevant legal mandates and restrictions affecting managers in all business sectors.

Grade Type: Letter Grade

Prerequisite(s): BUS 358 or equivalent

BUS 530 - Marketing Management

Units: 3

When Offered: Spring & OPS

This course investigates the strategic implications and considerations of marketing management decisions. The course covers the formulation and implementation of effective planning for market development. Substantive and procedural aspects of marketing will also be addressed.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): BUS 503

BUS 534 - Strategic Analytics and Research

Units: 3

When Offered: Fall, Spring

Students will explore the impact of supporting a strategic decision with research and analysis of data. Students will construct goals, and communicate them keeping the beginning and end in mind as it relates to future outcomes in the areas of technology, finance, manufacturing, logistics, and many other facets of the organizational environment. Students will be equipped to disseminate their vision to management and discern the impact of feedback from management.

Grade Type: Letter Grade

Prerequisite(s): BUS 503

BUS 535 - Economic Analysis for the Changing Business Environment

Units: 3

When Offered: As offered & OPS

This course surveys economic theory, techniques for recognizing and interpreting economic indicators, analyzing industries, price elasticity, and business and economic cycles that affect organizations and industries.

Grade Type: Letter Grade

Prerequisite(s): BUS 217, 218, or 503

BUS 539 - Financial Management

Units: 3

When Offered: Fall, Summer, & OPS

The course focuses on the application and development of management decision making and problem solving skills in the financial area. Specific topics of discussion include financial statement analysis, credit and operational risk, financial planning and budgeting, asset valuation, cash flow analysis and capital budgeting, and firm valuation from a value-based management and corporate governance perspective.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): BUS 503 or ACC 250 (for Healthcare Administration, MA students)

BUS 542 - Quantitative Business Modeling

Units: 3

When Offered: As offered & OPS

This course focuses in business computer applications for the manager. Computer models will be created to aid in forecasting, budgeting, and other decision-making processes. The emphasis will be placed on pro-forma financial statements as well as cash flow analysis.

Grade Type: Letter Grade

Prerequisite(s): Basic knowledge of Microsoft Excel

BUS 545 - Global Business Management

Units: 3

When Offered: As offered & OPS

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

Grade Type: Letter Grade

BUS 547 - Strategic Management

Units: 3

When Offered: As offered & OPS

Using the case analysis method, a course in which students learn the tasks of strategic management in the business firm: establishing an effective vision; setting strategic and financial objectives that are grounded in solid market data; forming and implementing an appropriate strategy; and evaluating organizational performance. With written, verbal, and presentation assignments, students develop the ability to identify, analyze, and make recommendations regarding strategic organizational problems in order to learn a variety of conceptual approaches to strategic thinking.

Grade Type: Letter Grade

BUS 548 - Strategy and Decision Making

Units: 3

When Offered: Summer

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

Grade Type: Letter Grade

BUS 593 - Interdisciplinary Culminating Project

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

BUS 595 - Internship

Units: 3

When Offered: As offered

Professional internship with approved company or organization consisting of 120 hours of work.

Grade Type: Letter Grade

BUS 710 - Foundations of Organization and Management

Units: 4

When Offered: OPS

This course examines classical and contemporary organizational theories as a foundation for academic thought within the program. Students will explore the historical development of organizational theory and develop frameworks of

academic reasoning and strategic approaches within organizations and management. Students will apply organizational and management theory to current business practices. Topic areas may include organizational structure, culture, decision-making, power, and change.

Grade Type: Letter Grade

BUS 720 - Ethics in Organizations and Management

Units: 4

When Offered: OPS

In this course, students will learn to identify, analyze, and apply biblical principles to solve ethical issues experienced by organizations and management. Topics covered may include the legal and ethical environment of business, leadership, marketing ethics, labor practices, consumer protection, and use of information technology.

Grade Type: Letter Grade

Prerequisite(s): BUS 710

BUS 725 - Management of Organizations

Units: 3

When Offered: OPS

Utilizing a Christian worldview, this course examines management in the modern business environment through the utilization of past and current management theories, concepts, and practices. Topics may include planning and decision making, organizational strategy, managing individuals and a diverse workforce, motivation, leadership, managing communication and information, and problem solving from a global perspective.

Grade Type: Letter Grade

BUS 730 - Financial Analysis for Decision Making

Units: 4

When Offered: OPS

This course provides both a framework for and the tools necessary to analyze, evaluate, and interpret financial information. Content explored will impart an increased knowledge and understanding of the role of an ethical financial decision maker by examining the dichotomy between the objectives and incentives of the preparers and users of financial statements. Students will analyze financial information to assess the firm's financial and business strategy and determine how those choices reflect the underlying economics of the firm.

Grade Type: Letter Grade

Prerequisite(s): BUS 775

BUS 740 - Applying Economic Theory to Business

Units: 4

When Offered: OPS

This course offers theoretical and applied approaches to economic problems in business. Students will develop the decision making skills and knowledge required to make efficient managerial decisions given different environments and situations, while applying micro and macroeconomic theory.

Grade Type: Letter Grade

Prerequisite(s): BUS 730

BUS 750 - International Business in Global Markets

Units: 4

When Offered: OPS

This course provides students with the skills and knowledge required to analyze theories of business and develop

decision making strategies within the global environment. A special emphasis is given to the phenomena of globalization of markets and its implication for firms within a Christian worldview. The course also examines the cultural, social, legal, political, financial, and geographic dimensions of the global marketplace.

Grade Type: Letter Grade

Prerequisite(s): BUS 740

BUS 755 - Research Methodologies

Units: 1

When Offered: OPS

This course introduces doctoral students to the use and interpretation of descriptive statistics as well as common statistical concepts and techniques found in research. This course will prepare students to apply these techniques in the Research Methods courses.

Grade Type: Letter Grade

BUS 760 - Quantitative Research Methods

Units: 4

When Offered: OPS

The purpose of this course is to present an examination of quantitative methods and designs that are utilized in the study of organizational administration and behavior. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Experimental, quasi-experimental, and survey research designs are assessed and applied.

Grade Type: Letter Grade

Prerequisite(s): BUS 762

BUS 762 - Data Analysis and Interpretation

Units: 4

When Offered: OPS

The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential calculations can be applied to effectively interpret data. Descriptive analysis covered will include measures of central tendency, variability, relationships, basic distributions. Inferential analysis covered includes chi-square, ANOVA, regression; the analysis of variance covariance, and multivariate data. Students will be required to utilize statistical software.

Grade Type: Letter Grade

Prerequisite(s): BUS 765

BUS 765 - Strategic Marketing

Units: 4

When Offered: OPS

This course examines key topics influencing the development of marketing strategy within the corporate arena. Students will analyze current literature in the field relating to contemporary marketing theories and may include segmentation, influential marketing trends, and the integration of social media influencing the design and deployment of effective strategies.

Grade Type: Letter Grade

Prerequisite(s): BUS 750

BUS 770 - Qualitative Research Methods

Units: 4

When Offered: OPS

This course examines the theoretical foundations of qualitative research methods and techniques applied within the study of organizational administration and behavior. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.

Grade Type: Letter Grade

Prerequisite(s): BUS 760

BUS 775 - Topics in Human Resource Management

Units: 4

When Offered: OPS

This course examines topics such as pertinent laws, labor management, employee relations, conflict management, and the role of human resources in organizational performance from a Christian world-view. Strategic methodologies and responsibilities will be applied based on physical location, industry-type, organizational structure, and employee responsibilities.

Grade Type: Letter Grade

Prerequisite(s): BUS 720

BUS 778 - Research Design

Units: 4

When Offered: OPS

The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, development of quality hypothesis statements, and the effective use of descriptive statistics. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.

Grade Type: Letter Grade

Prerequisite(s): BUS 770

BUS 780 - Comprehensive Experience

Units: 4

When Offered: As offered

The Comprehensive Experience will test the student's knowledge of the methodological and theoretical foundations in business. Students will identify and answer research questions by integrating and synthesizing knowledge from a broad range of content areas covered in the first two years of study. The emphasis of this course is to demonstrate fundamental knowledge of the field of study ensuring that all students advancing to candidacy have internalized the central knowledge, critical thinking, and ethical skills necessary to be effective practitioners, leaders, executives, scholars, and professors.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): RCH 720

BUS 781 - Comprehensive Experience Defense

Units: 1

When Offered: OPS

Students will defend their Comprehensive Experience papers to assess their preparation and scholarship leading to dissertation development. Evidence of scholarly application of theory, structure, and design is required for the defense experience. Students will demonstrate a depth and breadth of knowledge within the discipline. The successful

completion of the Comprehensive Experience and the associated Comprehensive Experience Defense is a requirement of all doctoral students desiring to advance to candidacy.

Grade Type: Letter Grade

BUS 796 - Dissertation Proposal

Units: 3

When Offered: OPS

This course requires students to examine, apply, and design research. Students will compare appropriate theoretical models, research designs, participants, procedures, data analysis techniques, assumptions, and limitations in preparation for a doctoral proposal. Students will review literature and design a research question to develop research methods that appropriately address the problem being examined. A potential prospectus will be the deliverable for this course.

Grade Type: Letter Grade

BUS 797 - Dissertation Experience

Units: 4

When Offered: OPS

Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups. During the final iteration students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.

Grade Type: Letter Grade

Prerequisite(s): BUS 780 and permission of Program Director

BUS 798 - Dissertation Defense

Units: 2

When Offered: OPS

This is the culminating course in the program in which students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.

Grade Type: Letter Grade

BUS 799 - Dissertation Completion

Units: 1

When Offered: OPS

Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within BUS 797 - Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and submitted for publication.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Pass/Fail

Prerequisite(s): BUS 797 and permission of Program Director

CBS 500 - Congregational and Professional Counseling Applications

Units: 3

When Offered: Summer

A comparison and analysis of the foundations, theories, scope of practice and applications of Professional MFT vs. pastoral and church-based counseling. Emphasis will be toward an understanding of the differences, complementary aspects, and possible models for mutual referrals and cooperation between these two approaches.

Grade Type: Letter Grade

Fee: Additional residency fee

CBS 501 - Special Topics in Christian Behavioral Science

Units: 1-3

When Offered: As offered

An in-depth seminar on a selected topic within Christian Behavioral Science.

Grade Type: Letter Grade

CBS 505 - Theology as a Behavioral Science

Units: 3

When Offered: Summer

An overview of philosophy and theology systems as ancient and contemporary behavioral sciences. Students will understand the application of theology as a counseling application as distinct from an apologetic system.

Grade Type: Letter Grade

CBS 510 - Law and Ethics for Church-Based Counselors

Units: 3

When Offered: Summer

An examination and explanation of current laws and ethical issues affecting pastoral counselors and church-based counseling applications.

Grade Type: Letter Grade

CBS 520 - Human Development through the Biblical Life-Cycle

Units: 3

When Offered: Spring

A general overview of life development following the Biblical Stages from birth through death with emphasis on the relational skills, roles and rituals associated with each stage.

Grade Type: Letter Grade

CBS 530 - Congregation as a Healing Community

Units: 3

When Offered: Fall

A general understanding of the dynamics of congregational life to personal development and adjustment necessary in maintaining healthy marital, family and personal relationships in community context. Emphasis will be placed on the congregational structure and dynamics necessary for the application of life-to-life and other congregational counseling models.

Grade Type: Letter Grade

CBS 535 - Marriage and Family Ministry in the Congregation

Units: 3

When Offered: Fall

The course examines the content and approaches to Marriage and Family Ministry within the local congregation. It surveys the approaches presently used by various congregations and compares their respective strengths and weaknesses. It also addresses the present controversy and battle between civil and religious marriage, the emergence of Gender-Neutral marriage, and the implications for religious traditions which do not treat marriage as a sacrament.

Grade Type: Letter Grade

CBS 540 - A Theology of Helping People

Units: 3

When Offered: Spring

A survey of Christian approaches to counseling and relational healing with application to a life-to-life model of counseling in the congregation. Theology as a counseling theory will also be addressed.

Grade Type: Letter Grade

CBS 545 - Survey of Church-Based Counseling Programs

Units: 3

When Offered: Fall

A survey of specific programs of church-based counseling and their application in a congregational setting.

Grade Type: Letter Grade

CBS 546 - Relational Counseling Techniques

Units: 3

When Offered: Spring

An examination of the relational skills and settings that establish and maintain an effective counseling relationship in a congregational setting.

Grade Type: Letter Grade

CBS 550 - Church-Based Counseling Practicum I

Units: 1

When Offered: Fall, Spring, Summer

Supervised counseling experience in a congregational setting. This course assists the student in establishing a practicum position in a congregation, selection of a supervisor, and the parameters of counseling ministry under the Counseling Ministry program.

Grade Type: Pass/Fail

CBS 555 - Church-Based Counseling Practicum II

Units: 1

When Offered: Fall, Spring, Summer

Supervised counseling experience in a congregational setting. This course continues supervised counseling experience in an established congregational site.

Grade Type: Pass/Fail

Prerequisite(s): CBS 550

CBS 560 - Church-Based Counseling Practicum III

Units: 1**When Offered:** Fall, Spring, Summer

Supervised counseling experience in a congregational setting. This course assists students in the culminating supervised counseling experience in an established congregational site.

Grade Type: Pass/Fail**Prerequisite(s):** CBS 555**CBS 566 - Pathology, Abnormality, and Sin****Units: 3****When Offered:** Fall

This course introduces the student to the general categories and theories of physical illness, mental health and spiritual transgression. The student will become familiar with theories of psychology related to the DSM, related health issues and the Biblical theology of hamartiology. General concerns include the relationship of illness and mental health to righteous behavior and the use of holistic models of the person in addressing repentance, restitution and reconciliation of relationships with self, others, and God.

Grade Type: Letter Grade**CBS 570 - Church-Based Counseling Application I****Units: 1****When Offered:** As offered & OPS

Students apply counseling ministry theory and practice through a thorough examination of their own congregation as a healing community including the church's ministry philosophy, vision and mission, ministries and organization, leadership, and approach to people helping.

Grade Type: Letter Grade**CBS 571 - Church-Based Counseling Application II****Units: 1****When Offered:** As offered & OPS

Students apply counseling ministry theory and practice by conducting a comprehensive analysis of three congregations (excluding their own) as healing communities including the church's ministry philosophy, vision and mission, ministries and organization, leadership, and approach to people helping.

Grade Type: Letter Grade**Prerequisite(s):** CBS 570**CBS 572 - Church-Based Counseling Application III****Units: 1****When Offered:** As offered

Students apply counseling ministry theory and practice by creating a plan for establishing a counseling ministry in a local congregation including counseling ministry philosophy and goals, administration, personnel, internal and external resources, and training.

Grade Type: Letter Grade**Prerequisite(s):** CBS 570**CBS 575 - Readings in Christian Behavioral Science****Units: 1-3****When Offered:** Fall, Spring, Summer

A reading course in which the student will develop an extended annotated reading list in Christian Behavioral Science

texts. This course may be repeated with a change in topic for a maximum of fifteen units.

Grade Type: Letter Grade

CBS 599 - Independent Study in Christian Behavioral Science

Units: 1-3

When Offered: As offered

An investigation of a special interest related to the development or application of Christian Behavioral Science.

Grade Type: Letter Grade

CVE 541 - Environmental Engineering Processes

Units: 3

When Offered: Fall

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.

Grade Type: Letter Grade

CVE 543 - Environmental Microbiology

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 544 - Water Chemistry

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 545 - Environmental Engineering Laboratory

Units: 3

When Offered: Fall

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.

Grade Type: Letter Grade

CVE 546 - Environmental Engineering Design

Units: 3

When Offered: Fall

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 CVE 553, 554, or 556.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Program Director

CVE 551 - Project and Construction Management

Units: 3

When Offered: Fall

Professional construction management practice including contract negotiation, addendums, bonding, project delivery methods, project bidding, specification writing, scheduling, cost control, and legal issues.

Grade Type: Letter Grade

CVE 552 - Structural Dynamics and Earthquake Engineering

Units: 3

When Offered: Spring

The course covers the analysis of the dynamic response of structural systems. Students are introduced to the basic concepts of seismology and structural dynamics including the evaluation of structural response to earthquake motions. Also discussed are the seismic design procedure in building codes used in the United States. This will enable students to have a better understanding of dynamic behavior of structural systems under earthquakes. Students will also use their knowledge of seismic design to prepare for the Professional Engineer's (PE) examination, which is a mandatory section in California.

Grade Type: Letter Grade

CVE 553 - Environmental Engineering I

Units: 3

When Offered: Fall

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.

Grade Type: Letter Grade

CVE 554 - Environmental Engineering II

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 555 - Structural Design II

Units: 3

When Offered: Fall

Principles of the design of reinforced concrete structures. Design includes flexural members, compression members, one-way slabs and footings. ACI Strength Design Method.

Grade Type: Letter Grade

CVE 556 - Sustainable Civil Engineering

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 557 - Transportation Engineering

Units: 3

When Offered: Fall

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.

Grade Type: Letter Grade

CVE 558 - Water Resources

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 559 - Advanced Transportation Engineering

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

CVE 561 - Engineering Sustainable Communities I

Units: 3

When Offered: Fall

This course is designed for engineering students planning to work in developing communities or who are interested in global health, infrastructure, and the environment. A background and framework are provided for sustainable community engineering and development using a participatory model. A public health perspective is emphasized, covering an overview of development, infrastructure, and global health concepts and issues.

Grade Type: Letter Grade

Prerequisite(s): Master of Civil Engineering major and permission of the Program Director

CVE 562 - Engineering Sustainable Communities II

Units: 3**When Offered:** As offered

This course covers principles, practices and strategies of appropriate technology as part of an integrated and systems approach to community-based development. Topics include engineering issues in development, environmental health and communicable disease, appropriate and sustainable technologies with hands-on assignments, and global cooperation. Students are expected to complete a 4 to 6 week field-based study to apply sustainable engineering concepts in a global community setting.

Grade Type: Letter Grade**Fee:** Additional lab fee**Prerequisite(s):** CVE 561 and permission of the Program Director**CVE 565 - Special Topics in Civil Engineering****Units: 1-4****When Offered:** As offered

This course offers a concentration upon a specific topic within the field of civil engineering. The topic varies by semester.

Repeatable: May be repeated for credit with change in topic**Grade Type:** Letter Grade**CVE 599 - Independent Study in Civil Engineering****Units: 1-3****When Offered:** As offered

This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a civil engineering topic of particular interest.

Grade Type: Letter Grade**CDS 500 - Research Design and Methods****Units: 3****When Offered:** Spring

This course covers research designs and methods, as well as analysis within evidence-based-practice. Students will evaluate research studies in communication sciences and disorders and apply results of research-based intervention in practice of speech-language pathology. They will also demonstrate understanding of the clinician's role as an evaluator and consumer of research, learn to critically read literature, apply findings, and identify their own priorities for research to advance both theory and practice in the communication sciences and disorders.

Grade Type: Letter Grade**CDS 505 - Speech Sound Disorders****Units: 3****When Offered:** Fall

The course provides detailed and in-depth study of normal development of articulation/phonology, the nature and causes of abnormal articulation/phonology, and the assessment and treatment of these processes. Students develop skills in the phonetic transcription of errors, administration and evaluation of articulation test results, and in planning of individualized treatment procedures.

Grade Type: Letter Grade**CDS 510 - Clinical Practice and Contemporary Issues**

Units: 3

When Offered: Fall

The course guides students to develop an understanding of the clinical process, clinical terminology and contemporary professional issues affecting practice. They will also become familiar with processes involved in reviewing files, reviewing general disorder areas, understanding communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, data collection and analysis. Students will use this knowledge to prepare for their first clinical experience.

Grade Type: Letter Grade

CDS 515 - Pediatric Language Disorders

Units: 3

When Offered: Fall

The course focuses on pediatric language disorders in children ages 0-21, the impact of language disorders on academic performance, and high and low incidence disorders. Students will also become knowledgeable in prevention, screening, assessment, identification, and treatment of pediatric language disorders. Principles and techniques of assessment, intervention with a focus on the periods of emergent language, language for learning, and advanced adolescent language are also presented and integrated with students' clinical practicum.

Grade Type: Letter Grade

CDS 520 - Diagnostic Assessment Processes

Units: 3

When Offered: Fall

The course details the specialized skills necessary for conducting diagnostic assessment, as well as the knowledge and skills for assessment of communication disorders across the lifespan, interpretation of assessment findings, and communication of test results to clients and families. Students will acquire practical skills for assessing test development and measurement of validity, reliability, and standardized scores. Students will engage in active test administration, and combine case history assessment information to develop client profiles leading to diagnosis, recommendation, and treatment goals.

Grade Type: Letter Grade

Prerequisite(s): CDS 510 and 542

CDS 525 - Autism Spectrum Disorders

Units: 2

When Offered: Spring

Students will study Autism Spectrum Disorder in terms of its diagnosis, etiologies, and characteristics across the lifespan. They will analyze and compare a variety of current, controversial, and traditional treatments and theories, as well as biomedical issues, special diets, and chelation. The course also focuses on the early childhood assessment procedures essential for diagnosis and intervention.

Grade Type: Letter Grade

CDS 530 - Neuroanatomy of Communication and Swallowing

Units: 3

When Offered: Fall

This course provides detailed information regarding the peripheral and central nervous systems as they relate to normal speech and voice production, language, cognition, and swallowing. Students will practice relating site of lesion to corresponding disorders, and describe the neuropathologies that contribute to neurogenic communication disorders and dysphagia.

Grade Type: Letter Grade

CDS 540 - Acquired Neurogenic Language Disorders

Units: 3

When Offered: Spring

The purpose of this course is to familiarize students with acquired neurogenic language disorders and the left hemisphere pathologies that cause them (stroke, brain injury). Students will describe and practice procedures for assessment, treatment and management of patients with all forms of aphasia in locations ranging from the intensive care unit and outpatient services to community based rehabilitation.

Grade Type: Letter Grade

Prerequisite(s): CDS 530

CDS 542 - Clinical Practicum I

Units: 3

When Offered: Fall

Students will acquire 45 hours of clinical experience in the following areas: 1) administration of hearing screenings for children and adults and supervised clinical experience in provision of aural habilitation and rehabilitation services, and, 2) assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

Grade Type: Letter Grade

Fee: Additional fee

Concurrent Requisite(s): CDS 510

CDS 543 - Acquired Neurogenic Cognitive Communication Disorders

Units: 2

When Offered: Summer

The purpose of this course is to equip graduate students with foundational knowledge in current best practice for diagnosis and treatment of acquired neurogenic cognitive communication disorders. The course provides essential information concerning cognitive communication disorders resulting from traumatic brain injury, right hemisphere brain injury and progressive neurological disorders (dementia). The course will also offer students a path to obtaining the Provisional Certificate in Brain Injury.

Grade Type: Letter Grade

Prerequisite(s): CDS 530 and 540

CDS 545 - Augmentative and Alternative Communication

Units: 3

When Offered: Spring

Students complete in depth study of augmentative and alternative communication (AAC), and related assistive technology used to aid individuals with complex communication needs (e.g., severe physical impairments, sensory impairments, severe communication disorders, etc). Students will gain experience in the selection and programming process, including practical skills for gaining funding for devices for clients in various settings. They will also analyze the impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, assessment, intervention, and research issues.

Grade Type: Letter Grade

CDS 550 - Disorders of Fluency

Units: 3

When Offered: Spring

Students gain familiarity with detailed information about the nature of fluency disorders, as well as the assessment of and treatment of stuttering and fluency disorders for both pediatric and adult age groups. The course includes demonstrations of assessment and treatment of dysfluency and stuttering, as well as cluttering behaviors that interfere with ease of communication in home, school and community life.

Grade Type: Letter Grade

Prerequisite(s): CDS 505, 515, and 520

CDS 551 - Comprehensive Examination

Units: 0

When Offered: Summer

The comprehensive examination will cover content from the first five semesters of the program. If a student does not pass the comprehensive examination, he or she will need to re-enroll in the course.

Repeatable: May be repeated for credit

Grade Type: Pass/Fail

Prerequisite(s): CDS 500, 505, 510, 515, 520, 525, 530, 540, 542, and 552

CDS 552 - Clinical Practicum II

Units: 3

When Offered: Spring

Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of articulation and phonology, language disorders of children, fluency, autism spectrum disorders and acquired neurogenic communication disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): CDS 510 and 542

CDS 555 - Speech Language Services in Public Schools

Units: 3

When Offered: Spring

This course reviews contemporary practice issues surrounding the educational system where many speech language pathologists work, including understanding/appreciation of varying processes/procedures, legislative foundations, the referral/assessment process, Student Study Team, IEP process, Response to Intervention (RTI) process, options for service delivery, collaboration, specific state curriculum standards, specialized services, and review of SLP role in public school.

Grade Type: Letter Grade

Prerequisite(s): CDS 505, 510, 515, and 520

CDS 560 - Multicultural and Multilingual Topics

Units: 3

When Offered: Summer

The course reviews current theories on language acquisition and practical application pertaining to culturally and linguistically diverse persons with communication disabilities. Students will explore and develop cultural competence for assessment, intervention, and family/community interactions in school, community and healthcare settings for persons across the lifespan. Students will gain practical experience in appropriate procedures for use of interpreters and describe community resources for language difference, disorder, and disability.

Grade Type: Letter Grade

CDS 562 - Clinical Practicum III

Units: 3

When Offered: Summer

Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, autism spectrum disorders, and acquired neurogenic communication disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): CDS 510, 542, and 552

CDS 565 - Voice and Resonance Disorders

Units: 3

When Offered: Fall

The course provides in-depth-study of etiology, interdisciplinary assessment, remediation of communicative impairments in children, and adults with craniofacial anomalies. Students will acquire detailed knowledge regarding etiological factors and methodology for prevention, diagnosis, and treatment of functional and organic disorders of voice across the lifespan and in diverse populations.

Grade Type: Letter Grade

CDS 570 - Motor Speech Disorders

Units: 3

When Offered: Fall

The course provides detailed study of motor speech disorders in children/adults resulting from developmental, acquired, and progressive conditions caused by damage to the central or peripheral nervous system. Students will utilize knowledge of the neurological bases of speech production and neuroanatomy in gaining skills for differential diagnosis of motor speech disorders, and plan assessment and treatment for persons with apraxia of speech and/or the dysarthrias.

Grade Type: Letter Grade

Prerequisite(s): CDS 530

CDS 572 - Clinical Practicum IV

Units: 3

When Offered: Fall

Students will acquire 45 to 60 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): CDS 510 and 540

CDS 575 - Dysphagia

Units: 3

When Offered: Fall

Students complete in-depth study of the anatomy and physiology of the normal swallow in children and adults, neurological and oncologic disorders which affect the swallowing process, and evaluation of the patient with dysphagia

for both clinical and instrumental analysis. Treatment plans based on history and evaluation results will be designed and examined. Students will also analyze the impact of historical and current research on the assessment and management of swallowing disorders.

Grade Type: Letter Grade

Prerequisite(s): CDS 530

CDS 580 - Counseling in Communication Disorders

Units: 3

When Offered: Summer

This course will introduce students to the counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided. Students will understand the emotional needs of individuals with communication disorders and their families and how communication disorders affect the individual and family system. Counseling needs of individuals with specific disorders will be discussed, including those with voice and resonance disorders, fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.

Grade Type: Letter Grade

CDS 582 - Public Schools Practicum

Units: 3

When Offered: Spring

Students will acquire 105 hours of direct clinical experience in an externship in a public school setting. Students will compete both assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the lifespan in a variety of settings. Students may focus on a specialty area: acquired neurogenic, voice, cranio facial disorders, and cognitive disabilities.

Grade Type: Letter Grade

Prerequisite(s): CDS 562 and 572

CDS 590 - Capstone

Units: 2

When Offered: Spring

Students complete a Capstone project in which they explore a special interest in the field of speech language pathology. Projects may consist of a detailed case study, comprehensive literature review, or service oriented research project. A further requirement of the course includes student's completion of an electronic portfolio which provides evidence of both academic and preprofessional accomplishments during graduate school which will support the student for pursuing employment in the field.

Grade Type: Letter Grade

Prerequisite(s): CDS 572

CDS 592 - Advanced Clinical Practicum

Units: 3

When Offered: Summer

Students will acquire 105 hours of clinical experience in community, health-care and/or medical settings. Clinical contact will include specialty areas of acquired neurogenic communication disorders, voice and resonance disorders, and dysphagia with linguistically and culturally diverse populations.

Grade Type: Letter Grade

Prerequisite(s): CDS 510, 572, and 582

CDS 595 - Praxis Review

Units: 1

When Offered: Spring

The Praxis Review course is designed to provide students with a comprehensive review of communication and swallowing processes, and their assessment and treatment as a preparation for taking the national Praxis examination in speech language pathology. In addition, the course will emphasize understanding of the current Praxis exam format, question style, and test taking strategies. Students will prepare for next steps in pursuing the speech language pathology services credential, clinical fellowship year, and required professional experience for state licensure.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Department Chair

COM 505 - Advanced Communication Theory

Units: 3

When Offered: OPS

This course provides a survey of theoretical perspectives on communication including a broad history of milestones and current theoretical models. This course is designed to expose students to communication theory through readings, discussion, research, and writing. Students will learn how communication theories are developed, analyzed, evaluated, and applied.

Grade Type: Letter Grade

COM 510 - Communication Research and Evaluation

Units: 3

When Offered: OPS

Students will learn research, design and strategy, including methods, experiments, content analysis, and focus groups. Students will also learn how to identify problems in research methods and evaluate current research about these problems. This course will provide students with basic tools to conduct their own research.

Grade Type: Letter Grade

COM 520 - Communication Management, Leadership, and Decision-Making

Units: 3

When Offered: OPS

Explores the communication management process for the private, public, and non-profit sectors to develop and analyze messages used in the processes of leadership, including motivation, inspiration, and decision-making. Students will engage in the study of human communication practices and theories along with their relations to effective leadership and decision-making to produce change.

Grade Type: Letter Grade

COM 525 - Media Effects on Communication Behavior

Units: 3

When Offered: OPS

This course will explore media's social, political and cultural effects. Media including those who produce it have the power to influence society. Students will be able to critically approach media effects theory and understand how media influences people. This course will focus on the complex interrelationships between consumption of media content and the motives beliefs, feelings, and behaviors of people. Students will also critically analyze theories and apply them to current media coverage and think about the future of media effects.

Grade Type: Letter Grade

COM 530 - Rhetorical Criticism and Contemporary Culture

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

COM 535 - Risk Communication

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

COM 540 - Strategic Communication Programming and Campaigns

Units: 3

When Offered: OPS

Examines the practice of strategic communication through traditional and new media for the development of effective communication programs and campaigns. Focuses on the theory and practice of strategic communication, using research and action to explore how organizations use purposeful communication to achieve their organizational goals through comprehensive communication programming and campaigns.

Grade Type: Letter Grade

COM 550 - Global Intercultural Communication

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

COM 555 - Digital Trends in Strategic Communication

Units: 3

When Offered: OPS

This course will examine the shift from print to digital media as an ever-evolving phenomenon. The impact of new communication technologies, changed political mobilization, and social networks. Students will gain an understanding of analyses applied to digital communication and apply methodologies to contemporary questions about media, technology, sociality, and society in a variety of settings. Students will establish both theoretical and experiential foundations for making personal decisions and judgments regarding the relationship between mediated communication

and community including the Christian community.

Grade Type: Letter Grade

COM 560 - Communication Ethics

Units: 3

When Offered: OPS

This course is an extensive study of the philosophy and practice of ethics in communication. Students will learn to analyze and evaluate ethical problems and gain skills to approach these situations with honesty, sincerity, and confidence. Special emphasis is given to ethical behavior for communication in the digital age.

Grade Type: Letter Grade

COM 565 - Communication Project

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

COM 580 - Social Influence and Persuasion

Units: 3

When Offered: OPS

Examines persuasion from a variety of perspectives and considers how the target, the techniques, the source, the message, and the channel of communication all interplay in persuasion and influence. Emphasizes major social scientific theoretical perspectives and concepts related to persuasion and social influence processes. Focuses on the development of persuasive communication techniques from a rhetorical perspective.

Grade Type: Letter Grade

COM 595 - Applied Communication Research

Units: 3

When Offered: OPS

An in-depth experience that requires the integration of theory and practical experience in strategic communication. Applications of both data and interpretation in strategic communication will be explored in the development of a comprehensive research project.

Grade Type: Letter Grade

COM 599 - Communication Capstone Project

Units: 3

When Offered: OPS

A strategic communication experience that uses the integration of theory and practical experience to design and implement a creative project. This capstone course requires students to create a project that is related to or utilizes concepts of strategic communication.

Grade Type: Letter Grade

Prerequisite(s): COM 595 and permission of the Program Director

CSC 510 - Algorithm Design and Analysis

Units: 2

When Offered: Fall

This course provides an introduction to the design, implementation, evaluation and theoretical description of algorithms. Classic algorithms for sorting, searching, graph traversal and other fundamental tasks will be implemented, tested and evaluated. More advanced topics such as problem reductions, hard problems and complexity will be explored. Students will develop experience at selecting and applying algorithms to specific problems.

Grade Type: Letter Grade

CSC 512 - Intelligent Systems

Units: 3

When Offered: Spring

Intelligent systems is concerned with the design and analysis of autonomous agents that perceive their environment and make rational decisions. This course equips students to implement solutions using state-of-the-art techniques in Artificial Intelligence and Machine Learning. Students will create reasoning systems in software and explore their capabilities in dealing with new knowledge. Ethical issues in Intelligent Systems will be presented and examined from a Christian perspective.

Grade Type: Letter Grade

CSC 513 - Security and Privacy in Computing

Units: 3

When Offered: Fall

This course is a comprehensive treatment of computer security technology, including algorithms, protocols, and applications. Topics include an introduction to cryptography, authentication, access control, database security, intrusion detection and prevention, malicious software, denial of service, firewalls, software security, physical security, human factors, auditing, legal and ethical aspects, and trusted systems. Privacy in computing will receive special attention.

Grade Type: Letter Grade

CSC 514 - Theory of Computation

Units: 3

When Offered: Fall

Computer scientists use hardware and software components to solve problems; this course encompasses the theoretical basics that underlie them. Automata, languages and grammar, language processing, computability and complexity theory will be examined in detail. Important topics will be explored using a combination of conceptual work and coding exercises.

Grade Type: Letter Grade

CSC 516 - Advanced Python

Units: 3

When Offered: Fall

This course will provide an overview of the salient programming topics most heavily used in production level Python development. This includes a deeper understanding of the Python language, learning how to build web applications in Pyramid, knowing how to access relational databases with SQLAlchemy, becoming proficient with NoSQL Document databases using Python, becoming an expert in building reliable code by leveraging unit tests, and last but not least, knowing how to use one of the many Python IDEs and becoming proficient in how to write pythonic code.

Grade Type: Letter Grade

CSC 518 - Machine Learning

Units: 3

When Offered: Spring

This course provides a broad introduction to machine learning and statistical pattern recognition. Topics include: supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines); unsupervised learning (clustering, dimensionality reduction, kernel methods); learning theory (bias/variance tradeoffs, practical advice); reinforcement learning and adaptive control. The course will also discuss recent applications of machine learning, such as robotic control, data mining, autonomous navigation, bioinformatics, speech recognition, text and web data processing.

Grade Type: Letter Grade

Prerequisite(s): CSC 516

CSC 520 - Image Processing

Units: 3

When Offered: Spring

This course is an introduction to all areas of modern image processing. Image formation and capture, display and compression will be covered. Algorithms from single-pixel and neighborhood operations to higher-level functionalities such as object recognition and scene understanding. Extensions to color and 3D imaging will be discussed. Several projects will offer students the opportunity to learn key topics in detail.

Grade Type: Letter Grade

CSC 521 - Database Systems

Units: 3

When Offered: Fall

This course is an overview of current database technologies with an emphasis on relational database technology. Students are introduced to database design, entity relationship diagramming, structured query language, and stored procedures.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

CSC 522 - Software Development Methodology

Units: 3

When Offered: Fall

This course gives detailed coverage to significant software development methodologies including traditional plan driven methods, lean methodologies and a particular emphasis on agile methods. Comparison and discussion of traditional and newer lightweight methods will be made throughout the course. The course may include one or more projects to gain experience practicing software development methods.

Grade Type: Letter Grade

CSC 523 - Mobile Applications Development

Units: 3

When Offered: Fall

Investigation of mobile operating systems and associated software development environments. Consideration of unique constraints and techniques for creating software designed for mobile devices. Design and development of a mobile application.

Grade Type: Letter Grade

CSC 524 - Web Application Development

Units: 3

When Offered: Spring

The design and development of data driven web applications. The integration and exploitation of HTML, JavaScript, server-side programming languages and database technology.

Grade Type: Letter Grade

CSC 525 - Advanced Database Systems

Units: 3

When Offered: Spring

This course will engage the student in essential database topics. The course assumes a basic familiarity with relational databases and SQL. The course will advance the student's knowledge and skills in areas like database systems, database design, concurrency control and transactions, advanced SQL techniques, and data warehouse design.

Grade Type: Letter Grade

CSC 526 - Software Systems Design

Units: 3

When Offered: Spring

An in-depth look at software design. Study of design patterns, frameworks, and architectures. Survey of current middleware architectures. Component based design. Measurement theory and appropriate use of metrics in design. Designing for qualities such as performance, safety, security, reusability, reliability, etc. Measuring internal qualities and complexity of software. Evaluation and evolution of designs. Basics of software evolution, reengineering, and reverse engineering.

Grade Type: Letter Grade

Prerequisite(s): CSC 527

CSC 527 - Software Construction

Units: 3

When Offered: Fall

Coverage of software construction fundamentals including minimizing complexity, anticipating change, and constructing for verification. Discussion will include best practices like patterns, object oriented programming and agility. Management of the construction process and accounting for practical considerations will also be examined. Prerequisite: EGR 221 Data Structures (or equivalent knowledge of object-oriented languages and structures).

Grade Type: Letter Grade

CSC 528 - Software Project Management

Units: 3

When Offered: Fall

Project planning, cost estimation and scheduling. Project management tools. Analysis of options and risks. Release and configuration management. Software process standards and process implementation. Approaches to maintenance and long-term software development.

Grade Type: Letter Grade

CSC 565 - Special Topics in Software Engineering

Units: 1-4

When Offered: As offered

This course offers a concentration upon a specific topic within the field of Software Engineering. The topic varies by semester.

Repeatable: May be repeated for credit with change in topic

Grade Type: Letter Grade

CSC 599 - Independent Study in Software Engineering

Units: 1-3

When Offered: As offered

This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a software engineering topic of particular interest.

Grade Type: Letter Grade

CJS 510 - Legal Research and Reasoning

Units: 3

When Offered: Fall

This course provides an introduction to legal research methods, including state and federal reported cases, digests, annotated codes, state and federal administrative regulations, and computerized legal research, as well as an introduction to the writing of case briefs and memoranda. This course is also an advanced examination of aspects of evidence acquisition, evaluation, and preservation with special consideration of the legal context including its use in the trial process. This course is designed to provide additional insights concerning the proper use of evidence and its admissibility.

Grade Type: Letter Grade

CJS 520 - Advanced Criminal Law

Units: 3

When Offered: Spring

Graduate level course on the nature of criminal law; philosophical and historical development; major definitions and concepts; classification of crime; elements of crimes and penalties using California and federal statutes as illustrations; defenses to criminal responsibility; criminal responsibility.

Grade Type: Letter Grade

CJS 530 - Theories and Perspectives of Criminal Behavior

Units: 3

When Offered: Summer

A study in the traditional and theoretical schools of criminology. Theories relating to individual abnormality and theories relating to cultural influences are examined. Theories of the causes of delinquency and data on delinquent behavior including gangs, minor and major criminal actions and methods of correction are also covered.

Grade Type: Letter Grade

CJS 560 - Criminal Investigations

Units: 3

When Offered: 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.

Grade Type: Letter Grade

DSC 521 - Enterprise Architecture

Units: 3**When Offered:** Fall

This course equips students for strategic thinking with respect to IT-enabled transformation in modern organizations, through an end-to-end Strategic Management Process. This course provides a practical experience approach by positioning the students at the high-point of the Information Technology leadership activity, where goals and priorities are set and implemented. During the course students will lead a complete IT Strategic Management Process, think and behave strategically, exploit opportunities to employ leading-edge technologies, and deliver the right business value with IT.

Grade Type: Letter Grade**DSC 523 - Enterprise Data Communications****Units: 4****When Offered:** Fall

This course explores state-of-the-art computer communication infrastructure from protocols and protocol architecture to organizational management issues. Special focus areas from TCP/IP Internet communication, protocol design, wireless data networking, to networked applications are studied. The emphasis is on business managers and implementers to design, realize and operate advanced networks that provide efficient and reliable services to users. Topics include data science, data communications, application software, networking, and organization management theory.

Grade Type: Letter Grade**DSC 530 - Experiment Design for Data Science****Units: 4****When Offered:** Spring

This course covers the most essential features of experimental research design and the measures associated with it. Principles and procedures involved in collecting, organizing, analyzing, presenting, and interpreting data from quantitative experimental design inquiry are primary areas of examination. Both descriptive and inferential statistical approaches are presented, e.g., describing data, its frequency, measures, and presentation to discrete and continuous probability, analysis of variance (ANOVA), linear and multiple regression, time series and forecasting, quality management and decision theory. Lectures focus on developing tangible understanding of experimental design and corresponding analytic models, and interpreting research results. Laboratory exercises will focus on using programming statistical software for data analysis and presentation.

Grade Type: Letter Grade**DSC 550 - Data Mining****Units: 3****When Offered:** Summer

This course examines at the entire knowledge discovery process. The focus on cutting edge, interesting data mining techniques that can be used in a wide variety of settings (business, science, web analytics, etc.). Topics include algorithmic details, implementation issues, advantages and disadvantages, and many examples of data mining. We will also include the newest topics, such as big data methods and deep learning. The course is a practical, hands-on course, covering knowledge discovery entails, the different groups of algorithms and their usefulness and shortcomings. The course culminates in a real-world project accomplished with open-source tools.

Grade Type: Letter Grade**ART 515 - Aesthetics and the Classroom****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade

ECH 510 - Characteristics of Infants to Preschoolers with IFSP/IEP

Units: 3

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

ECH 515 - The Role of the Family ECSE

Units: 3

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

ECH 520 - Assessment and Intervention: Birth to Pre-K

Units: 3

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

ECH 525 - Instructional Strategies: Birth to Pre-K

Units: 3

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

ECH 530 - School, Family, and Community Partnerships

Units: 3**When Offered:** As offered & OPS

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

Grade Type: Letter Grade**ECH 535 - Leadership and Supervision In Early Childhood Settings****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**ECH 540 - Early Childhood Literacy and Language Development****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**ECH 545 - Advanced Studies in Early Childhood Development****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**ECH 550 - Early Childhood Program Development and Evaluation****Units: 3****When Offered:** As offered & OPS

The course will examine the process of program development, evaluation, and improvement in the early childhood setting with a focus on industry standards and best practice. Students will be introduced to measurement tools such as the Environment Rating Scales (ECERS), NAEYC Accreditation criteria, and the Program Administrators Scale (PAS). Students will utilize common assessments to develop action plans, and integrate their knowledge and understanding of program development and evaluation by creating a proposal for an early childhood program.

Grade Type: Letter Grade**EDL 522L - Spiritual Integration for Curriculum Theory and Development**

Units: 1**When Offered:** As offered

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

Grade Type: Letter Grade**Prerequisite(s):** Declared Educational Leadership for Faith-Based Institutions Specialization.**EDL 530 - Introduction to Educational Leadership****Units: 3****When Offered:** As offered & OPS

This course equips students to lead from multiple theories and establish best practices in educational leadership and introduces students to the ethical, legal, fiscal and administrative knowledge and skills required for effective school leadership.

Grade Type: Letter Grade**EDL 531 - Philosophy of Education, Biblical Leadership, and Spiritual Integration for Faith-Based Schools****Units: 3****When Offered:** As offered

The course explores questions such as "What is a philosophy of Christian education? Why it is a valid question? How does one develop the scriptural case for a truly Christian education?" Scriptural models of Christian leadership and the spiritual integration of learning and faith are investigated.

Grade Type: Letter Grade**Prerequisite(s):** Declared Educational Leadership for Faith-Based Institutions Specialization**EDL 534 - Program Evaluation and Development****Units: 3****When Offered:** As offered & OPS

This course equips students with the knowledge and skills to lead comprehensive curricular program improvement. Students will develop strategies and techniques that use data to identify and assess areas for instructional improvement, design and implement plans to improve instruction for all students and develop systems for ongoing program improvement.

Grade Type: Letter Grade**Prerequisite(s):** Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization**EDL 556 - School Law and Finance****Units: 3****When Offered:** As offered & OPS

This course equips students with the necessary knowledge of the laws and finance affecting students and schools and skills for implementing the law and developing and managing the school budget. Attention is given to role of the school administrator as a leader and manager of legal, financial, physical and human resources and obligations.

Grade Type: Letter Grade**Prerequisite(s):** Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization**EDL 557 - Law, Finance, and Development for Faith Based Schools**

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions Specialization

EDL 558 - Governance, Policy, and Community Relations

Units: 3

When Offered: As offered & OPS

This course equips candidates with the knowledge and skills that build productive relationships with various school constituents and mobilize necessary resources for all students to achieve. Candidates examine the relationships between national, state, and local political systems and the governance of public school systems and learn strategies for developing a school-community relations program.

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization

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

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions Specialization

EDL 560 - School Site Leadership and Organizational Development

Units: 3

When Offered: As offered & OPS

This capstone course requires that candidates demonstrate mastery of the knowledge and skills required of ethical school site leaders. In addition, candidates integrate and synthesize knowledge and skills from previous courses in the administrative program into a coherent and comprehensive model to refine and guide their leadership practices.

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization

EDL 561 - Management and Organizational Behavior for Faith-Based Schools

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions Specialization

EDL 581 - Fieldwork in Faith-Based Schools

Units: 3**When Offered:** As offered

Field study designed to give students an opportunity to perform duties and responsibilities of an administrator in a private, faith-based school with special emphasis on explicit spiritual integration.

Grade Type: Pass/Fail**Prerequisite(s):** Declared Educational Leadership for Faith-Based Institutions Specialization**EDU 501 - Leadership, Worldviews, and Contemporary Issues****Units: 3****When Offered:** As offered & OPS

Students will evaluate a range of contemporary issues related to education from different leadership and worldview perspectives and develop a worldview and leadership philosophy. Students are equipped with a foundational understanding of worldviews and leadership so as to be informed catalysts for change in education environments.

Grade Type: Letter Grade**EDU 502 - Professional Interpersonal Communication****Units: 2-3****When Offered:** As offered

The course provides students an opportunity to develop the requisite knowledge and skills to deal effectively with difficult interpersonal situations that emerge in the education profession. Students will develop resources to be proactive in establishing appropriate personal and professional boundaries, identifying problems and framing creative solutions, and managing conflict.

Grade Type: Letter Grade**EDU 504 - The History and Future of American Education****Units: 2-3****When Offered:** As offered

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.

Grade Type: Letter Grade**EDU 505 - Elementary Curriculum and Instruction: Math and Science****Units: 3****When Offered:** As offered

This course prepares future teachers to meet the California State requirements for the Multiple Subject Credential in math and science and to equip diverse students with knowledge and methodologies necessary for the successful integration and teaching of these subjects. This course consists of the study of current best practice techniques and curriculum development used in teaching mathematics and science in the public schools. Emphasis is placed on effective instructional methods and evaluation procedures. Hours of observation and participation in math and science classrooms is required with the purpose of providing students with opportunities to apply methods learned in this course to public school settings.

Grade Type: Letter Grade**Prerequisite(s):** EDU 509 and Credential program acceptance**EDU 507 - Introduction to Adult Education**

Units: 3**When Offered:** As offered

This course focuses on the identification of principles and practices of adult learning, differences between adults and youth as learners, and a review of research on adult learning. The course investigates the physiological, psychological, and psychosocial changes in the adult life span and the implications these changes have for adult learning.

Grade Type: Letter Grade**EDU 509 - Educational Psychology****Units: 3****When Offered:** As offered

This course will equip candidates to appraise the relationship between the theories and practices of human development and teaching/learning methods. Specifically, candidates will examine the manner in which world view perspectives of developmental forces impact classroom policies and procedures. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making the pedagogical decisions required in the TPA process. Four (4) hours of fieldwork is required.

Grade Type: Letter Grade**Prerequisite(s):** Credential program acceptance**EDU 510 - Elementary Methods****Units: 3****When Offered:** Fall, Spring

This course examines various research-based instructional techniques, planning strategies, methods, and assessment practices for the elementary schools, both public and private. Structured observation hours are required, equally divided between primary and upper elementary grade classrooms.

Grade Type: Letter Grade**Pre- or Co- Requisite(s):** EDU 509**EDU 511 - Theories and Methods of Teaching Diverse Students****Units: 3****When Offered:** As offered

This course will equip candidates with the theories and practices connected to working with diverse student populations. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. This course will solidify understanding of the strengths-based approach to making adaptations required in the TPA process. Ten (10) hours of fieldwork is required.

Grade Type: Letter Grade**Prerequisite(s):** Credential program acceptance**EDU 512 - Teaching Language Arts and Social Studies****Units: 3****When Offered:** As offered

This course prepares future teachers to meet the California state requirements for certification in language arts and social studies and to equip students with knowledge and skills necessary for the successful teaching of these subjects. It is a study of the scope, the organization, and the instructional procedures used to teach social studies and language arts. Students learn how to design and develop interdisciplinary units of study, how to write and assess instructional objectives, and how to organize and integrate social studies and language arts instruction for diverse learners in the

public classroom. Twenty (20) hours of fieldwork is required.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance, EDU 509, and 511

EDU 514 - Secondary Methods

Units: 3

When Offered: As offered

This course examines various research-based instructional techniques, planning strategies, methods, and assessment practices for the secondary schools, both public and private. Structured observation is required, equally divided between the middle school and high school classroom. This course will introduce the California TPA process.

Grade Type: Letter Grade

Prerequisite(s): EDU 509 and Credential program acceptance or declared major of English, MA - English Pedagogy concentration

EDU 515 - Reading and Writing in the Content Areas

Units: 3

When Offered: As offered

Focusing on the attainment of skills as a teacher of literacy, this course requires students to demonstrate content reading and writing competencies, such as determining levels of reading achievement, applying readability formulas, evaluating textbooks, and developing strategies for vocabulary, critical thinking, and comprehension. Focus is placed on the preparation of lessons which integrate language arts standards with other content standards and provide for differentiated instruction for diverse students including English learners. Fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): EDU 509, 514, and Credential program acceptance or declared major of English, MA - English Pedagogy concentration or Kinesiology, MS - Physical Education Pedagogy concentration

EDU 516 - Pedagogical Approaches to Literacy Acquisition

Units: 3

When Offered: As offered

This course consists of the study of current best theories and practices in the teaching and assessment of listening, speaking, reading and writing skills in the classroom. Cultural and linguistic differences will be examined as they pertain to literacy instruction and communication. Twenty (20) hours of fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): Credential Program Acceptance

Pre- or Co- Requisite(s): EDU 509 and 511

EDU 516L - Pedagogical Approaches to Literacy Acquisition Lab

Units: 1

When Offered: Fall, Spring

This course is a one (1) credit lab course that will prepare our multiple subject and education specialist credential candidates for the Reading Instruction Competence Assessment (RICA), which is a state-required exam.

Grade Type: Letter Grade

Prerequisite(s): EDU 516

EDU 517 - Models and Methods of Adult Learning

Units: 3

When Offered: As offered

This course evaluates a variety of models, methods, tools, and techniques employed in facilitating adult learning. The course equips students to structure learning activities for adult learners so as to maximize learning.

Grade Type: Letter Grade

Prerequisite(s): EDU 507

EDU 518 - Classroom Management and Ethics

Units: 3

When Offered: As offered

This course explores the context and best practices of teacher ethics and classroom management. The course equips students to navigate the implicit and explicit ethical dilemmas inherent in the routine decisions teachers make every school day in a manner consistent with the profession's code of ethics. The course also equips students with a variety of classroom management and ethics strategies and techniques to optimize the learning environment for all students. Ten (10) hours of fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

Pre- or Co- Requisite(s): EDU 509

EDU 519 - Subject Area Specializations

Units: 3

When Offered: Fall, Spring, Summer

Students learn research-based methodologies that are specific to the content area related to the single subject credential they are earning. Students engage with relevant information from textbooks, experts, and professional journals associated with the content area. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade

Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Advisor or major in English, MA - English Pedagogy concentration

EDU 519E - Subject Area Specialization: English

Units: 3

When Offered: Fall, Spring, Summer

Students learn research-based methodologies that are specific to English content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with English and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade

Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519H - Subject Area Specialization: History or Social Science

Units: 3

When Offered: Fall, Spring, Summer

Students learn research-based methodologies that are specific to History or Social Science content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with History or Social Science and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade

Prerequisite(s): EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director

EDU 519L - Subject Area Specialization: Health

Units: 3**When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Health content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Health and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519M - Subject Area Specialization: Math****Units: 3****When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Math content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Math and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519P - Subject Area Specialization: Physical Education****Units: 3****When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Physical Education content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Physical Education and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519S - Subject Area Specialization: Science****Units: 3****When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Science content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Science and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519U - Subject Area Specialization: Music****Units: 3****When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Music content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Music and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519V - Subject Area Specialization: Visual Art**

Units: 3**When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to Visual Art content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with Visual Art and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 519W - Subject Area Specialization: World Languages****Units: 3****When Offered:** Fall, Spring, Summer

Students learn research-based methodologies that are specific to World Languages content area instruction. Students engage with relevant information from textbooks, experts, and professional journals associated with World Languages and secondary instruction. In addition, students participate in fieldwork hours that take them into both middle and high schools.

Grade Type: Letter Grade**Prerequisite(s):** EDU 409/509, 411/511, 497/514, 407/515, and permission of the Program Director**EDU 520 - Current Issues Seminar****Units: 2****When Offered:** As offered

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

Grade Type: Letter Grade**EDU 521 - Theories of Learning and Teaching****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**EDU 522 - Curriculum Theory and Development****Units: 3****When Offered:** As offered & OPS

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

Grade Type: Letter Grade**EDU 523 - Applied Educational Statistics****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade

EDU 525 - Survey of Educational Research

Units: 3

When Offered: As offered & OPS

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

Grade Type: Letter Grade

EDU 526 - Applied Educational Research

Units: 3

When Offered: As offered & OPS

This course introduces the variety of the most common research design methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will develop skill in interpreting research literature; becoming acquainted with sources of research literature; developing an understanding of the methodology of educational research; becoming a critical reader of research reports; and gaining a basic knowledge of statistics. An emphasis on the teacher as a researcher will provide a basis for assignments.

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Public Institutions Specialization or Teaching and Learning Specialization

EDU 527 - The History and Future of Higher Education in America

Units: 3

When Offered: As offered

This course evaluates a variety of historical stands and milestones that have left their imprint on the American educational systems, with an emphasis on community colleges. Students will evaluate current educational practices in light of the past and respective implications for future educational policy and practices. Students will develop a holistic understanding on the role of education in contemporary society so as to implement lasting and systemic change that benefits students and society.

Grade Type: Letter Grade

EDU 530 - Cultural Anthropology for Educators

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

EDU 531 - Comparative Worldviews and Education

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

EDU 532 - Introduction to Leadership and Change

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

EDU 533 - Intercultural Competence

Units: 3

When Offered: As offered

This course provides opportunities to investigate theories and models of intercultural competence in communication, relationship building and adaptation /transition across cultures for the purpose of equipping students for service in multi-national school communities. This course provides the opportunity for students to read, think, talk and write broadly and deeply about intercultural issues. Through exposure to a range of ideas and issues related to intercultural competencies you are prepared to navigate the barriers of successful intercultural interaction.

Grade Type: Letter Grade

EDU 534 - International and Comparative Education

Units: 3

When Offered: As offered & OPS

This course examines K-12 educational systems in the global society. Students will compare schooling in various societies and examine the history of their respective educational systems and how the systems were organized to meet the political, social and economic agenda of the 21st century. By examining different approaches to common problems, students will have a broad foundation upon which they can analyze and evaluate different strategies for problem solving educational issues. Students will develop their personal worldview of international education based on a Judeo-Christian worldview.

Grade Type: Letter Grade

EDU 534G - International and Comparative Education

Units: 3

When Offered: As offered & OPS

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. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for EDU 534 or 534G.

Grade Type: Letter Grade

Fee: Additional course fee

EDU 536 - Learning and Teaching a Second Language

Units: 3**When Offered:** As offered

This course evaluates theories and methods for teaching and learning a second language, with an emphasis in cross cultural arenas. This course also prepares candidates to teach non-native speakers a second language and navigate the challenges of promoting learning in national or international language settings.

Grade Type: Letter Grade**EDU 537 - Course and Program Development and Evaluation****Units: 3****When Offered:** As offered

This course examines the issues and models associated with developing courses and academic programs that promote student engagement and learning. Student will develop necessary strategies and skills to design and implement course and program improvement plans and effectively manage resources to accomplish course and institutional objectives.

Grade Type: Letter Grade**EDU 541 - The Exceptional Child****Units: 3****When Offered:** As offered

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

Grade Type: Letter Grade**EDU 542 - Models of Teaching and Learning****Units: 3****When Offered:** As offered

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

Grade Type: Letter Grade**Prerequisite(s):** EDU 300, 302, and teaching experience or permission of the professor**EDU 543 - Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom****Units: 2****When Offered:** As offered

This course is an introductory methods course for students seeking a career in education. This course is a study of the Visual and Performing Arts and the Physical Education California Frameworks. Integrating Visual/Performing Arts and Physical Education into the Elementary Classroom will focus on understanding California's goals for teaching

elementary age students non-core curriculum content. This course will focus on appropriate instructional and assessment goals. This course will also include strategies for teaching non-core content in settings heavily impacted by state assessments and pacing guides. Six hours of observation and four hours of teacher aiding are required.

Grade Type: Letter Grade

Prerequisite(s): EDU 300 and 302

EDU 544 - Personnel Leadership and Development

Units: 3

When Offered: As offered & OPS

This course equips candidates with the knowledge and skills for attracting, selecting, developing, evaluating and retaining quality and competent faculty and staff. Students also develop competencies in managing employee problems and due process. Prerequisite EDL 530 and either Declared Educational Leadership for Public Institutions Specialization or Educational Leadership Specialization.

Grade Type: Letter Grade

EDU 546 - Analysis of Teaching Behavior

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions Specialization

EDU 546L - Spiritual Integration for Analysis of Teaching Behavior

Units: 1

When Offered: As offered

The integration of Biblical teaching concepts, and points of view into the analysis of teaching behavior. Teacher as spiritual model, mentor, and evangel and the explicit spiritual formation and character development.

Grade Type: Letter Grade

Prerequisite(s): Declared Educational Leadership for Faith-Based Institutions Specialization

EDU 548 - Multiethnic Education

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

EDU 550 - Bilingual Issues and Methods

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

EDU 554 - Teaching the Gifted and Talented: Nature and Needs of Gifted Children

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

EDU 557 - Teaching and Learning in the Digital Age

Units: 3

When Offered: As offered

The course examines the role and uses of technology and learning for adults. Candidates will play (experiment) with a variety of interactive technology and develop exemplars on how the respective technology can be used to enhance student learning and engagement. Students will complete several teaching projects using technology that they will share with their peers.

Grade Type: Letter Grade

EDU 565 - Multiple Intelligences in the Classroom

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

EDU 566 - Effective Intervention and Collaboration

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

EDU 580 - Student Teaching and Seminar

Units: 14

When Offered: Fall, Spring

Teaching experience in the public school under guidance of University supervisor with cooperation of a credentialed master teacher in the public school. Open to Multiple Subject and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Director
Concurrent Requisite(s): EDU 583

EDU 580A - Student Teaching and Seminar

Units: 7

When Offered: As offered

Teaching experience in elementary or secondary education under guidance of University supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 580B - Student Teaching and Seminar

Units: 8

When Offered: As offered

Teaching experience in elementary or secondary education under guidance of University supervisor with cooperation of a credentialed master teacher in the assigned school. Open to Multiple and Single Subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581 - Internship and Seminar

Units: 15

When Offered: As offered

Within the intern's classroom, the intern will work with a University supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581A - Internship and Seminar

Units: 7

When Offered: As offered

Within the intern's classroom, the intern will work with a University supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 581B - Internship and Seminar

Units: 7

When Offered: As offered

Within the intern's classroom, the intern will work with a University supervisor. This is open to all Multiple or Single Subject candidates who are under contract with an approved school and have been accepted by the Teacher Education

Committee. Weekly seminar accompanies the internship. Approval is required for split-semester placements. Non-Degree Applicable.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 582 - Internship Practicum

Units: 1-2

When Offered: As offered

Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. A grade of F is reason for dismissal from the Intern program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the final semester of student teaching.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Fee: Additional practicum fee

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

EDU 583 - Student Teaching Portfolio

Units: 1

When Offered: Fall, Spring

Teaching candidates complete the TPA portfolio as a comprehensive assessment of the Teacher Performance Expectations. Students are required to take this course concurrently with EDU 580 - Student Teaching and Seminar.

Grade Type: Pass/Fail

Fee: Additional fee

Prerequisite(s): Credential program acceptance and permission of the Program Director

Pre- or Co- Requisite(s): EDU 580

EDU 585 - International Education Practicum

Units: 1-3

When Offered: As offered

Experience in International Education: Candidates will collaborate with the Professor to develop an International Education Applied Research project to take place in an international setting. The Practicum concludes the program and will require approximately 40 hours of exposure per credit hour, and candidates are required to take a minimum of 3 units. With the approval of the instructor more units may be offered depending on the complexity of the research topic.

Grade Type: Pass/Fail

Prerequisite(s): EDU 531, 532, 533, and 534

EDU 590 - Directed Readings

Units: 3

When Offered: As offered

This course focuses on special subjects of interest to current teachers and identified needs of specific educational groups.

Grade Type: Letter Grade

EDU 594 - Comprehensive Exam

Units: 0**When Offered:** As offered

Registration in EDU 594 is required for students wishing to take a comprehensive exam to complete degree requirements for a Master of Science degree in Education.

Grade Type: Letter Grade**Fee:** Additional exam fee**Prerequisite(s):** Permission of the Program Advisor**EDU 595 - Special Topics****Units: 1-3****When Offered:** As offered

Focuses on special subjects of interest to current teachers.

Repeatable: May be repeated for credit**Grade Type:** Letter Grade**EDU 596 - Research Seminar****Units: 3****When Offered:** As offered

The seminar requires students to engage in preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project or thesis. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results.

Grade Type: Letter Grade**Prerequisite(s):** EDU 525 and permission of the Program Advisor**EDU 597 - Project****Units: 1****When Offered:** As offered

Continuing enrollment for those not completing a project while enrolled in EDU 596.

Grade Type: Letter Grade**Fee:** Additional fee**Prerequisite(s):** Permission of the Program Advisor**EDU 598 - Thesis****Units: 1****When Offered:** As offered

Continuing enrollment for those not completing a thesis while enrolled in EDU 596.

Grade Type: Letter Grade**Fee:** Additional fee**Prerequisite(s):** Permission of the Program Advisor**EDU 599 - Independent Graduate Research****Units: 1-3****When Offered:** As offered

This is an independent inquiry into a topic not currently available in regular program offerings.

Grade Type: Letter Grade

ETC 507 - Technology and Learning

Units: 3

When Offered: As offered

Candidates will examine and apply various instructional theories and technologies to enhance student engagement and achievement. Candidates will demonstrate proficiency in various computer, web, and mobile device applications for the K-12 classroom and evaluate their relative effectiveness in relation to student achievement.

Grade Type: Letter Grade

Prerequisite(s): Program acceptance

ETC 520 - Educational Computing - Level II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

ETC 530 - Technology Management Issues

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

ETC 599 - Independent Study in Educational Technology

Units: 1-3

When Offered: As offered

Individual and supervised study of research problems and special projects in specific areas of educational technology.

Grade Type: Letter Grade

OTL 510 - Online Instructional Design

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

OTL 520 - Methods for Online Teaching

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

OTL 530 - Building the Online Community

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

OTL 540 - Assessment and Evaluation of Online Learning

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

OTL 570 - Practicum in Online Teaching and Learning

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

RDG 530 - Mechanics of Reading and Writing

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): EDU 515, 516, and declared Reading Specialization or Reading Certificate

RDG 535 - Diagnosis of Reading Problems

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): EDU 515, 516, RDG 530, and declared Reading Specialization or Reading Certificate

RDG 536 - Diagnosis of Reading Problems Fieldwork

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): EDU 515, 516, RDG 530, and declared Reading Certificate

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

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): EDU 515, 516, RDG 530, or special permission of the Program Director

RDG 590 - Clinical Experiences in the Teaching of Reading

Units: 4

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): RDG 530, 535, 540, and declared Reading Specialization

RDG 595 - Special Topics in Reading Instruction

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Declared Reading Specialization

SPE 510 - Induction and Reflective Coaching and Teaching in Special Education I

Units: 6

When Offered: OPS

Candidates complete supervised field study of first year of approved Teaching Induction Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as

supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements in special education is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee

Prerequisite(s): Enrollment in Commission approved teacher induction program in special education

SPE 511 - Induction and Reflective Coaching and Teaching in Special Education II

Units: 6

When Offered: OPS

Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program in special education, and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee

Prerequisite(s): Enrollment in second year of Commission approved teacher induction program in special education

SPE 512 - Internship and Reflective Coaching and Teaching in Special Education I

Units: 6

When Offered: OPS

Candidates complete supervised field study of first year of approved Teaching Intern Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of first year intern program requirements in special education is required to pass this course.

Grade Type: Pass/Fail

Prerequisite(s): Enrollment in Commission approved teacher intern program in special education

SPE 513 - Internship and Reflective Coaching and Teaching in Special Education II

Units: 6

When Offered: OPS

Candidates complete supervised field study of second year of approved Teaching Intern Program in special education, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved special education classroom setting as well as supervised teaching experiences that are assigned as appropriate. Evidence of satisfactory completion of second year intern program requirements in special education is required to pass this course.

Grade Type: Pass/Fail

Prerequisite(s): Enrollment in second year of Commission approved teacher intern program in special education.

SPE 520 - Transition and Career Planning

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 520F - Fieldwork: Transition and Career Planning

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

SPE 530 - Professional Induction Seminar

Units: 1

When Offered: As offered

Candidates will extend their knowledge of general and special education responsibilities in schools in order to build in-depth knowledge of defined areas of interest. The Professional Induction Plan designed in this course outlines how the assessed needs of each candidate will be met and identifies specific activities for facilitating professional development.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 531F - Professional Induction Fieldwork

Units: 1

When Offered: As offered

Candidates will complete CFASST Events 1 and 6, or approved equivalent activities. Event 1 requires candidates to complete a focused examination of the educational context where they teach and to identify characteristics that affect their daily teaching. They will reflect on their findings with a District Support Provider. Event 6 requires candidates to reflect on the first year of teaching, to summarize major areas of growth, and to select significant work to share with colleague at a Colloquium.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 540 - Critical Issues in Special Education

Units: 3

When Offered: OPS

This course engages education leaders in an in-depth analysis of controversial issues in special and general education. It encourages active debate in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.

Grade Type: Letter Grade

SPE 545 - Education of Gifted Children and Youth

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

SPE 546 - Applied Behavior Analysis

Units: 3

When Offered: As offered

The course focuses on developing an educational approach to supporting positive academic and social behaviors in the classroom and community using the principles of Applied Behavior Analysis (ABA). Specifically, students will be presented with the concepts of reinforcement, punishment, stimulus, control, shaping, and fading as they are applied to increasing or decreasing academic and social behaviors. Students will also be presented with information regarding functional assessment, behavior support and behavior intervention plans, and laws (federal and state) governing behavioral issues related to individuals with special needs. Fieldwork required.

Grade Type: Letter Grade

SPE 548 - Technology and Moderate to Severe Disabilities

Units: 3

When Offered: As offered

This course discusses the use of technology for education and support of students with moderate to severe disabilities. Particular focus will be placed on students with autism spectrum disorder. Completion of a college-level technology course is recommended.

Grade Type: Letter Grade

SPE 550 - Research in Special Education

Units: 1

When Offered: As offered

Candidates will demonstrate the knowledge and ability to read and apply current and emerging research on best practices as well as maintain currency on educational policies that affect their professional practice.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 551 - Introduction to Autism: Characteristics and Interventions

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

SPE 553 - Educational Assessment for Special Education

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 555 - Collaboration, Consultation, and Effective Intervention

Units: 3

When Offered: As offered

This course will focus on the basic aspects of effective communication between special education professionals and others involved in the education and care of individuals with disabilities, including parents and family members. Special education teachers will acquire methods for effective team-building, knowledge of community resources, and advocacy. They will learn how to promote self-advocacy for persons in special education. 10 hours of fieldwork is required for this course.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 556 - Teaching and Learning Strategies for Students with Autism Spectrum Disorder

Units: 3

When Offered: As offered

This course provides an overview of interventions and strategies used for individuals with Autism Spectrum Disorders. Fieldwork required.

Grade Type: Letter Grade

SPE 558 - Assessment and Interventions

Units: 4

When Offered: As offered

This course will equip candidates with the theories and skills related to assessment and intervention of students with Mild/Moderate 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 site.

Grade Type: Letter Grade

Fee: Additional lab fee

Prerequisite(s): Credential program acceptance, EDU 512, 516, and 518

SPE 560 - Advanced Curriculum, Instruction, and Assessment

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 561F - Fieldwork: Advanced Curriculum, Instruction, and Assessment or Approved Non-University Activities

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 562F - Fieldwork: Advanced Curriculum, Instruction, and Assessment or Approved Non-University Activities

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 568 - Teaching Students with Moderate/Severe Disabilities: Instructional Strategies

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 569 - Teaching Students with Moderate/Severe Disabilities: Community Integration

Units: 3

When Offered: As offered

Integrating students with moderate/severe disabilities into the community. Includes social networks, social skills, community based instruction, movement, mobility and specialized health care.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 570 - Advanced Behavior and Environmental Support

Units: 1

When Offered: As offered

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).

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 571F - Fieldwork: Advanced Behavior and Environmental Support or Approved Non-University Activities

Units: 1

When Offered: As offered

Candidates complete CFASST Event 7 or approved equivalent activities. They record and analyze critical information about students, examine the organization and resources of the school, district, and community, identify levels of English proficiency and primary language function in English learners, and examine student assessment data and academic achievement information in a selected content area.

Grade Type: Letter Grade

Prerequisite(s): Credential program acceptance

SPE 580 - Student Teaching in Special Education

Units: 15

When Offered: As offered

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

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 580A - Student Teaching in Special Education

Units: 7

When Offered: As offered

Teaching experience in a special education classroom under guidance of University supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 580B - Student Teaching in Special Education

Units: 8

When Offered: As offered

Teaching experience in a special education classroom under guidance of University supervisor with cooperation of a credentialed master teacher in the school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581 - Internship and Seminar

Units: 15

When Offered: As offered

Intern teaching experience in elementary or secondary education under the guidance of a University supervisor while employed by an approved school. Open to credential candidates who have been cleared for student teaching. Weekly seminar accompanies student teaching.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581A - Internship and Seminar

Units: 7

When Offered: As offered

Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary or secondary education. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 581B - Internship and Seminar

Units: 8

When Offered: As offered

Intern teaching experience in elementary or secondary education under the guidance of a University supervisor while employed by an approved school. Open to credential candidates who have been cleared for intern/student teaching. Weekly seminar accompanies student teaching. Approval is required for split-semester placements.

Grade Type: Pass/Fail

Prerequisite(s): Credential program acceptance and permission of the Program Advisor. Non-Degree Applicable.

SPE 582 - Internship Practicum

Units: 1-2

When Offered: As offered

Provides weekly supervision for Interns who are completing coursework for the Preliminary Teaching Credential in elementary, secondary or special education. Weekly meetings with a University Supervisor and satisfactory performance is on a pass-fail basis. The seminar focuses specifically on tools, techniques, materials and strategies that promote effective instruction in the classroom. A grade of F is reason for dismissal from the Intern program. Credit earned in the Internship Practicum is non-degree applicable. Enrollment in this course is required each semester until the intern has filed for the preliminary credential.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Fee: Additional practicum fee

Prerequisite(s): Credential program acceptance and permission of the Program Advisor

SPE 583 - Special Education Student Teaching Continuance

Units: 0

When Offered: As offered

Students requiring additional weeks of Special Education student teaching will need to enroll in this course until requirements for SPE 580 are fulfilled.

Grade Type: Pass/Fail

Fee: Additional fee

Prerequisite(s): SPE 580

SPE 590 - Diagnostic and Remedial Techniques in Reading

Units: 4**When Offered:** As offered

This course will focus on the various causes of reading disabilities, including severe visual and phonological dyslexia; formal and informal methods for diagnosing reading problems; and the application of the results of assessment in IEP design. Instruments such as the Wide Range Achievement Test, Informal Phonics Inventory, Fry's High Frequency Sight Word Test, the Johns Informal Reading Inventory, and the Woodcock Reading Inventory will be covered.

Students will also examine various instructional procedures, strategies, and materials for remediating reading disabilities in students in special educational classrooms and mainstream classrooms. A clinical practicum of 20 hours is included in which students assess, plan, and tutor individuals with severe reading disabilities.

Grade Type: Letter Grade**Prerequisite(s):** EDU 516 and Credential program acceptance**SPE 595 - Professional Leadership and Communication Seminar****Units: 1****When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Credential program acceptance**SPE 595F - Fieldwork: Professional Leadership and Communication Seminar****Units: 1****When Offered:** As offered

The course requires completion of CFASST Event 4, 10 and 12 or equivalent activities. Event 4 requires candidates to assess student performance, reflect on their findings, and complete a closure conference to assess current practice on the three elements of Standard 5 (Assessing Student Learning) of the California Standards for the Teaching Profession. Event 10 requires candidates to complete a short self-assessment and a review of evidence from Events 7-9 to identify their level of Framework implementation and area(s) of emphasis for the Individual Induction 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.

Grade Type: Letter Grade**Prerequisite(s):** Credential program acceptance**ECE 511 - Power Engineering****Units: 3****When Offered:** Fall

This course introduces principles and techniques from the fields of mathematics, physics, and numerical methods as well as engineering approaches to develop effective power electronics circuits and systems. Topics include DC-DC converters, rectifiers, inverters, converter control, power flow and DC motors and drives. Simulations and experiments will be used to enhance the learning.

Grade Type: Letter Grade

ECE 512 - Real-Time Digital Signal Processing

Units: 3

When Offered: Spring

This course introduces the fundamental principles of Digital Signal Processing (DSP) in a real-time (or lab-based) approach. Topics include introduction to ARM (brand) microcontrollers (for implementing lab experiments), analog-to-digital and digital-to-analog converters, finite impulse response (FIR) and infinite impulse response (IIR) filtering, the Fourier Transform, and adaptive filtering. The course aims to produce students who are capable of designing DSP systems and creating commercially-viable audio applications using high-performance and energy-efficient ARM processors.

Grade Type: Letter Grade

ECE 513 - Radio-Frequency Engineering

Units: 3

When Offered: Fall

Topics include a detailed discussion on transmission lines, waveguides, impedance matching, microwave resonators, RF filters, RF amplifiers, and passive RF and microwave devices (mixers, diplexers, etc.). An introduction to antenna design as well as RF/microwave communications link design will be given.

Grade Type: Letter Grade

ECE 514 - Modeling and Control of Robotic Manipulators

Units: 3

When Offered: As offered

This course builds the foundation for designing robotic manipulators. Topics include forward and inverse kinematics, velocity kinematics, dynamics, sensors and actuators for robots, path planning, independent joint control, force control, and an introduction to vision-based control. Includes lab problems.

Grade Type: Letter Grade

ECE 515 - Radio-Frequency Integrated Circuit Design

Units: 3

When Offered: Fall

This course covers the analysis and design of radio-frequency integrated circuits (RFICs) for wireless communications. Topics include overview of RF and wireless technology, basic concepts of RF design: linearity, distortion, sensitivity, noise figure, impedance transformation; transceiver architectures; phase-locked loops; low-noise amplifier design; oscillator and synthesizer design; basic architectures of power amplifiers.

Grade Type: Letter Grade

Prerequisite(s): ECE 513

ECE 516 - Power Generation, Operation, and Control

Units: 3

When Offered: Spring

The course covers operations economics and control of the power system and builds on the characteristics of large generating facilities to include how they are operated to minimize cost while meeting the requirement to supply load and keep equipment operating within safe margins. It will focus on the transmission system and cover transmission system operation and analysis. Students will be introduced to new optimization methods and new analysis methods used in the power industry.

Grade Type: Letter Grade

Prerequisite(s): ECE 511

ECE 517 - Mobile Robotics

Units: 3

When Offered: As offered

This course introduces principles and techniques from the fields of mathematics, physics, and numerical methods as well as engineering approaches to develop effective mobile robots. Topics include kinematics of mobile robots, perception, localization and mapping, and motion planning. Mobile robot programming will be taught through simulations and experiments based on the Robot Operating System (ROS).

Grade Type: Letter Grade

Prerequisite(s): ECE 514

ECE 535 - Advanced Digital System Design Using Field-Programmable Gate Arrays

Units: 3

When Offered: As offered

Introduction to Field-Programmable Gate Arrays (FPGAs)-integrated circuit structure, concepts, programming, and user designs by way of lecture and laboratory. Thorough treatment of the Verilog Hardware Description Language (HDL) and Xilinx design software plus development boards, in a lab-based approach, via simulation and actual implementation plus testing. System level design begins with lower level blocks, such as multiplexors, decoders, counters, state-machines, UARTS and then proceeds to an embedded microcontroller.

Grade Type: Letter Grade

ECE 537 - Digital Signals and Systems

Units: 3

When Offered: Fall

This course focuses on the representation and analysis of discrete-time signals and systems, and also provides an introduction on digital signal processing. Topics covered include convolution sum, difference equations, discrete-time Fourier Series and Fourier Transform, z-Transform, sampling and reconstruction, DFT, FFT, digital FIR and IIR filters.

Grade Type: Letter Grade

ECE 565 - Special Topics in Electrical and Computer Engineering

Units: 1-4

When Offered: As offered

This course offers a concentration upon a specific topic within the field of Electrical and Computer Engineering. The topic varies by semester.

Repeatable: May be repeated for a maximum of eight (8) units with change in topic

Grade Type: Letter Grade

ECE 599 - Independent Study in Electrical and Computer Engineering

Units: 1-3

When Offered: As offered

This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a software engineering topic of particular interest.

Repeatable: May be repeated for a maximum of nine (9) units

Grade Type: Letter Grade

EGR 501 - Applied Engineering Math and Ethics

Units: 3

When Offered: 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.

Grade Type: Letter Grade

EGR 503 - Applied Engineering Analysis

Units: 3

When Offered: 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.

Grade Type: Letter Grade

EGR 506 - Engineering Research and Project Discovery

Units: 3

When Offered: Spring, Summer

This course is an introduction to research and development in the fields of engineering. Methods for properly researching a topic, collecting and processing data, drawing conclusions and presenting results are discussed. Special attention is paid to the process of technical development as opposed to research.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): EGR 501

EGR 507 - Research and Development

Units: 1-3

When Offered: Fall, Spring, Summer

This course is a continuation of graduate research and development in the fields of engineering. Faculty will supervise the research and measure progress of the work.

Repeatable: May be repeated for a maximum of nine (9) units

Grade Type: Pass/Fail

Prerequisite(s): EGR 506

EGR 508 - Documentation and Presentation

Units: 3

When Offered: Fall, Spring

This course completes the required graduate research and development sequence in the fields of engineering. The project work or research will be completed, fully documented and presented using the Assertion-Evidence approach to a group of faculty, peers and observers.

Grade Type: Letter Grade

Prerequisite(s): EGR 506

EGR 510 - Entrepreneurial Engineering

Units: 3

When Offered: Spring

Engineers and inventors need to understand how to take an idea and/or product to a place of market acceptance. This course will equip you to think and act entrepreneurially as well as intra-preneurially. Companies such as Google and IBM expect their employees to work at a high level and to innovate by creating new products, implementing new processes, and challenging the status quo. This course will also focus on disruptions in the market and teach you the skills necessary to become the next Steve Jobs or Elon Musk.

Grade Type: Letter Grade

EGR 511 - Smart Irrigation Systems

Units: 3

When Offered: As offered

This course will focus on computer controlled farm irrigation system evaluation and management. Topics include drip, micro-spray, furrow, border strip, and sprinkler systems. The course will also address irrigation efficiency and uniformity, and pumping costs.

Grade Type: Letter Grade

EGR 512 - Wells and Pumps

Units: 3

When Offered: As offered

This course will study the water well drilling, design and development. It will also investigate the pump characteristics, system head design, series and parallel operation, design of pump intakes, and variable speed electric drives and engines.

Grade Type: Letter Grade

EGR 513 - Agricultural Design for Disability

Units: 3

When Offered: As offered

This course focuses on farm equipment design for disability.

Grade Type: Letter Grade

EGR 531 - Control Systems

Units: 3

When Offered: Spring

Analog control system modeling, analysis, and design using root locus and frequency response methods. Introduction to state variable methods and digital control. Includes lab projects on real-time control systems. MATLAB and SIMULINK are used extensively as design tools.

Grade Type: Letter Grade

EGR 541 - Geographic Information System and Visualization

Units: 3

When Offered: Fall

This course investigates complex spatial data ecosystems and their respective impact on geographic information system (GIS) solutions. Students develop comprehensive GIS knowledge as applied to working with geographic information. Formal definition and key functions that distinguish GIS from other information systems are presented and discussed. Historical development of innovative and collaborative geographic information tools that assist with managing the challenges associated with positional data are reinforced. Knowledge and skills acquired via application of the concepts

of GIS are assessed by completing a series of lab assignments and a culminating research project.

Grade Type: Letter Grade

EGR 544 - Materials and Manufacturing Processes

Units: 3

When Offered: Spring

Properties of the principal families of materials used in mechanical engineering design with an introduction to the manufacturing processes used to convert these materials into finished products. Application of statistics and probability to material properties and manufacturing. Laboratory experiments in strength of materials, property of materials, and manufacturing processes.

Grade Type: Letter Grade

EGR 546 - Machine Design

Units: 3

When Offered: Fall

The fundamentals of machine elements in mechanical design. Includes the analysis of components under static and fatigue loadings, and the analysis, properties, and selection of machine elements such as shafts, gears, belts, chains, brakes, clutches, bearings, screw drives and fasteners.

Grade Type: Letter Grade

EGR 561 - Biomechanics

Units: 3

When Offered: Spring

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.

Grade Type: Letter Grade

EGR 562 - Biomaterials

Units: 3

When Offered: Spring

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 and shunts. Topics to be included are: the manufacturing process, performance characteristics, biocompatibility testing, and long-term biological response (tissue formation and fibrosis). Relevant design considerations will be discussed, including common medical device standards relating to biomaterials testing and performance.

Grade Type: Letter Grade

EGR 564 - Aqueous Humor Dynamics

Units: 3

When Offered: As offered

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

diagnose and mitigate the disease.

Grade Type: Letter Grade

Prerequisite(s): EGR 503

EGR 565 - Special Topics in Engineering

Units: 1-4

When Offered: As offered

This course offers a concentration upon a specific topic within the field of engineering. The topic varies by semester.

Repeatable: May be repeated for credit with change in topic

Grade Type: Letter Grade

EGR 566 - Occupational Biomechanics

Units: 3

When Offered: As offered

Occupational Biomechanics is applying the field of Biomechanics to the workplace. This course will cover the relationship between human exertions on musculoskeletal injury.

Grade Type: Letter Grade

EGR 581 - Systems Simulation

Units: 3

When Offered: As offered

Model design to simulate discrete event systems with basic input and output analysis using high order languages, applied to industrial systems analysis and design problems.

Grade Type: Letter Grade

EGR 582 - Supply Chain and Logistics Management

Units: 3

When Offered: As offered

Apply industrial and systems engineering and management approaches to improve the effectiveness and efficiency of material flow, information flow and cash flow for the entire supply chains.

Grade Type: Letter Grade

EGR 599 - Independent Study in Engineering

Units: 1-3

When Offered: As offered

This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a engineering topic of particular interest.

Grade Type: Letter Grade

ENG 500 - Research and Writing in Literature and Language

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

ENG 501 - Critical Theories and Traditions

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

ENG 503 - Essay Workshop

Units: 3

When Offered: Spring & OPS

This three unit essay workshop serves to assess the subject-matter competence of the prospective Master of Arts in English (MAEN) student. Students will enroll for this course with the recommendation of the MA in English Program Director. It will serve as a competency course for prospective students and will not count towards the Master of Arts in English.

Grade Type: Letter Grade

ENG 510 - Comparative Mythology

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

ENG 520 - Theory and Worldview

Units: 3

When Offered: Fall

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

Grade Type: Letter Grade

ENG 523 - Theory and Methods of TESOL

Units: 3

When Offered: Fall

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

Grade Type: Letter Grade

ENG 525 - Non-Western Literature Seminar

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

ENG 531 - Literary Journal Editing and Publishing

Units: 3

When Offered: Spring

In this course, students assist in all aspects of the publication of the campus literary journal, *The Dazed Starling*. Students read submissions of poetry, fiction, and creative nonfiction, they work with writers to edit their pieces, and they assist with layout and design.

Grade Type: Letter Grade

ENG 533 - Young Adult Literature

Units: 3

When Offered: Spring

This course provides in-depth study of a variety of diverse books for young adults that are appropriate for use in the classroom. It also offers instruction in English pedagogy of young adult literature.

Grade Type: Letter Grade

Prerequisite(s): Declared concentration in English, MA - English Pedagogy

ENG 542 - Intercultural Rhetoric

Units: 3

When Offered: As offered

This course is designed to enhance the English graduate student's understanding of rhetoric and language across multiple cultures. Students will become familiar with preferred rhetorical organization patterns of a variety of cultures and sub-cultures (e.g., genres) in academic and professional writing.

Grade Type: Letter Grade

ENG 543 - Teaching Second Language Writing

Units: 3

When Offered: Fall

This course prepares students to teach writing to second language learners, especially but not exclusively at the college level. Course materials and activities focus on current composition philosophy, research-based method and teaching techniques for collegiate level second language writing courses. At a minimum, this course is designed to introduce students to major theories, research, and practice in the teaching of English writing to second language learners. Thus, students should complete this course being able to do what ESL/EFL writing instructors do: design lesson plans for college composition; evaluate (read, respond to, grade, and assess) college level writing; and engage in research in at least one relevant issue in ESL/EFL composition pedagogy. This course should train students to be reflective practitioners and researchers of collegiate level English composition.

Grade Type: Letter Grade

ENG 545 - Teaching College Writing

Units: 3**When Offered:** As offered

This course prepares students to teach college writing by introducing them to current composition philosophy and methods, major theories and research in the field, and practical application of teaching techniques for collegiate-level writing courses.

Grade Type: Letter Grade**ENG 546 - Teaching Second Language Reading****Units: 3****When Offered:** Spring

This course will be about reading in a second language, primarily, but not exclusively English. In particular, the class will emphasize teaching reading in English to learners whose native language is not English. Since research and theory inform sound pedagogical practice, we will also research and review research on a variety of relevant topics to teaching reading from both linguistic and educational perspectives. Finally, given the importance of literacy in so many contexts today, we will consider a multitude of variables which affect the teaching and learning of reading skills for both children and adults, in second and foreign language settings, and explore the implications of the research for all concerned.

Grade Type: Letter Grade**ENG 553 - Second Language Curriculum Development and Assessment****Units: 3****When Offered:** Spring

This course is designed for future ESL teachers who are interested in current thinking and research in second language material development and assessment and in the application of such in classroom teaching. There are two major goals: one is developing a solid understanding of the core issues in these areas and the other, which requires students to design their own materials and assessment tools and to evaluate existing ones, is facilitating the application of such an understanding in classroom teaching.

Grade Type: Letter Grade**ENG 554 - Writing in Context****Units: 3****When Offered:** Spring

This course will provide a practical, hands on approach to the study of English grammar and the application of the acquired knowledge of grammar to the classroom setting. It will be assumed that few, if any, students have had a thorough, formal study of English grammar. The approach will seek to present models for application in the literature-based curriculum prescribed by the California State Framework in English. Students will complete numerous in class exercises as well as independent work outside of class for presentation in discussion at subsequent class meetings. Students will also analyze and evaluate theoretical texts related to grammar as well as analyze and compare grammar-related discussions in broader public discourse.

Grade Type: Letter Grade**ENG 555 - Shakespeare Seminar****Units: 3****When Offered:** As offered

An in-depth study of selected Shakespeare plays and sonnets. The course may utilize a topical approach and may also incorporate other, non-Shakespearean texts. Students should see the instructor for the current semester's focus.

Grade Type: Letter Grade

ENG 556 - British Literature Pre-1800

Units: 3

When Offered: As offered

A course designed to familiarize students with British literature and language prior to 1800. This course will take a topical or genre-based approach to a period of British literature before Romanticism in the context of that period's historical, cultural, and literary climate. Students should see the instructor for the focus of the current semester.

Grade Type: Letter Grade

ENG 557 - British Literature Post-1800

Units: 3

When Offered: As offered

A course designed to familiarize students with British literature from 1800 to the present. The course will take a topical and/or genre-based approach to a period of British literature from Romanticism to the present in the context of that period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.

Grade Type: Letter Grade

ENG 561 - American Literature Pre-1900

Units: 3

When Offered: Fall (odd years)

A course designed to familiarize students with American literature prior to 1900. The course will take a topical and/or genre-based approach to American literature in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.

Grade Type: Letter Grade

ENG 562 - American Literature Post-1900

Units: 3

When Offered: Fall (even years)

A course designed to familiarize students with American literature from 1900 to the present. The course will take a topical and/or genre-based approach to American literature in the "long twentieth century" in the context of the period's historical, cultural, and literary climate. Students should see instructor for the focus of the current semester.

Grade Type: Letter Grade

ENG 563 - Language Structure and Acquisition

Units: 3

When Offered: As offered

Linguistic theory and methods. Includes the study of the five universal elements of language (phonology, morphology, semantics, syntax, and pragmatics) as well as the acquisition and use of language and its variants in culture. This course is required for both multiple subject and single subject credential candidates. Ten (10) hours of fieldwork required.

Grade Type: Letter Grade

ENG 570 - Topics in World Literature

Units: 3

When Offered: As offered

A course designed to familiarize students with various periods of World literature. This course will take a topical or genre-based approach to World literature in the context of the period's historical, cultural, and literary climate. Students

should see the instructor for the focus of the current semester.

Grade Type: Letter Grade

ENG 573 - Second Language Acquisition

Units: 3

When Offered: As offered

This course is an introduction to some of the major concepts and key issues (theoretical and methodological) in the area of second language acquisition (SLA). During the first few weeks, the class will survey some of the major conceptual advances in second language acquisition research. During the second half of the course, students will have many opportunities to review seminal research articles and evaluate the findings of the research and their implications as applicable to the field of SLA. Each student will also have the opportunity to design his or her own study in an area of SLA that interests him or her.

Grade Type: Letter Grade

ENG 575 - Creative Writing: Prose

Units: 3

When Offered: As offered

A creative writing seminar focused on the crafts of fiction and creative nonfiction. Students read numerous published short stories and personal essays, as well as articles discussing craft, technique, and theory. Students write their own short stories or personal essays, which are discussed by the professor and students on scheduled workshop days. The works produced in this class strive to be of publishable quality.

Grade Type: Letter Grade

ENG 576 - Creative Writing: Poetry

Units: 3

When Offered: As offered

A creative writing seminar focused on the craft of poetry. Students read numerous published lyric and narrative poems, as well as articles discussing craft, technique, and theory. Students write their own poems, which are discussed by the professor and students on scheduled workshop days. The poems produced in this class strive to be of publishable quality.

Grade Type: Letter Grade

ENG 577 - Digital Creative Writing

Units: 3

When Offered: As offered

This course engages students in the technological, aesthetic, publication, and attribution issues of digital creative writing and reading. Students create and analyze hypermedia texts in poetry, short story, creative nonfiction, mixed genre, drama, and screenplays. The course highlights written, visual, and audio tools integrated into electronic literature and other storytelling genres.

Grade Type: Letter Grade

ENG 582 - Topics in Literature and Film

Units: 3

When Offered: As offered

This course addresses the relationship between literature and film, focusing on the theory and practice of adaptation from a literary to a cinematic medium. Film adaptations will be analyzed for their relation to their literary counterparts, particularly in regard to ideology, socio-historical recontextualization, and generic issues. The films also will be

evaluated for their cinematic integrity as autonomous cultural products aimed at particular audiences. Topics for the seminar might be genre or author-based, such as adaptations of the novels of Jane Austen, or subject-based, such as a study of adaptation and intertextuality in literature, film, and new media. Students should see the instructor for the focus of the current semester.

Repeatable: May be repeated one (1) time for credit

Grade Type: Letter Grade

ENG 583 - Introduction to Digital Studies

Units: 3

When Offered: Fall (odd years)

This course introduces students to the growing field of digital studies. Given the interdisciplinary nature of digital studies, students will study digital texts and projects and will work collaboratively to evaluate, develop, and refine their technical skills to create and edit various forms of digital publications.

Grade Type: Letter Grade

ENG 584 - Digital Literary Studies

Units: 3

When Offered: Fall (even years)

This course integrates the study of literature with digital scholarship, offering practical and theoretical approaches to textual analysis. Students will study literature in digital landscapes, and employ digital tools and methods to analyze literary works.

Grade Type: Letter Grade

ENG 591 - Internship

Units: 3

When Offered: Fall, Spring, Summer

The purpose of this course is to provide students the opportunity to practice the written, oral, research, analytical, and/or technological skills developed in their field(s) of study under the direct supervision of a practitioner in a professional field. In consultation with the internship coordinator, the student works in the field through supervised practical experiences with a professional organization.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Department Chair

ENG 594 - Comprehensive Exam

Units: 1

When Offered: As offered

Required for students wishing to take a comprehensive exam in place of a thesis or project as part of course requirements for a Master's degree in English. Students may enroll for a maximum of four semesters.

Grade Type: Pass/Fail

Fee: Additional exam fee

Prerequisite(s): Permission of Program Director

ENG 596 - Research Seminar

Units: 2

When Offered: Spring

Graduate students will become acquainted with research methods, trends, and critical issues in the study of literature and language. It is assumed that students are already familiar with basic research tools available to the literature

scholar. The seminar will introduce students to the required elements of the Exam, 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.

Grade Type: Letter Grade

ENG 597 - Project

Units: 1

When Offered: As offered

Continuing enrollment for students to complete a major project in this course as part of requirements for a Master's degree in English. Students may enroll for a maximum of four semesters.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): Permission of Program Director

ENG 598 - Thesis

Units: 1

When Offered: As offered

Continuing enrollment for students to complete a substantive thesis in this course as part of requirements for a Master's degree in English. Students may enroll for a maximum of four semesters.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): Permission of Program Director

ENG 599 - Special Topics

Units: 1-3

When Offered: As offered

Concentration upon a specific topic in the field of English. Topic varies for different semesters.

Repeatable: May be repeated multiple times for credit with change in topic

Grade Type: Letter Grade

FPY 500 - Statistical Analysis I

Units: 3

When Offered: Fall

This course introduces graduate students to univariate and bivariate statistical analysis. The course will review linear correlations, reliability analyses, independent t-tests, dependent t-tests, one way ANOVA, factorial ANOVA, linear regression, and chi-squares statistics.

Grade Type: Letter Grade

FPY 501 - Statistical Analysis II

Units: 3

When Offered: Spring

This course introduces graduate students to multivariate statistics, overview of univariate and bivariate statistics, screening of data including issues of normality, linearity, homoscedasticity, multiple regression, canonical correlations, analysis of covariance, multiple analysis of variance and covariance, profile analysis, logistic regression, principle components and factor analysis, and introduction to structural equation modeling.

Grade Type: Letter Grade

Prerequisite(s): FPY 500

FPY 505 - Qualitative Forensic Research Methods

Units: 3

When Offered: Fall

This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. The course reviews qualitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission.

Grade Type: Letter Grade

FPY 506 - Quantitative Forensic Research Methods

Units: 3

When Offered: Spring

This course examines the nature of the research process emphasizing the formulation of investigative questions and testable hypotheses. This course reviews quantitative methods of data collection, data analysis and report writing. Within a small group setting, students and professors will design and implement field research from topic selection to publication submission.

Grade Type: Letter Grade

Prerequisite(s): FPY 500

FPY 510 - Biological Bases of Behavior

Units: 3

When Offered: Fall

This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament.

Grade Type: Letter Grade

FPY 520 - Criminal Profiling

Units: 3

When Offered: Spring

This course is meant to teach graduate students the fundamentals of reconstructing the serial offenders' motives and intent through examination of psychological evidence left by perpetrators at crime scenes. This course incorporates a multifaceted approach to psychological profiling utilizing criminal investigative skills, social psychological principles, and advanced research methodology.

Grade Type: Letter Grade

Prerequisite(s): CJS 530, 560, FPY 540, and either 535 or PSY 535

FPY 530 - Advanced Social Psychology

Units: 3

When Offered: Summer

Survey of theory, method, and research results in areas of social psychology, such as attitude formation and change, social perception/ cognition, impression formation, social influence, interpersonal attraction and relationships, aggression and pro-social behavior, and group dynamics. Application in areas such as criminal behavior, legal settings,

or neurobehavioral psychology will also be included.

Grade Type: Letter Grade

FPY 535 - Advanced Psychopathology and Criminality

Units: 3

When Offered: Fall

Nature and causes of reactions to social, biological and psychological stress and maladaptive developments with an emphasis on psychopathy and criminality.

Grade Type: Letter Grade

FPY 540 - Forensic Psychology

Units: 3

When Offered: Spring

This course covers relevant laws and ethical issues affecting forensic psychologists practicing in California. It is designed to instill a broad understanding of the issues/areas within the field of forensic psychology. This broad understanding will include the areas of psychology, law, criminal justice, and forensic mental health. Students will be given the opportunity to gain this basic knowledge and will be expected to critically analyze theories, policies, research, and practices within the field of forensic psychology.

Grade Type: Letter Grade

FPY 560 - Forensic Practicum I

Units: 3

When Offered: Fall

This course will serve as a supplement to the student's academic and field placement experience. Within a small group setting, students and professors will discuss issues and linkages between their academic work and their field placement experience. This may best be described as a weekly, small group supervision process allowing students to concretize theoretical models utilized within the culture of forensic practice.

Grade Type: Pass/Fail

FPY 565 - Forensic Practicum II

Units: 3

When Offered: Spring

A continuation of Forensic Practicum I.

Grade Type: Pass/Fail

FPY 595 - Special Topics

Units: 3

When Offered: Fall, Spring

This course is designed to be an in-depth seminar on a selected topic within Forensic Psychology.

Repeatable: May be repeated for a maximum of nine (9) units with change of topic

Grade Type: Letter Grade

FPY 596 - Forensic Evaluation I

Units: 3

When Offered: Fall

This course prepares the student for a culminating project- either a thesis or comprehensive evaluation of progress.

Grade Type: Pass/Fail

Prerequisite(s): FPY 506 and permission of the Program Director

FPY 597 - Thesis

Units: 3

When Offered: Spring

This course requires the student to engage in the preparation, evaluation, development, and presentation of research in forensic psychology culminating in a thesis.

Grade Type: Pass/Fail

Fee: Additional fee

Prerequisite(s): FPY 596

FPY 598 - Forensic Evaluation II

Units: 3

When Offered: Spring

This course is designed to provide an in-depth review of the core competencies that are required to demonstrate the ability to practice forensic psychology within the acceptable standards of the profession.

Grade Type: Pass/Fail

Fee: Additional exam fee

Prerequisite(s): FPY 596

GRS 501 - Graduate Essentials for Online and Professional Studies

Units: 0

When Offered: OPS

This course prepares students for a successful transition to graduate coursework, including online studies. Students gain insights into their unique strengths and learning styles, and they develop practical skills and strategies for addressing academic challenges. It gives students experience using the tools necessary for success at Online and Professional Studies, including the Blackboard learning management system.

Grade Type: Pass/Fail

GRS 510 - Induction and Reflective Coaching for Teaching I

Units: 6

When Offered: OPS

Candidates complete supervised field study of first year of approved Teaching Induction Program, practicum and directed teaching with students. They complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting as well as supervised teaching experiences are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): Enrollment in first year of Commission-approved teacher induction program

GRS 511 - Induction and Reflective Coaching for Teaching II

Units: 6

When Offered: OPS

Candidates complete supervised field study requirements for the second year in approved Teaching Induction Program,

and practicum and directed teaching with students. They also complete advanced field-based experiences of research, and application of learning/teaching principles with students in an approved classroom setting. Evidence of eligibility to apply for the Clear Credential is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): Enrollment in second year of Commission-approved teacher induction program

GRS 515 - Induction and Reflective Coaching and Administrative Leadership I

Units: 6

When Offered: OPS

Candidates complete supervised field study of the first year of an approved Administrative Services Credential Induction Program including planned professional learning activities and directed mentoring or supervision through induction coaching. They have completed one year of field-based experiences, research, and application of learning/leadership principles with current site administrators in an approved public school setting as well as supervised leadership activities that are assigned as appropriate. Evidence of satisfactory completion of first year induction program requirements is needed to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): Enrollment in Commission-approved induction in administrative services credential program

GRS 516 - Induction and Reflective Coaching and Administrative Leadership II

Units: 6

When Offered: OPS

Candidates complete supervised field study requirements of the second year of an approved Administrative Services Credential Induction Program, including planned professional learning activities, practicum, and directed supervision or mentoring through the induction process. Completion of a second year of advanced field-based experiences, research, planned professional learning activities, and application of learning/leadership principles with current site administrators in an approved public school setting as well as supervised leadership activities assigned as appropriate. Evidence of satisfactory completion of the second-year induction program requirements are needed to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): GRS 515 and enrollment in year two of a Commission-approved induction in administrative services credential program

GRS 520 - Teaching Transitional Kindergarten I

Units: 6

When Offered: OPS

Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of satisfactory completion of 4 courses from approved Transitional Kindergarten Certificate Program is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): Enrollment in approved Transitional Kindergarten Certificate Program

GRS 521 - Teaching Transitional Kindergarten II

Units: 6

When Offered: OPS

Candidates complete a 4 course program of study in an approved Transitional Kindergarten Certificate Program. Students complete coursework related to all aspects of Transitional Kindergarten teaching, including curriculum, children's development in the pre-kindergarten stages, working with families, observation and assessment, as well as field experience in the Transitional Kindergarten classroom. Evidence of certificate of completion from approved Transitional Kindergarten Certificate Program is required to pass this course.

Grade Type: Pass/Fail

Fee: Additional portfolio fee (OPS)

Prerequisite(s): GRS 520

HSC 501 - The American Health Care System

Units: 3

When Offered: As offered & OPS

This course is a comprehensive introduction to the organization of the U.S. health care "system." It examines the major institutions, professions and political forces that influence the provision of health care services. Students explore the development of major components of the medical care system from a historical perspective by examining the changes in their organization and role over time. They also consider the major problems presently confronting each aspect of health care and discuss alternative means of resolving these issues for the future.

Grade Type: Letter Grade

HSC 502 - Environmental and Occupational Health

Units: 3

When Offered: As offered & OPS

This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.

Grade Type: Letter Grade

HSC 505 - Principles of Community Nutrition

Units: 3

When Offered: As offered

This course is an analysis of nutrition issues concerned with health and disease among the population. Biochemical, physiological and socioeconomic interactions will be evaluated as they relate to the development, implementation, monitoring and evaluation of nutrition programs and research that affect the population as a whole.

Grade Type: Letter Grade

HSC 510 - Healthcare Budgeting and Reimbursement

Units: 3

When Offered: As offered

This course is foundational to healthcare budgeting and reimbursement and the impact of resource allocation on healthcare delivery. The course explores a variety of provider reimbursement mechanisms within the healthcare field as well as introducing revenue and expense drivers in the health professions. In addition, the course explores specific regulatory issues in the healthcare environment.

Grade Type: Letter Grade

HSC 516 - Public Health Promotion and Disease Intervention

Units: 3**When Offered:** As offered & OPS

This course discusses approaches to health promotion and disease prevention intervention in different settings, using varied strategies, and for different target groups. The course is intended to be practical in nature focusing on the specifics of intervention development and delivery and how these might vary across settings, behaviors and strategies. The course will emphasize the careful exploration of examples of intervention creation, delivery and effectiveness. Emphasis will be placed on understanding the resources, and other practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness.

Grade Type: Letter Grade**HSC 521 - Poverty, Inequality, and Policy****Units: 3****When Offered:** As offered

This course examines the nature and extent of poverty primarily in the U.S. but with a comparative perspective (developed countries in Europe). It considers possible causes and consequences, and the antipoverty effects of existing and proposed policies.

Grade Type: Letter Grade**HSC 522 - Social and Behavioral Sciences Applied to Health****Units: 3****When Offered:** As offered & OPS

The overall framework for the course is based on the bio-psychosocial or ecologic perspective on health. In these models, health is seen as being determined by biologic, behavioral, social, and environmental factors that interact with each other and, to a greater or lesser extent, can be influenced by individuals and groups.

Grade Type: Letter Grade**HSC 523 - Current Issues in Public Health****Units: 3****When Offered:** As offered & OPS

This course provides historical perspectives, definitions and discussion of current public health issues. Additionally, this course prepares future public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess/evaluate contemporary public health challenges. Topics may include emergency preparedness for environmental/natural disasters, bioterrorism and a review of the responding agencies (e.g. FEMA, etc.). In addition, determination of potential funding sources required to meet identified public health needs, with an emphasis on the process of formulating a fundable plan, and communicating that plan in NIH-style or an alternate appropriate format.

Grade Type: Letter Grade**HSC 525 - Emerging Issues in Public Health****Units: 3****When Offered:** Fall

This course will introduce students to current and emerging issues in public health such as HIV/STD transmission, poverty, globalization, gun control, healthcare access, obesity, and others. Students will be expected to describe these controversies and discuss differing perspectives. Psychosocial and behavioral factors as they relate to these issues will be examined as well as the review and discussion of evidence-based prevention and intervention efforts.

Grade Type: Letter Grade**HSC 530 - United States Healthcare Policy**

Units: 3**When Offered:** As offered

This course is designed to provide the students with an overview of the healthcare policy process in the United States. Students will gain an understanding of how the healthcare system works and how healthcare policy has been made in the U.S. Review and analysis of current various proposals for healthcare reform will be conducted.

Grade Type: Letter Grade**HSC 535 - Health Economics****Units: 3****When Offered:** 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.

Grade Type: Letter Grade**HSC 538 - Strategic Management for Public Health Services****Units: 3****When Offered:** As offered & OPS

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.

Grade Type: Letter Grade**HSC 539 - Health Care Management Strategy****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade**HSC 540 - Principles and Methods of Epidemiology****Units: 3****When Offered:** As offered & OPS

Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease.

Grade Type: Letter Grade

HSC 544 - Statistics in Public Health

Units: 3

When Offered: As offered

This course will cover the statistical methods commonly used in the collection and analysis of public health data. Includes descriptive statistics, basic concepts in regression, non-parametric statistics, and parametric statistics as well as an introduction to the use of statistical software. Emphasis on understanding and applying statistical concepts to the interpretations of health research data.

Grade Type: Letter Grade

HSC 545 - Advanced Evaluation Methods in Health Promotion

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

HSC 552 - Health Law and Ethics

Units: 3

When Offered: As offered & OPS

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

Grade Type: Letter Grade

HSC 553 - Behavioral Aspects of Physical Activity

Units: 3

When Offered: Fall, Spring, Summer

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.

Grade Type: Letter Grade

HSC 554 - US Healthcare Policy and Advocacy

Units: 3

When Offered: As offered & OPS

This course includes a review of healthcare systems, policy actors and processes in the United States, roles of government, bureaucracy, and interest groups in health policy and the policy process. Students taking this course will also become familiar with common advocacy techniques and strategies used to initiate legislative and regulatory policies including coalition building, the use of policy studies, and media relations.

Grade Type: Letter Grade

HSC 555 - Public Health Leadership

Units: 3

When Offered: As offered

This course introduces leadership theories and principles and how they can be applied to public health. Students are introduced to different leadership styles and practices in preparation for leadership and management roles in the field of public health. Through leadership analysis and case studies students will become familiar with leadership skills and competencies as well as applications in the diverse settings of public health.

Grade Type: Letter Grade

HSC 557 - Global Health

Units: 3

When Offered: As offered & OPS

This course introduces issues in international health, emphasizing core disease conditions, leading causes of death and disability within an international context, as well as programmatic and policy responses to improve international health. Topics may include- environmental/natural disaster preparedness, food security, infectious/communicable disease management, essential drugs and immunizations, population/family planning and maternal-child health, traditional practices and cross-cultural communications, literacy, and international public health policy/advocacy.

Grade Type: Letter Grade

HSC 560 - Public Health Program Planning and Evaluation

Units: 3

When Offered: As offered & OPS

This is an introductory, graduate level public health program planning, development, and evaluation course that broadly addresses program planning models, process of program development and methods of evaluation in the area of public health. This course will be focused on the following three areas: (1) study of program planning models, (2) process of program development, and (3) methods of evaluation in public health settings.

Grade Type: Letter Grade

HSC 565 - Financial Management in Public Health Organizations

Units: 3

When Offered: As offered

In this core course in financial management, students will learn the fundamentals of budgeting and accounting for public, health, and not-for-profit organizations. Through readings, lectures, real-world case studies, and assignments, students will gain an understanding of how to use financial information in organizational planning, implementation, control, reporting, and analysis. In addition, students will have the chance to develop their spreadsheet skills by using Excel to perform financial calculations and create financial documents.

Grade Type: Letter Grade

HSC 570 - Outbreak and Emergency Preparation and Response

Units: 3

When Offered: As offered

This course is an intensive introduction to public health emergency preparedness and response and covers a number of topics, including: the role of public health in disasters; intentional mass threats; emergency operations planning and exercises; and infectious disease emergency readiness.

Grade Type: Letter Grade

HSC 575 - Advanced Methodology in Health Education

Units: 3**When Offered:** As offered

This course reviews various approaches to health promotion and disease prevention intervention strategies. The course is intended to be practical in nature, focusing on the logistics of intervention development and delivery and how these might vary across settings, behaviors, strategies/theories, and populations. Examples of intervention creation, delivery and effectiveness will be provided and the practical considerations necessary to produce, deliver, monitor, and disseminate an intervention with demonstrated effectiveness will be emphasized.

Grade Type: Letter Grade**HSC 590 - Research Methods****Units: 3****When Offered:** Summer & OPS

This course provides an introduction to research methods that examines two major approaches in research paradigms. The course will study in depth different types of quantitative research designs such as experimental, quasi-experimental, and descriptive approaches and students will initiate a research project that investigates behavior, knowledge, or attitude factors that help students to understand the complexity of behavior change through the use of qualitative and quantitative data.

Grade Type: Letter Grade**Prerequisite(s):** HSC 544 or STA 544**HSC 592 - Public Health Research Seminar****Units: 3****When Offered:** Spring

This course will provide students with an in-depth review of principles of research and analytic methods. Emphasis will be placed on conceptualization of research questions, evaluation of research designs, sample size, issues related to potential threats to validity, and analytical plans. Course topics will include the collection of primary data and the use of secondary data. Students will develop their thesis/project proposal and will be expected to implement their proposed research throughout the course.

Grade Type: Letter Grade**HSC 593 - Public Health Practice Experience****Units: 1****When Offered:** As offered & OPS

This course consists of structured and supervised professional experiences. Students will demonstrate foundational public health competencies through applied practice experiences in appropriate sites outside of academic and classroom settings. Approved sites may include governmental, non-governmental, non-profit, industrial, university, wellness-center, or for-profit settings.

Repeatable: May be repeated for credit**Grade Type:** Letter Grade**HSC 594 - Global Engagement Practicum****Units: 3****When Offered:** Spring, Summer

The practicum course consists of a minimum of 150 hours of structured and supervised professional experience in an international setting in which students will receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world, international setting.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

HSC 595 - Public Health Practicum

Units: 3

When Offered: Spring, Summer

The practicum is a structured and supervised professional experience with an approved agency for which students receive academic credit. As a working partnership between students and public health agencies, the practicum offers students hands-on experience in an area of public health with the goal of furthering students' practical experience while enhancing the work of public health. Students have the opportunity to demonstrate an integration of coursework into a real-world setting.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

HSC 596 - Applied Knowledge in Public Health

Units: 3

When Offered: As offered & OPS

This course is a culminating experience that allows the student to demonstrate public health knowledge they have gained throughout the public health program. The culminating exercise will be in the format of a comprehensive examination, research thesis or project. Students completing a thesis or project will prepare a presentation (both oral and written) that focuses on that experience.

Grade Type: Pass/Fail

Prerequisite(s): HSC 590

HSC 597 - Public Health Practicum Extension

Units: 1

When Offered: Summer

This course is an extension of HSC 595 - Public Health Practicum.

Repeatable: May be repeated one (1) time for credit

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

HSC 598 - Public Health Thesis/Project Extension

Units: 1

When Offered: Fall, Spring, Summer

This course is an extension of HSC 599 Public Health Capstone.

Repeatable: May be repeated one (1) time for credit

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

HSC 599 - Public Health Capstone

Units: 2

When Offered: Fall, Spring, Summer

This course is designed to be a culminating exercise for students to reflect upon, evaluate, and assimilate knowledge and experience they gained by participating in a research or project opportunity prior to or concurrent with this course. Following Research Methods, sequentially, this course continues the student's development of the research and reflective experience initiated in Research Methods. Students in the capstone will prepare a presentation (both oral and

written) that focuses on that experience.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

HCA 550 - Information Systems for Health Services

Units: 3

When Offered: OPS

In this course, students will be introduced to the fundamentals of information technology, electronic medical records, meaningful use, interoperability, and health information exchanges. This course provides students an opportunity to examine the use of information systems, databases, and analytical tools in information technology to enhance performance in healthcare organizations. Legal and ethical issues affecting management of healthcare information along with the use of health statistics, health indicators, confidentiality, security, and privacy will be covered.

Grade Type: Letter Grade

HCA 560 - Principles and Organization of Healthcare Administration

Units: 3

When Offered: OPS

In this course, students will be introduced to the fundamentals of healthcare management, organizational principles, and leadership. This course provides students an opportunity to examine the structure and function of healthcare organizations, human resources and organizational issues, and managerial and leadership skills-including but not limited to communication, decision making, team building, etc. Operational activities and managerial functions crucial to healthcare delivery systems will be analyzed.

Grade Type: Letter Grade

HCA 570 - Quality Control and Risk Management in Healthcare

Units: 3

When Offered: OPS

This course introduces students to continuous quality and safety improvement within dynamic patient care systems. Current and future healthcare professionals will focus on the importance of these concepts in order to improve safety and efficiency, for both patients and staff members.

Grade Type: Letter Grade

HCA 580 - Healthcare Leadership

Units: 3

When Offered: OPS

This course provides students an opportunity to analyze the skills, frameworks, and leadership theories necessary to be successful in a healthcare environment. Special emphasis is placed on the roles and responsibilities of healthcare leadership, including communication, change management, ethics, quality, patient safety, patient satisfaction, motivation, and leading teams.

Grade Type: Letter Grade

HED 500 - Foundations of Service in Higher Education

Units: 3

When Offered: As offered

This course introduces the student to leadership and service in higher education. Included is an abridged overview of various eras of higher educational history from the Ptolemaic dynasty to modern times, with emphasis on modes of teaching and learning, educational leadership and student life through the ages. In the modern context, this course

compares contemporary campus cultures, objectives and settings, including public, private, and for profit colleges, as well as adult learning centers, online colleges, community colleges, universities, and professional/research institutes. Included is an introduction to structures of campus governance and areas of leadership and service delivery.

Grade Type: Letter Grade

HED 502 - Cross-Cultural Perspectives on Leadership

Units: 3

When Offered: Fall

This course evaluates the primary theories and cross-cultural perspectives on leadership and the respective implications and applications in developing a holistic and international model for leadership. Students will develop a comprehensive philosophy of leadership, which also evaluates their assumptions about the nature and knowledge of truth, God, humanity, good and evil, and society and their respective implications for leadership in a global society. Students will also develop a leadership improvement plan that examines their leadership strengths and challenges through the lenses of multicultural education. Students will evaluate established classics in the leadership genre and various case-studies on leadership. Students will also undergo a personal analysis of socialization through cultural autobiographical writing and discuss the implications for leadership development.

Grade Type: Letter Grade

HED 505 - The College Student Experience

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

HED 510 - Student Development in Higher Education

Units: 3

When Offered: As offered

An evaluation of developmental theories and issues as applied to college students from late adolescence to adulthood. This course will equip students with a foundational understanding of psychosocial, moral/cognitive, spiritual, intellectual, career, and social ecological development, and will prepare students to effectively integrate theories in assessing college student growth and developmental needs.

Grade Type: Letter Grade

HED 520 - Worldviews and Multiculturalism for Student Affairs

Units: 3

When Offered: Spring

Students will evaluate cultural diversity from worldview, anthropological, psychological, sociological, and theological perspectives to promote healthy cross-cultural experiences and build a dynamic inclusive learning community among heterogeneous groups of people. This course sensitizes students to various assumptions and beliefs individuals use when making sense out of the world and develops specific multi-cultural competences in student affairs. Students may only earn credit for HED 520 or 520G.

Grade Type: Letter Grade

HED 520G - Worldviews and Multiculturalism in Student Affairs Practicum

Units: 3**When Offered:** Spring

Students will evaluate cultural diversity from worldview, anthropological, psychological, sociological, and theological perspectives to promote healthy cross-cultural experiences and build a dynamic inclusive learning community among heterogeneous groups of people. This course sensitizes students to various assumptions and beliefs individuals use when making sense out of the world and develops specific multi-cultural competences in student affairs. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for HED 520 or 520G.

Grade Type: Letter Grade**Fee:** Additional trip fee(s)**HED 526 - Multicultural Leadership and Governance in Higher Education****Units: 3****When Offered:** Spring

Through the lenses of equity centered/multicultural leadership, students will develop an in-depth understanding of organizational theory in higher education and how various governance models influence inclusive practice. Students will also explore the ways governance models influence the flow of communication and how engaging multiple perspectives in communication shapes the culture of an institution.

Grade Type: Letter Grade**HED 530 - Introduction to College Counseling and Advising****Units: 3****When Offered:** As offered

This course equips students to help both individuals and groups through difficult transitions. Students will develop the ability to incorporate various academic advising approaches, employ effective counseling strategies, and develop career counseling techniques useful in practice. They will demonstrate an understanding of various helping roles (advisor, counselor and therapist), supportive communication, triage skills, and a firm understanding of when one's expertise ends and referral to other campus and outside resources may be needed.

Grade Type: Letter Grade**Prerequisite(s):** HED 510**HED 550 - Law and Finance in Higher Education****Units: 3****When Offered:** As offered

An analysis of legal and financial issues confronting higher education today. This course will prepare entry level professions with the essential skills needed to access legal information, recognize economic trends and their influence on the financial health of educational institutions, and understand budget processes at the department, division, or school level. The course is designed to assist students in understanding the role of the University General Counsel, fundamental legislative actions and case laws that have guided and shaped service in higher education, private and public revenue sources and trends, budget proposals, preparation, management, stewardship of resources and accountability.

Grade Type: Letter Grade**HED 555 - Contemporary Social Ethics in Higher Education****Units: 3****When Offered:** Fall

This course explores ethical problems arising from contemporary social issues, such as poverty, bioethics, sexual ethics, racial justice, immigration and human rights. We will consider how these issues are portrayed in culture (films,

popular media, music), and what policies are (or are not) in place. Students will consider each issue with attention to a biblical worldview and framework of shalom (human flourishing). Through lecture, readings and vigorous discussion, the course aims to educate students about the various positions, ethical approaches and moral arguments for each issue; the complexities that often surround moral choices; and consider policy implications at the personal, institutional, national and international levels.

Grade Type: Letter Grade

HED 560 - Program Development and Assessment

Units: 3

When Offered: As offered

This course examines the issues and models associated with developing and implementing comprehensive and holistic assessments of academic and social programs and institutions. Students will develop knowledge and skills needed to direct financial, human and technological resources to bring about program improvement and success. Students will develop necessary strategies and skills to design and implement program improvement plans and effectively manage resources to accomplish institutional objectives.

Grade Type: Letter Grade

Prerequisite(s): EDU 525 or PSY 530

HED 580 - Supervised Practice

Units: 1

When Offered: As offered

Supervised practice for students in the M.S. Higher Education Leadership and Student Development program. Refer to the HELSD Supervised Practice and Portfolio manual for more information.

Repeatable: May be repeated four (4) times for credit

Grade Type: Letter Grade

HED 581 - Higher Education Portfolio I

Units: 1

When Offered: Spring

The portfolio will include reflections upon academic content and supervises practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will specifically focus upon the ways the student has applied leadership theories to practice.

Grade Type: Pass/Fail

Pre- or Co- Requisite(s): HED 580

HED 582 - Higher Education Portfolio II

Units: 1

When Offered: Fall

The portfolio will include reflections upon academic content and supervises practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will build upon prior sections of the portfolio, specifically focusing upon the ways the student has learned principles related to effective communication and research-based best practices.

Grade Type: Pass/Fail

Pre- or Co- Requisite(s): HED 580

HED 583 - Higher Education Portfolio III

Units: 1**When Offered:** As offered

The portfolio will include reflections upon academic content and supervised practice experiences in light of the program objectives. Students will personalize the portfolio and provide evidence of learning by reflecting upon and attaching such artifacts as photos, video clips and journal reflections. This course will build upon prior sections of the portfolio, specifically focusing upon the ways the student has learned principles related to student development, ethics, and multicultural and global perspectives. This culminating class will provide the student with opportunities to revise prior sections and prepare the entire portfolio to present to faculty and supervised practice supervisors the student selects.

Grade Type: Pass/Fail**Pre- or Co- Requisite(s):** HED 580**IOP 503 - Industrial Organizational Psychology and Behavior****Units: 3****When Offered:** Fall

This course provides an overview of the impact individuals, groups, and structures have on human behavior within organizations, while also providing an introduction to literature in sociology, psychology, communication, and management. The course includes a summary of core topics to be covered in the IOP program such as: principles of social psychology, teams, job analysis, motivation, decision-making, performance, culture, and justice.

Grade Type: Letter Grade**IOP 509 - Leadership Development and Change Management****Units: 3****When Offered:** Fall

Emphasis is on developing self as an agent for change with opportunities given to practice and develop self as an agent for influence. This course investigates leadership principles and practices to create learning opportunities through experience.

Grade Type: Letter Grade**IOP 523 - Teams in Organizations****Units: 3****When Offered:** Summer

This course builds on themes covered in Social Psychology to dig deeper into the antecedents and underlying factors of team success. Students will learn from case studies, recommendations from the literature, and a summarized application of the content to business leaders.

Grade Type: Letter Grade**Prerequisite(s):** IOP 503 and 529**IOP 529 - Social Psychology****Units: 3****When Offered:** Spring

The course exposes students to advanced concepts of human thought and behavior in groups. Concepts such as social cognition, attitudes and persuasion, leadership, social influence, interpersonal perception, attraction, altruism, and group dynamics may be covered in this course. Students will apply these theoretical concepts through research and practice.

Grade Type: Letter Grade**IOP 533 - Job Analyses and Performance Appraisal**

Units: 3

When Offered: Spring

This course includes the theories and techniques used to generate information about what is involved in performing a job or task, the physical and social context of this performance, and the attributes needed by an incumbent for such performance. Additionally, this course covers performance appraisal and feedback systems which meet organizational needs while enhancing worker motivation.

Grade Type: Letter Grade

IOP 539 - Work Motivation

Units: 3

When Offered: Summer

This course presents the conditions and environmental influencers of human behavior in the workplace. Together, students will work through personal strategies for raising their own motivation and applying those concepts to an organizational context.

Grade Type: Letter Grade

IOP 553 - Research Methods and Statistical Analysis

Units: 3

When Offered: Spring

This course introduces students to descriptive statistics, inferential statistics, probability, statistical vs. clinical significance, effect size, and power. Investigates methods to appropriately analyze and interpret data in the context of work.

Grade Type: Letter Grade

IOP 559 - Learning and On-the-Job Development

Units: 3

When Offered: Summer

In this course, students develop a training deliverable grounded in modern learning theory, principles of adult learning theory, and conditioning principles for the purpose of influencing performance behaviors among employees. Students tie their trainings to the existing literature and design an assessment system for their project.

Grade Type: Letter Grade

IOP 563 - Special Topic

Units: 3

When Offered: Fall

This course is designed to be an in-depth seminar on a selected topic within Industrial-Organizational Psychology.

Repeatable: May be repeated for a maximum of fifteen (15) units with change in topic

Grade Type: Letter Grade

IOP 569 - Personnel Recruitment, Selection, and Placement

Units: 3

When Offered: Fall

Explores themes of organizational justice and equity in the selection of employees to organizations. Legal and societal tensions that affect selection, placement, and classification are covered. This course also explores the theories and statistics involved in the effective matching of individual needs, preferences, knowledge, skills, and abilities, with the needs and preferences of organizations. Recruitment strategies for raising organizational equity are also examined.

Grade Type: Letter Grade

IOP 573 - Statistical Tools for Business Application

Units: 3

When Offered: Fall

This course is designed to provide students with the practical skills and information they will need to apply their knowledge of research and statistics in organizational settings. Topics include: developing or identifying assessments based on organizational needs, administering employee surveys, analyzing data, visualizing data, and using data to inform talent management strategy.

Grade Type: Letter Grade

Prerequisite(s): IOP 553

IOP 579 - Program Evaluation and Organizational Consulting

Units: 3

When Offered: Spring

This course invites students to consider and apply their course material from throughout the IOP program, creating a consulting toolkit. As a cumulative course, this class integrates the principles of psychology, business, and statistics providing an opportunity for students to refine their professional acumen.

Grade Type: Letter Grade

IOP 583 - Cross-Cultural Communication

Units: 3

When Offered: Spring

Explores global perspectives of approaching the world of work. Based on measurable differences between cultures, we discover strategic approaches to the world of business and psychology, considering how they may vary from culture to culture. An emphasis will be placed on the inputs, processes, outputs model applied to social interactions.

Grade Type: Letter Grade

IOP 593 - Practicum

Units: 3

When Offered: Spring

Students interact in peer-coaching conversations to help capture lessons learned in their places of work. The course is based on student-driven work opportunities, performance goals, and developmental growth.

Grade Type: Pass/Fail

ITM 505 - Information Systems Design

Units: 3

When Offered: As offered & OPS

Emphasizes the design of information systems with the intent to complement and enhance the efficiency and effectiveness of the organization in regards to organizational strategy, control, and on-going activities. Topics covered include systems architecture and components, web-enabled commerce, decision support systems, business intelligence, planning, and acquisition. Course highlights the need to link technology policy with corporate strategy with the overall goal to support and enhance competitive advantage.

Grade Type: Letter Grade

ITM 506 - Business Intelligence: Data Integration

Units: 3

When Offered: Fall

This course prepares students to develop and integrate interdisciplinary data and business intelligence in order to apply real world business strategies. Research into applied historical marketing, finance, production, process, and management decisions highlight the integration and application of data-driven outcomes in multiple business environments internal and external to an organization. Students will develop business intelligent questions by applying data integration techniques. Students successfully completing this course will be prepared for the SAS Global Certification exam in Predictive Modeling using SAS Enterprise Miner.

Grade Type: Letter Grade

ITM 510 - Project Management

Units: 3

When Offered: As offered & OPS

Emphasizes the application of project management skills, tools, and techniques to information systems related project activities in order to determine project scope, charter, resources, scheduling, and cost requirements. Topics include project management, process groups and integration, scope, time management, costs, quality management, human resources, communications management, risk, procurement management, and stockholder management.

Grade Type: Letter Grade

ITM 511 - Business Analysis and Visualization

Units: 3

When Offered: Spring, Summer

This course discusses techniques for creating effective data visualizations to inform business decision making. Topics focus on turning data into charts, graphs, maps, and more to affect and inform business decision-making. Students will also prototype several visualizations based on existing datasets.

Grade Type: Letter Grade

ITM 520 - Systems Security

Units: 3

When Offered: As offered & OPS

Emphasizes the need, importance, and application of information security with a focus on protecting the informational assets of the organization. Topics include security frameworks, risk assessment, threat management, security plan development, security technologies, cryptography, physical security, implementation, and personnel. An importance is placed on the need to balance risk with organizational goals and the significance of applying a top-down management approach for driving security strategy and policy.

Grade Type: Letter Grade

ITM 530 - Systems Infrastructure

Units: 3

When Offered: As offered & OPS

Emphasizes the understanding and knowledge of the various components of an enterprise information systems infrastructure. Topics include computer-based hardware and software, operating systems, virtual servers, database systems, big data, wired and wireless networks, mobile computing, e-commerce, cloud computing, enterprise systems, business intelligence, knowledge management, system acquisition, system development, cybercrime, and ethics.

Grade Type: Letter Grade

ITM 540 - Emerging Technologies

Units: 3**When Offered:** As offered & OPS

This course focuses on the evaluation, assessment, and adoption of new technologies with the goal to support and enhance organizational strategy and competitive advantage. Topics include artificial intelligence, autonomous vehicles, 3D printing, Internet of Things (IoT), virtual and augmented reality, and biotechnology, and how emerging technologies are identified, how they evolve, and factors that may encourage or stifle growth.

Grade Type: Letter Grade**ITM 541 - Business Analytics Modeling****Units: 3****When Offered:** Fall, Summer

This course delves into the field of predictive analytics, where you'll learn how to use exploratory, forecasting, and predictive modeling integrated for model fitting and analysis in specific applied business environments. Concepts combine application of business strategy, information technology, and modeling methods. Students will build and explore predictive models in conjunction with continuous and categorical business environments in marketing, finance, production, process, and managerial targets. Students successfully completing this course will be prepared for SAS Global Certification exam in Visual Modeling using SAS Visual Statistics 7.4 software.

Grade Type: Letter Grade**ITM 550 - Disaster Recovery Planning****Units: 3****When Offered:** As offered & OPS

Emphasizes the evaluation and assessment of an organization's information assurance needs and the necessary tools required for planning, risk assessment, backup, recovery, and detection with an importance on implementing a comprehensive Information Assurance Management program for the organization. Topics include information assurance basics, planning, risk mitigation, detection and recovery, and the application of information assurance to selected industries.

Grade Type: Letter Grade**ITM 560 - Law and Ethics in Information Technology****Units: 3****When Offered:** As offered & OPS

Emphasizes the knowledge and assessment of cyber law and compliance as it relates to the organization. Topics include the Organizational Strategic Governance framework, business continuity management planning, risk assessment, resilience policy, the Integrated Resilience Management Model and System, threat identification, competitor and marketing analysis, and the governance and regulation compliance decision-making process using an ethical framework.

Grade Type: Letter Grade**ITM 595 - Information Technology Management Capstone****Units: 3****When Offered:** As offered & OPS

This course provides the opportunity to integrate knowledge and demonstrate skills obtained throughout the program in the form of an enterprise level information systems related project, which involves the analysis of an organization's needs, the development of an information systems architecture, and the project management components needed for successful implementation. The course culminates with a final report/paper and presentation.

Grade Type: Letter Grade

IDS 500 - Introduction to Interdisciplinary Studies

Units: 3

When Offered: OPS

This course is designed to provide a comprehensive introduction to interdisciplinary concepts and skills at the graduate level. Emphasis will be placed on cross-disciplinary analysis and the application of hybrid skills in future professions. In addition, the course will prepare students to effectively apply critical reading, writing, and thinking skills in analyzing interdisciplinary topics.

Grade Type: Letter Grade

IDS 599 - Integrative Capstone

Units: 3

When Offered: As offered & OPS

The Interdisciplinary Studies capstone course allows the student to blend the skills and knowledge acquired from two areas of emphasis in earlier course work into one comprehensive research paper. The course is designed to assess student mastery of skills through the synthesis of interdisciplinary relationships from concepts and techniques learned from multiple disciplines; while reflecting on the purpose of these specialized relationships in their personal and professional goals.

Grade Type: Letter Grade

Prerequisite(s): IDS 500 and permission of Department Chair

IPE 510 - Interprofessional Education: Exposure

Units: 0

When Offered: As offered

This IPE introductory course provides exposure to learners early in their educational programs to engage in activities that offer knowledge based information, focused on "describing roles and responsibilities" and "demonstrating awareness of interprofessional (IP) communication and teamwork in the context of shared curricular topics required across health professions. An introductory level hybrid course of Inter-Professional Education Collaborative (IPEC) competencies and an end of course seminar for all students will be required.

Grade Type: Pass/Fail

Prerequisite(s): Athletic Training, Counseling Psychology, Nursing, Physician Assistant, Public Health, or Speech Language Pathology majors

IPE 520 - Interprofessional Education: Immersion

Units: 0

When Offered: Fall, Spring

This course will engage intermediate learners in their educational program together through their own programs activities that provide opportunities to continue to build upon IPE competencies and develop collaborative skills, knowledge and attitudes. Programs will integrate multifaceted active teaching methods such as simulation, problem-based learning, clinical practicum, community-based projects, service-learning, and other IPE activities.

Grade Type: Pass/Fail

Pre- or Co- Requisite(s): IPE 510

IPE 530 - Interprofessional Education: Competence

Units: 1

When Offered: Spring

This course prepares advanced learners to work collaboratively as appropriate, to assess, plan, provide care/intervention and make decisions to optimize client/patient, family, and community health outcomes and improve quality of care

through a University wide IPE simulation. Students will draw upon previously learned knowledge, skills, and attitudes related to the four domains of IPE education to effectively apply leadership qualities that support collaborative practice, and team effectiveness through reflection and application.

Grade Type: Pass/Fail

Pre- or Co- Requisite(s): IPE 520

KIN 500 - Leadership in Kinesiology

Units: 3

When Offered: As offered

This course covers the historical and philosophical roles of sport programs in education. Leadership theory will be applied to various physical activity roles within K-12 and higher education settings.

Grade Type: Letter Grade

KIN 501 - Applied Pedagogy in Physical Education

Units: 3

When Offered: As offered

This course is designed to improve teaching effectiveness by covering curricular, classroom management, assessment, and physical development issues for students of all ages.

Grade Type: Letter Grade

KIN 502 - Contemporary Health Issues

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

KIN 505 - Ethics and Leadership in Kinesiology

Units: 3

When Offered: OPS

This course will focus on value systems and their role in ethical leadership. Ethical issues in kinesiology, sport, exercise, and physical education are examined, with the application of leadership theory and fundamental principles in guiding ethical discussion, assessment and evaluation. This course will include an examination of biblical principles of leadership, relevant laws and theories pertaining to leadership, ethical theories, and the development of leadership in the domains of kinesiology, exercise and sport.

Grade Type: Letter Grade

KIN 506 - Special Topics in Kinesiology

Units: 3

When Offered: As offered

Concentration upon a specific topic in the field of kinesiology. Topic varies for different semesters.

Repeatable: May be repeated multiple times for credit with change in topic

Grade Type: Letter Grade

KIN 510 - Ethics and Philosophy in Kinesiology

Units: 3

When Offered: As offered

This course studies contemporary and historical value systems in sport and the role of ethical leadership. Current ethical issues in modern sport and physical education are examined.

Grade Type: Letter Grade

KIN 515 - Managing Sport Programs

Units: 3

When Offered: As offered

This course covers various management issues including policy development and implementation, management style and philosophy, and human resource issues. Also covered will be the interaction of sport managers with governing boards, administrators, and constituents.

Grade Type: Letter Grade

KIN 516 - Advanced Exercise Physiology

Units: 3

When Offered: Spring & OPS

This course that prepares students to better understand clinical exercise physiology, sport physiology, and exercise testing and prescription. Students will understand the bioenergetics, energetics of human movement, lactate metabolism, cardiovascular and pulmonary exercise physiology, and both acute and chronic hormonal responses to exercise.

Grade Type: Letter Grade

KIN 526 - Musculoskeletal Exercise Interventions

Units: 3

When Offered: Fall

This course examines the use of resistance and strength training in exercise programs. Topics include treatment of selected neuromuscular, orthopedic, and musculoskeletal diseases and dysfunction, as well as improvement of performance through musculoskeletal exercise.

Grade Type: Letter Grade

KIN 535 - Event and Facility Management

Units: 3

When Offered: As offered

This course will encompass a thorough conception of the planning and management of various athletic events and facilities. Class will periodically attend events outside of normal class hours, including weekends.

Grade Type: Letter Grade

KIN 536 - Clinical Exercise Physiology

Units: 3

When Offered: Fall

This course is an advanced study of human physiological adaptations to exercise. Emphasis is placed on energy metabolism, energetics, and exercise training techniques. Clinical application of current research findings is stressed.

Grade Type: Letter Grade

KIN 545 - Sport Marketing and Promotion

Units: 3

When Offered: As offered

This course covers a variety of promotional and marketing strategies for sport programs and facilities ranging from high school athletics through professional sports.

Grade Type: Letter Grade

KIN 546 - Sports Nutrition

Units: 3

When Offered: As offered & OPS

This course provides a foundation in the science of exercise nutrition and bioenergetics. These foundational principles will be used in constructing sound nutritional recommendations as they apply to human physical activity and sports medicine. Current research concerning pharmacologic and nutritional ergogenic aids, disordered eating, fluid balance and thermoregulation, and body composition will be discussed.

Grade Type: Letter Grade

KIN 550 - Legal Aspects of Kinesiology

Units: 3

When Offered: As offered & OPS

This course provides an understanding of the American legal system and its response to sport related disputes. Material includes legal terminology, liability, risk management, personnel issues, Title IX, and various issues facing today's teachers, coaches and athletic administrators.

Grade Type: Letter Grade

KIN 552 - Advanced Study of Sport and Exercise Psychology

Units: 3

When Offered: As offered & OPS

This course will focus on psychological theory and application towards sport and exercise performance. In-depth analysis of sport psychology theory and exercise behavior will be applied to areas such as motivation, goal setting, burnout, anxiety, attention/concentration, and behavior change. Current issues, research trends, and interventions will play a critical role in the discovery and application of sport and exercise psychological theory.

Grade Type: Letter Grade

KIN 557 - Fitness Testing and Exercise Prescription for Special Populations

Units: 3

When Offered: As offered & OPS

This integrated lecture and virtual lab course focuses on the administration and interpretation of exercise tests for special populations. Lectures and interactive labs will help prepare students to identify normal and abnormal physiological responses of the human body before, during and after the administration of various exercise testing and training protocols. Application of current research will guide program design and exercise prescription for adults and special populations.

Grade Type: Letter Grade

KIN 560 - School Health Education

Units: 3

When Offered: As offered

School health education, drug and tobacco education, family living, community health, and safety education are mixed with teaching philosophy and current research to prepare the physical education teacher to teach health. Approved by

the California Commission on Teacher Credentialing to meet requirements for the professional clear credential.

Grade Type: Letter Grade

KIN 560L - School Health Education Lab

Units: 1

When Offered: As offered

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.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): KIN 560

KIN 562 - Exercise and Fitness Education

Units: 3

When Offered: As offered & OPS

This course will focus on the pedagogical principles of fitness and applied psychomotor skills that fitness professionals must possess in order to successfully work with adults and special populations. Instructional methods will be studied in relation to cardio-respiratory endurance, strength, flexibility exercises, skill related components of fitness, body composition, and wellness. Special emphasis will be placed on health risk factors, fitness assessment, movement technique, and exercise programming.

Grade Type: Letter Grade

KIN 565 - Economics of Sport

Units: 3

When Offered: As offered

This course provides an introduction to the economic principles that influence athletic and sport organizations. Topics discussed include monopoly, economic impact analysis, budget preparation and related topics.

Grade Type: Letter Grade

KIN 566 - Clinical Exercise Intervention for Chronic Disease

Units: 3

When Offered: As offered

This course will prepare students for laboratory based clinical exercise assessments through hands on experience and guided case studies. Focus will be given to cardiovascular, musculoskeletal, and pulmonary assessments. This course will discuss the underlying pathology of a variety of metabolic and lifestyle disease with specific emphasis on exercise prescription for the prevention and treat of lifestyle diseases. This course will center on 4 primary domains: 1) Patient/ Client Assessment, 2) Exercise Prescription, 3) Program implementation/ongoing support, 4) Leadership and Counseling.

Grade Type: Letter Grade

KIN 570 - Research Methods

Units: 3

When Offered: Fall & OPS

This course provides an introduction to research methods designed to acquaint the student with reading and analyzing literature. Material will include basic statistics, quantitative and qualitative research methods.

Grade Type: Letter Grade

KIN 575 - Media and Public Relations in Sport

Units: 3

When Offered: As offered

This course examines media and public relations in sport. Different types of media, technology and alternative marketing and communication channels will be explored.

Grade Type: Letter Grade

KIN 577 - Community Based Physical Activity Interventions

Units: 3

When Offered: Spring

This course provides an overview of the role of the physical activity specialist within the community health department. The course analyzes the development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.

Grade Type: Letter Grade

KIN 580 - Research Project Seminar

Units: 3

When Offered: Spring

This course provides the student with the opportunity to complete an original research project of either quantitative or qualitative design. Designed to deepen the student's knowledge in an area of professional interest.

Grade Type: Letter Grade

KIN 585 - Field Experience I

Units: 3

When Offered: Fall, Spring, Summer

Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties are arranged by the student with the assistance and approval of the faculty advisor.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Program Director

KIN 586 - Electrocardiography in Clinical Exercise

Units: 3

When Offered: Summer

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.

Grade Type: Letter Grade

KIN 593 - Applied Knowledge in Kinesiology

Units: 3

When Offered: OPS

This course is a culminating experience that will allow the student to demonstrate knowledge they have gained throughout the Master of Science in Kinesiology program. The culminating exercise will be in the format of a comprehensive examination, research project or thesis. Students completing a project or thesis will prepare a presentation that focuses on that experience.

Grade Type: Pass/Fail
Prerequisite(s): KIN 570

KIN 594 - Comprehensive Examination

Units: 1

When Offered: Fall, Spring, Summer

Required for students wishing to take a comprehensive examination to complete degree requirements for a Master of Science in Kinesiology. The course is not repeatable for credit. Students may retake the course once if the final examination is unsuccessful.

Grade Type: Pass/Fail

Prerequisite(s): KIN 570 and permission of the Program Director

KIN 595 - Field Experience II

Units: 3

When Offered: As offered

Internship experience designed to provide the students with practical knowledge of sport related careers. Internship sites and duties to be arranged by the student with the assistance and approval of the faculty advisor.

Grade Type: Letter Grade

KIN 598 - Thesis

Units: 3

When Offered: Fall, Spring, Summer

This course provides an extended research experience for the student. Under the direction of a faculty chair and thesis committee, the student will conduct further empirical research after completing KIN 580 through the preparation and defense of a thesis. In the event the student does not successfully defend by the end of the course, the student will retake the course the next semester it is offered. If the thesis defense is not successful after two attempts the student will meet with the program director and enroll in the comprehensive examination to fulfill the examination requirement.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): KIN 570, 580, and permission of the Department Chair

LDR 502 - Theories and Foundations in Leadership Studies

Units: 3

When Offered: As offered

This course evaluates the primary theories and cross-cultural perspectives on leadership and the respective implications and applications in developing a holistic and international model for leadership. Students will develop a comprehensive philosophy of leadership which also evaluates their assumptions about the nature and knowledge of truth, God, humanity, good and evil, and society and their respective implications for leadership in a global society. Students will also develop a leadership improvement plan that examines their leadership strengths and challenges. Students will evaluate established classics in the leadership genre and various case-studies on leadership.

Grade Type: Letter Grade

LDR 503 - Foundations of Christian Leadership

Units: 3

When Offered: OPS

This course is designed to help leaders understand the explicit and underlying theological foundations of Christian leadership. The major motifs of leadership as described in the Bible will be analyzed with the intent of identifying

contextually relevant prescriptions and practices. Special attention will be given to servant leadership and the responsibility of leaders to be followers. Focus will also be placed upon modern models and theories of organizational leadership with the intent of application to faith-based institutions and other professional environments. Through careful biblical and theoretical synthesis, students will engage in identifying clear ecclesiological purpose and mission. This analysis of Scripture and select books will result in the development of a robust philosophy of Christian leadership.

Grade Type: Letter Grade

LDR 510 - Leadership Strategy and Planning

Units: 3

When Offered: OPS

This course begins with a review of the biblical and historical foundations that set the stage for the necessary and proper characteristics of faith-based institutions, and evaluates the impact of these traits in various professional environments. This analysis will be supplemented by a review of the discipline of organizational strategy, particularly in the context of rapid change and frequent disruptions. Students will be guided to actualize their theological convictions into practices that are reflective of and consistent with core beliefs. Special attention will be placed upon strategies and techniques of moving from ideals, values and goals to effective implementation. Students will evaluate and articulate the roles of intentionality and accountability in leading faith-based institutions and other organizations.

Grade Type: Letter Grade

LDR 521 - Organizational and Institutional Theories

Units: 3

When Offered: As offered

This course evaluates leadership in context of organizational and instructional environments. Students will develop an in depth understanding of organizational and institutional theory and practices recognizing the unique contribution of both fields in understanding formal and informal structures and rationale and irrational processes in any collective activity. Students will be equipped with multiple perspectives to strategically frame and leverage organizational and institutional policies and practices to promote ethical and desired outcomes.

Grade Type: Letter Grade

Prerequisite(s): LDR 501 or 502

LDR 525 - Biblical Perspectives on Social Change

Units: 3

When Offered: As offered

This course examines the theological foundations for social transformation and evaluates historical and current thinking and practice on the relationship between the Church and social problems. Students will evaluate institutional and individual influence on society as well as theories and practices of social change.

Grade Type: Letter Grade

LDR 540 - Leadership Execution and Productivity

Units: 3

When Offered: OPS

This course will add to the student's understanding of both biblical and contemporary organizational strategies for execution defined as sustained achievement of the vision, mission, values and goals of a given institution. Attention will be placed on the concepts of alignment (people, processes and activities in synergy with mission and goals), intentionality and measurements of success, accountability and adjustments based on results. Additionally, students will be guided in an evaluation of personal discipline, time management, and the competencies related to productivity

consistent with the wide range of biblical descriptions of a well-lived life.

Grade Type: Letter Grade

LDR 541 - Knowledge Management and Decision Making

Units: 3

When Offered: As offered

This course evaluates theories on the nature of knowledge, knowledge management and decision making. Students will evaluate common reasoning fallacies and biases that make for flawed decisions and develop more robust and creative decision making strategies and processes that meet the needs of the situation. Student will develop a comprehensive rubric of principles that allows for effective management of knowledge and decision making.

Grade Type: Letter Grade

LDR 550 - Leadership Ethics, Virtues, and Practices

Units: 3

When Offered: As offered

This course evaluates various ethical frameworks and worldviews with an emphasis on the Christian worldview in order to promote ethical and virtuous leaders. Students will establish principles for practicing ethical judgments and habits for virtuous and ethical leadership practices. Students will develop a personal heuristic for developing virtues and making ethical decisions that address ethical and moral dilemmas and choices that confront those in leadership positions.

Grade Type: Letter Grade

Prerequisite(s): LDR 521

LDR 551 - CCCAOE Professional Training

Units: 3

When Offered: As offered

This course equips students with logistical skills associated with leading career and technical education programs in California community colleges. Students will document 120 hours of learning activities completed in the CTE Dean Training hosted by the California Community College Association for Occupational Educators and complete a learning portfolio to be approved by the University instructor of record.

Grade Type: Letter Grade

Prerequisite(s): Acceptance into the Leadership and Adult Learning Specialization

LDR 555 - Power and Accountability

Units: 3

When Offered: OPS

This course analyzes the appropriate use of responsibility and leadership. Biblical leadership requires a proper understanding of authority and how to steward it in effective ways that lead to organizational health and effectiveness, whether in faith-based networks or any other professional environment. Learners will evaluate seminal literature related to transformational versus transactional leadership and analyze select biblical texts and contemporary reflections related to power, stewardship, influence, pride, humility, accountability and the abuse of power. Students will synthesize and apply proven insights and practices related to empowerment, persuasion and influence. From the perspective of a Christian leader of an organization, the learner will evaluate biblical descriptions and prescriptions related to authority, decision-making, and accountability, and will articulate a theological and practical strategy based on these insights.

Grade Type: Letter Grade

LDR 560 - Leading and Managing Complexity

Units: 3**When Offered:** As offered

This course evaluates systems and complexity theories and their respective implications for leadership. Students will explore the rules and patterns that govern all nonlinear and dynamic systems. Students will develop strategies and skills to successfully lead institutions and manage the complexity and chaos associated with leadership in complex environments.

Grade Type: Letter Grade**Prerequisite(s):** LDR 521**LDR 561 - Leadership Tactics****Units: 3****When Offered:** As offered

The course equips students to successfully lead at the tactical level around issues associated with community college administration. Topics include, but are not limited to, managing CTE funding, legislation and regulations, union relations, projects, correspondences, and meetings.

Grade Type: Letter Grade**LDR 562 - Contemporary Leadership Perspectives and Practices****Units: 3****When Offered:** As offered

This three unit course equips students to confront professional and organizational challenges from various leadership perspectives. Students will document 120 hours of formal learning activities completed in the Leadership Institute of Riverside County, hosted by the Riverside County Office of Education or the Riverside County Leadership Initiative and complete a learning portfolio to be approved by the University instructor of record.

Grade Type: Letter Grade**Prerequisite(s):** Permission of the Dean**LDR 565 - Modeling, Mentoring, and Disciple Making****Units: 3****When Offered:** OPS

This course will investigate the implications of foundational passages in the Bible related to developing, nurturing, and equipping leaders. Students will discover the biblical precedent of training, teaching, modeling, and transferring leadership, and will synthesize how to demonstrate these principles in organizational contexts. Students will specifically analyze the theological and practical applications of the concepts of imitation and serving as role models for others. Special attention will be given to biblical, historical, and contemporary models and methods of mentoring, and disciple-making that prioritize developing succession plans and entrusting leadership to others.

Grade Type: Letter Grade**LDR 570 - Social Capital****Units: 3****When Offered:** As offered

This course examines the relationship between social capital and specific types of political and economic behavior from a comparative (local, regional, and global) perspective. More specifically, the course examines the impact of social capital on important policy outcomes, such as democracy building, economic development, and governmental performance.

Grade Type: Letter Grade**LDR 575 - Entrepreneurial Leadership in a Christian Context**

Units: 3**When Offered:** OPS

This course provides an examination of the discipline of innovation from a biblical worldview. Specific focus will be given to innovation in faith-based organizations, but the course will also deal with leadership issues for Christians who innovate in a variety of professional environments. The course will require the student to interact with some of the most current and influential thought leaders in innovation through books, articles, and video presentations.

Grade Type: Letter Grade

LDR 589 - Internship**Units: 3****When Offered:** As offered

Under the supervision of a faculty member and representative from the sponsoring organization, students will utilize the internship to develop and demonstrate the principles and skills introduced in the leadership studies course.

Grade Type: Letter Grade

Prerequisite(s): Declared Leadership and Organizational Studies specialization

LDR 590 - Advanced Studies in Leadership Practices**Units: 3****When Offered:** As offered

Students will engage in readings designed to advance their understanding of critical leadership perspectives and practices and complete a project that synthesizes learning from previous coursework in leadership studies and their formal leadership experiences.

Grade Type: Letter Grade

LDR 595 - Community and Leadership Practicum**Units: 1-12****When Offered:** As offered

Under the supervision of a faculty member and representative from the sponsoring agency, students will implement principles and skills to promote human flourishing consistent with the mission of the assigned agency and program learning outcomes. Candidates will successfully accomplish predetermined goals and projects for the sponsoring agency agreed upon by the University and site supervisors and demonstrate their mastery of the program outcomes by completing a comprehensive portfolio.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

LDR 702 - Theories and Foundations in Leadership Studies**Units: 4****When Offered:** As offered

This course evaluates the primary theories and cross-cultural perspectives on leadership and the respective implications and applications in developing a holistic and international model for leadership. Students will develop a comprehensive philosophy of leadership which also evaluates their assumptions about the nature and knowledge of truth, God, humanity, good and evil, and society and their respective implications for leadership in a global society. Students will also develop a leadership improvement plan that examines their leadership strengths and challenges. Students will evaluate established classics in the leadership genre and various case-studies on leadership.

Grade Type: Letter Grade

LDR 721 - Organizational and Institutional Theories

Units: 4

When Offered: As offered

This course evaluates leadership in context of organizational and institutional environments. Students will develop an in depth understanding of organizational and institutional theory and practices recognizing the unique contribution of both fields in understanding the formal and informal structures and rational and irrational processes in any collective activity. Students will be equipped with multiple perspectives to strategically frame and leverage organizational and institutional policies and practices to promote ethical and desired outcomes.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): LDR 702

LDR 725 - Quantitative and Qualitative Research Methods

Units: 4

When Offered: As offered

This course will focus on introducing students to quantitative and qualitative research methods commonly used in the social sciences as well as key concepts associated with conducting research.

Grade Type: Letter Grade

LDR 730 - Culture and Sociology of Organization

Units: 4

When Offered: As offered

This course evaluates the sociological and cultural aspects associated organizational life and one's own personal and professional development. Students will review various theories of sociology informing organizational structures and interactions. Students will evaluate social and group dynamics of creating and maintaining norms, roles and traditions associated with organizational goals and values. Students will be equipped with the insights and skills to build and maintain an organizational culture of high expectations for optimal performance and facilitate positive change.

Grade Type: Letter Grade

Prerequisite(s): LDR 721

LDR 735 - Inferential Statistics

Units: 4

When Offered: As offered

This is an intermediate course in inferential statistics focusing on the inferential techniques of hypothesis testing and confidence interval estimation. Topics include descriptive statistics, measures of variability and correlation regression analysis, analysis of variance with an introduction to multiple linear regression. Non-parametric statistics will also be covered.

Grade Type: Letter Grade

Prerequisite(s): LDR 725

LDR 740 - Creative and Effective Decision Making

Units: 4

When Offered: As offered

This course evaluates theories on the nature of knowledge, knowledge management, and decision making. Students will evaluate common reasoning fallacies and biases that make for flawed decisions and develop more robust and creative decision making strategies and processes that meet the needs of the situation. Students will develop a comprehensive rubric of principles that allows for effective management of knowledge and decision making.

Grade Type: Letter Grade

LDR 745 - Advanced Qualitative Research

Units: 4

When Offered: As offered

This course will focus on qualitative inquiry; participant-observation methods; and qualitative data reduction, and analysis.

Grade Type: Letter Grade

Prerequisite(s): LDR 725 and 735

LDR 750 - Leadership Ethics, Virtues, and Practices

Units: 4

When Offered: As offered

This course evaluates various ethical frameworks and worldviews with an emphasis on the Christian worldview in order to promote ethical and virtuous leaders. Students will establish principles for practicing ethical judgments and habits for virtuous and ethical leadership practices. Students will develop a personal heuristic for developing virtues and making ethical decisions that address ethical and moral dilemmas and choices that confront those in leadership positions.

Grade Type: Letter Grade

Prerequisite(s): LDR 721

LDR 755 - Advanced Quantitative Research

Units: 4

When Offered: As offered

This course will focus on advanced quantitative statistical procedures. The course includes but is not limited to procedures such as linear statistical models and regression-based methods for analyzing quantitative data, multivariate statistical procedures, and relevant statistical-analysis packages.

Grade Type: Letter Grade

Prerequisite(s): LDR 725 and 735

LDR 760 - Leading and Managing Complexity

Units: 4

When Offered: As offered

This course evaluates systems and complexity theories and their respective implications for leadership. Students will explore the rules and patterns that govern all nonlinear and dynamic systems. Students will develop strategies and skills to successfully lead institutions and manage the complexity and chaos associated with leadership in complex environments.

Grade Type: Letter Grade

Prerequisite(s): LDR 721

LDR 765 - Program Evaluation and Resource Allocation

Units: 3

When Offered: As offered

This course examines the issues and models associated with developing and implementing comprehensive and holistic assessments of academic and social institutions. Students will develop the knowledge and skills to direct financial, human and technological resources to bring about program improvement and success. Students will develop necessary strategies and skills to design and implement program improvement plans and effectively manage resources to accomplish institutional objectives.

Grade Type: Letter Grade

LDR 770 - Social Capital

Units: 4

When Offered: As offered

This course examines the relationship between social capital and specific types of political and economic behavior from a comparative (local, regional, and global) perspective. More specifically, the course examines the impact of social capital on important policy outcomes, such as democracy building, economic development, and governmental performance.

Grade Type: Letter Grade

LDR 780 - Human Capital Development

Units: 4

When Offered: As offered

This course evaluates critical theories and practices associated with recruiting and retaining quality and competent personnel and developing effective teams. Students will gain the knowledge and skills to successfully work with and develop their colleagues to accomplish organizational objectives, with an emphasis on communication, team building and grooming emerging leaders. Students will also develop competencies in managing employee problems and due process.

Grade Type: Letter Grade

LDR 790 - Public Policy

Units: 4

When Offered: As offered

This course examines the activities of government and the consequences of these actions. Through the application of analytical techniques, the student will gain an understanding of the nature of public policy and various ways in which it may be approached.

Grade Type: Letter Grade

LDR 795 - Research Seminar

Units: 1-2

When Offered: Fall, Spring, Summer

The doctoral research seminars are designed to groom participants to conduct and evaluate scholarly research and become stewards of an academic discipline. The developmental sequence of seminars equips students with the knowledge and skills to excel as doctoral students and emerging scholars. The seminars culminate in students designing, conducting, and reporting their original research in the form of a dissertation.

Repeatable: May be repeated for a maximum of twenty (20) units

Grade Type: Pass/Fail

MAT 500 - Special Topics

Units: 1-4

When Offered: As offered

The purpose of this course is to provide students a chance to explore other topics not included in the Applied Math coursework. Student involvement in selection of topics is strongly encouraged. Upon a topic selection, students will be expected to explore real-world applications.

Repeatable: May be repeated for a maximum of twelve (12) units with change in subject

Grade Type: Letter Grade

MAT 503 - Functional Analysis with Applications

Units: 3**When Offered:** Fall (odd years)

The course will focus on the foundations of functional analysis and create a solid framework into which students will be able to build a strong research platform in applied mathematics. The course will begin with the basics of normed vector spaces, the Lebesgue integral, Hilbert spaces and operators. After providing the theoretical and computational basis, the course will provide students with applications into differential equations, Sobolev spaces, Distributions, and Fourier analysis.

Grade Type: Letter Grade**MAT 513 - Ordinary Differential Equations****Units: 3****When Offered:** Fall (odd years)

Students will be introduced to concepts of the qualitative theory of differential equations such as existence and uniqueness, linear systems, autonomous systems, stability, bifurcations, chaos. Students will be introduced to dynamical systems and study the Poincaré-Bendixson theorem, limit cycles and the Hartman-Grobman theorem. Periodic and bounded solutions will be discussed briefly. Applications in modeling biological and social phenomena will also be discussed.

Grade Type: Letter Grade**Pre- or Co- Requisite(s):** MAT 503**MAT 514 - Partial Differential Equations****Units: 3****When Offered:** Spring (even years)

This course is designed to teach students how to analyze, solve and apply partial differential equations. Students will learn about well-posed and ill-posed problems; existence and uniqueness of solutions to PDEs (Partial Differential equations). Students will learn about linear, quasi-linear and non-linear PDEs of the first order in one spatial dimension. Students will learn about wave propagation, hyperbolic and parabolic PDEs in one spatial dimension. Students will learn and use different methods for solving PDEs such as separation of variables, method of characteristics, Green functions, etc. Students will learn about Fourier series and integrals, higher order equations and vibrational methods. Applications will be discussed for most equations.

Grade Type: Letter Grade**Prerequisite(s):** MAT 503**MAT 516 - Math Biology****Units: 3****When Offered:** Spring (even years)

The study of difference equations to model different biological phenomena. An introduction to concepts of the qualitative theory of differential equations such as steady-state solutions, stability and linearization, Phase-Plane methods and nullclines, classifying stability characteristics, global and local behavior, limit cycles, oscillations, and the Poincaré-Bendixson theorem. An introduction to linear difference equations and how to solve these analytically while understanding the behavior of solutions. Students will learn how to analyze the qualitative behavior of solutions for nonlinear difference equations via linearization. The study of steady states, stability criteria and cobwebbing and other numerical resources to solve difference equations.

Grade Type: Letter Grade**MAT 525 - Applied Topology****Units: 3****When Offered:** Fall (odd years)

This course serves to provide an introduction to various applications of topology concentrating on applications of point-set topology. Topology is a major field of mathematics and is, therefore, worthy of study in and of itself. However, topology also serves to lay the foundation for future study in other fields of mathematics, such as geometry, analysis, and algebraic topology. Furthermore, some of the most exciting applications of mathematics today are that of topology. This course may include discussion of applications to various topics within science, technology, and industry, including chemistry, biochemistry, genetics, cryptography, robotics, and GIS.

Grade Type: Letter Grade

MAT 526 - Linear Programming

Units: 3

When Offered: As offered

A discussion of optimization methods using linear programming. Topics will include the simplex computational procedure, the revised simplex method, duality problems of linear programming, degeneracy and anticycling procedures, parametric linear programming and sensitivity analysis, additional computational techniques and applications.

Grade Type: Letter Grade

MAT 533 - Complex Analysis

Units: 3

When Offered: As offered

This course covers concepts within Complex Analysis including: complex functions, analytic and harmonic functions, sequences, series, complex integration, Taylor and Laurent series, residue theory, z-transforms and applications, applications of harmonic functions, Fourier series, and the Laplace Transform.

Grade Type: Letter Grade

MAT 553 - Numerical Analysis

Units: 3

When Offered: Fall (even years)

In this course students will learn to apply techniques in numerical analysis to solutions of equations of one variable, interpolations and polynomial approximations, numerical integration and differentiation, numerical solutions of initial value problems, iterative methods solving linear systems, approximation theory, approximation Eigenvalues, systems of nonlinear equations, and boundary-value problems for ordinary differential equations.

Grade Type: Letter Grade

MAT 563 - Stochastic Processes

Units: 3

When Offered: Fall (even years)

This course is a nonmeasure theoretic introduction to stochastic processes. A strong probabilistic foundation will be used to analyze appropriate probability models in order to predict the effects of randomness on systems studied. Applications of probability theory to the study of phenomena in various fields including engineering, computer science, management science, the physical and social sciences, and operations research.

Grade Type: Letter Grade

MAT 576 - Scientific Computing

Units: 4

When Offered: Spring (odd years)

This course will enable the student to formulate, analyze, and simulate problems arising in the fields on natural and

mathematical sciences. Computational skills will be coupled with development of stochastic models with emphasis upon project implementation, efficiency, and accuracy of algorithms and the interpreting results obtained. Specific topics include linear and nonlinear systems of equations, polynomial interpolation, numerical integration, and introduction to numerical solution of differential equations incorporated into real world applications of Markov Chains, Random Walks, Poisson Processes, Birth and Death Processes, Renewal Phenomena, Phase-type Distributions, Queuing systems, Brownian Motion, and SIR Modeling.

Grade Type: Letter Grade

Prerequisite(s): MAT 563

MAT 590 - Research in Applied Mathematics

Units: 1-4

When Offered: Fall, Spring, Summer

The main purpose of this course is for students to participate in mathematical research and disseminate results through presentations at research talks and/or conferences. The focus of this class is an independent research project that the student undertakes under the direction of a faculty member who acts as a research advisor. Content varies from year to year and is determined by both instructor's and students' interests.

Repeatable: May be repeated for a maximum of eight (8) units

Grade Type: Letter Grade

Prerequisite(s): Permission of the Department Chair

MAT 598 - Capstone in Applied Mathematics

Units: 1

When Offered: Fall, Spring, Summer

This course is designed to be a culminating experience for students to process and assimilate knowledge and experience they have gained by participating in a research or project opportunity prior to or concurrent with this course. Students in will prepare a presentation (both oral and written) that focuses on that experience.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean or the Department Chair

Pre- or Co- Requisite(s): MAT 590

MCE 541 - Advanced Manufacturing and Industrial Engineering Processes

Units: 3

When Offered: As offered

This course will cover a qualitative and quantitative study of manufacturing processes. Fundamental principles of value-added processing of materials into useable forms for the customer will be covered. Topics will include material properties and traditional and non-traditional manufacturing processes with an emphasis on process selection for optimum design with quality, strength and economic evaluations. The course will also cover the discussion on quality control, Six Sigma, Kaizen, lean manufacturing technologies and advanced planning and scheduling of production.

Grade Type: Letter Grade

MCE 542 - Imaging and Sensing for Engineers

Units: 3

When Offered: As offered

An advanced study of waves and optics, with explicit investigation into mechanical and electromagnetic waves. Topics include (but not limited to): simple harmonic motion, superposition, dampening, forced oscillations, beats, elasticity, coupling, normal modes, polarization, constructive and destructive interference, single and double slit interference, diffraction gratings, lenses, ray optics, geometric optics, physical optics, beams, and Doppler effect. The course is a very lab intensive class taught in a semi inquiry-based manner. The class and lab are heavily integrated.

Grade Type: Letter Grade
Pre- or Co- Requisite(s): EGR 503

MCE 543 - Solar Thermal Engineering

Units: 3

When Offered: Fall, Spring

This course will cover the fundamentals of solar radiation, radiation characteristics of opaque surfaces, transmission through glazing, thermal analysis of flat plate and concentrating solar collectors. The course will also cover the topics of solar energy storage and solar water-heating.

Grade Type: Letter Grade

MCE 544 - Advance Fluid Mechanics

Units: 3

When Offered: As offered

This course covers the topics of Equations of Compressible Viscous Flow, solutions of the Newtonian Viscous-Flow Equations, Laminar Boundary Layers, the Stability of Laminar Flows, Incompressible Turbulent Mean Flow, and Compressible Boundary Layer Flow.

Grade Type: Letter Grade

MCE 545 - Thermal Design of Heat Exchangers

Units: 3

When Offered: As offered

This course covers the topics of classification of heat exchangers, design methods, single-phase convection correlations and two phase-correlations, pressure drop calculations, and fouling of heat exchangers. Study of various types of heat exchangers are also discussed, such as double pipe heat exchangers, shell-and-tube heat exchanger, compact heat exchangers, plate heat exchangers, condensers, and evaporators.

Grade Type: Letter Grade

MCE 546 - Aerodynamics

Units: 3

When Offered: As offered

This course will introduce students to the topic of gas dynamics and concepts of lift, drag, and pitching moment. The course will also cover the topics of potential flow, mechanics of laminar and turbulent flow, boundary-layer theory, and applications to wings and turbo-machinery. Numerical analysis will also be utilized in design analysis and problem solving.

Grade Type: Letter Grade

MCE 547 - Mechanics of Composite Structures

Units: 3

When Offered: As offered

This course will introduce students to the fiber-reinforced composite materials and structures with emphasis on numerical analysis. Topics covered in this course will include composite micromechanics and failure criteria, design considerations for structures made of composite materials, and the overview of fabrication process and experimental characterization.

Grade Type: Letter Grade

MCE 548 - Propulsion

Units: 3

When Offered: As offered

This course will introduce students to the topic of propulsion, stationary power production with gas turbine engines, and reciprocating engines. Air-breathing propulsion is emphasized, with a brief treatment of rocket propulsion. It also includes the application of thermodynamic and fluid-mechanical principles to analysis of performance and design with numerical methods.

Grade Type: Letter Grade

MCE 565 - Special Topics in Mechanical Engineering

Units: 1-4

When Offered: As offered

This course offers a concentration upon a specific topic within the field of mechanical engineering. The topic varies by semester.

Repeatable: May be repeated for credit with change in topic

Grade Type: Letter Grade

MCE 599 - Independent Study in Mechanical Engineering

Units: 1-3

When Offered: As offered

This course provides an opportunity for students who have demonstrated the ability to do independent work to pursue in-depth a mechanical engineering topic of particular interest.

Grade Type: Letter Grade

MUS 500 - Graduate Research, Resource, and Writing

Units: 3

When Offered: Fall (even years)

Intensive study and analysis of research methods and sources related to music studies, lexicons, dictionaries, monuments, journals, catalogs of composers, music literature and instruction, and evaluation methods of sources in all areas of music. Development of scholarly writing skills.

Grade Type: Letter Grade

MUS 501 - Research Methods in Worship Studies

Units: 1

When Offered: Fall, Spring, Summer

Exploration and analysis of effective tools for graduate study in Worship Studies. This includes a survey of the most significant literature in the field of Christian worship and the development of scholarly writing and communication skills.

Grade Type: Pass/Fail

MUS 502 - Introduction to Music Education Research

Units: 3

When Offered: Spring

Examination of designs and methods in music education research-quantitative, qualitative, philosophical and historical. Ability to understand, critique, interpret and utilize research in music teaching and scholarship. Development of

scholarly writing skills.

Grade Type: Letter Grade

Prerequisite(s): MUS 500

MUS 503 - Musicology Seminar I

Units: 3

When Offered: Fall (odd years)

An intensive study of specific periods in music history. Topics will be announced in advance and drawn from the following: Music in the Renaissance, Music in the Baroque, Classicism in Music, and other specialized topics related to music history.

Grade Type: Letter Grade

MUS 504 - Musicology Seminar II

Units: 3

When Offered: Spring (even years)

An intensive study of specific periods in music history. Topics will be announced in advance and drawn from the following: Romanticism in Music, 20th Century Music, American Music and other specialized topics related to music history.

Grade Type: Letter Grade

MUS 505 - Current Issues in Music Education

Units: 3

When Offered: Fall

Study of current issues and emerging pedagogies in music education including policy, advocacy, curriculum, diversity and other topics related to current music education trends.

Grade Type: Letter Grade

MUS 506 - Survey of Orchestral Literature

Units: 2

When Offered: Fall

Survey of orchestral literature and composers from the late 18th century to present. Emphasis is placed on performance practice of each style period and major orchestral works. Explored literature will vary in difficulty, from beginning to professional ensembles.

Grade Type: Letter Grade

MUS 507 - Doctrine of Worship and the Church

Units: 3

When Offered: Summer

This course examines the biblical, theological, and historical doctrine of the church and its worship, enabling students to assess models of worship leadership and ministry.

Grade Type: Letter Grade

Fee: Additional fee

MUS 508 - Contemporary Issues in Worship and Ministry

Units: 2

When Offered: Fall

An exploration of leadership principles specific to pastoral ministry. Emphasis is placed on music ministry leadership issues in contemporary church applications.

Grade Type: Letter Grade

MUS 509 - Foundations of Music Education I

Units: 3

When Offered: Fall

Introduction to the philosophical and historical foundations of music education. Intensive study of the history of music education in America from the Colonial period to present and philosophical discourse.

Grade Type: Letter Grade

MUS 510 - Analysis of Music Since 1900

Units: 3

When Offered: Fall

Overview of techniques for the analysis of music post-1900. Evaluation of compositional techniques of major composers and musical works.

Grade Type: Letter Grade

MUS 511 - Musical Structure and Style

Units: 2

When Offered: Spring (odd years)

A study of the forms and structure of music from 1750 to current, including the influence of form on interpretation.

Grade Type: Letter Grade

MUS 512 - Choral Conducting I

Units: 2

When Offered: Fall (even years)

Applied studies in conducting a choral ensemble.

Grade Type: Letter Grade

MUS 513 - Instrumental Conducting I

Units: 2

When Offered: Fall, Spring

Applied studies in conducting instrumental ensembles.

Grade Type: Letter Grade

MUS 514 - Survey of Choral Literature I

Units: 2

When Offered: Fall

Survey of choral literature and composers from the Renaissance to 1750. Major choral works will be examined as well as performance practice of each style period. Explored literature will vary in difficulty, from beginning to professional ensembles.

Grade Type: Letter Grade

MUS 515 - The Christian Artist, Aesthetics, and Creativity

Units: 1

When Offered: Fall

Seminar in thinking Christianly about the arts. Course will examine topics of artistry, aesthetics, and creativity in light of scripture and church history, synthesizing biblical and historical practice into contemporary musicianship.

Grade Type: Letter Grade

MUS 516 - Survey of Wind Band Literature

Units: 2

When Offered: Spring

Survey of wind band literature, chamber to symphonic. Emphasis is placed on performance practice and major composers and works. Explored literature will vary in difficulty, from beginning to professional ensembles.

Grade Type: Letter Grade

MUS 517 - Theological Foundations of Worship I

Units: 3

When Offered: Summer

A study of the biblical doctrines of God, humanity, sin, and Christ, and how they inform a theology of and for worship.

Grade Type: Letter Grade

Fee: Additional fee

MUS 518 - Theology and History of Worship

Units: 3

When Offered: Fall

This course examines key biblical passages and theological writings to develop a biblical theology of worship. Historical survey of the development and expression of worship in the church. Special emphasis placed on the writings of the Reformers, tracing the development of worship thought from the 16th century to current.

Grade Type: Letter Grade

MUS 519 - Foundations of Music Education II

Units: 3

When Offered: Spring

Introduction to the sociological and psychological foundations of music education. Critical examination of sociological and psychological theories as they relate to music education, human learning and socio-cultural influences.

Grade Type: Letter Grade

MUS 520 - Orchestration

Units: 3

When Offered: Fall (odd years)

Discussion, study, and analysis of orchestration techniques, including scoring for various instrumental and choral groupings.

Grade Type: Letter Grade

MUS 521 - Styles and Practices of Commercial Composition

Units: 3

When Offered: Fall (even years)

Development of skills in composition and arranging for commercial ensembles, vocal and instrumental, and applications.

Grade Type: Letter Grade

MUS 522 - Choral Conducting II

Units: 2

When Offered: Spring (odd years)

Continuation of MUS 512 - Choral Conducting I. Applied studies in conducting a choral ensemble with emphasis on literature of the Renaissance.

Grade Type: Letter Grade

MUS 523 - Instrumental Conducting II

Units: 2

When Offered: Fall, Spring

Continuation of MUS 513 - Instrumental Conducting I. Advanced studies in instrumental conducting with emphasis on chamber ensembles.

Grade Type: Letter Grade

MUS 524 - Survey of Choral Literature II

Units: 2

When Offered: Spring

Survey of choral literature and composers from 1750 to the present. Major choral works will be examined as well as performance practice of each style period. Explored literature will vary in difficulty, from beginning to professional ensembles.

Grade Type: Letter Grade

MUS 525 - Diction for Singers I

Units: 1

When Offered: Fall

Development of correct pronunciation methods through language drills, recordings and reading of phonetic transcriptions of musical texts in choral/vocal literature. Encompasses proper diction for Latin, Italian, and Spanish choral/vocal literature.

Grade Type: Letter Grade

Concurrent Requisite(s): MUS 581

MUS 526 - Diction for Singers II

Units: 1

When Offered: Spring

Development of correct pronunciation methods through language drills, recordings, and reading of phonetic transcriptions of musical texts in choral/vocal literature. Encompasses proper diction for English, German, and French solo song and choral literature.

Grade Type: Letter Grade

Concurrent Requisite(s): MUS 581

MUS 527 - Theological Foundations of Worship II

Units: 3

When Offered: Spring

A study of the biblical doctrines of Christ's atonement, salvation, Holy Spirit, the church and last things and how they inform a theology for and of worship.

Grade Type: Letter Grade

Fee: Additional fee

MUS 528 - Liturgy and Worship Planning

Units: 3

When Offered: Spring

This course studies the planning of corporate worship, incorporating musical, liturgical, and artistic elements. Technological tools and applications will be implemented in the teaching and worship plans developed throughout the course.

Grade Type: Letter Grade

MUS 532 - Choral Conducting III

Units: 2

When Offered: Fall (odd years)

Continuation of MUS 522 - Choral Conducting II. Advanced studies in choral conducting with special emphasis in music of the Baroque and Classical eras.

Grade Type: Letter Grade

MUS 533 - Instrumental Conducting III

Units: 2

When Offered: Fall, Spring

Continuation of MUS 523 - Instrumental Conducting II. Advanced studies in instrumental conducting with emphasis placed on symphonic conducting.

Grade Type: Letter Grade

MUS 535 - Music Literature

Units: 2

When Offered: Fall (odd years)

A survey of music literature related to the student's primary instrument of study from all musical style periods.

Grade Type: Letter Grade

Fee: Additional instruction fee

MUS 537 - History of Church Music

Units: 3

When Offered: Fall

Survey of music used in church and devotional settings from the 16th century to current. Course will also examine church music in non-Western cultures.

Grade Type: Letter Grade

MUS 538 - Musical Expression and Arts in Worship

Units: 2

When Offered: Fall

An examination of the aesthetic components and properties of musical expression and the arts in worship. Writings of the Reformers will be examined to develop a Christian aesthetic for music and the arts and uses in worship.

Grade Type: Letter Grade

MUS 540 - Technology and Pedagogy for General Music

Units: 3

When Offered: Spring (even years)

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.

Grade Type: Letter Grade

MUS 541 - Technology for Music Teaching

Units: 2

When Offered: Spring

This course explores the theoretical foundations and teaching music utilizing technology. The uses of technology in schools will be examined, including student interaction with technology, multimedia principles, and technologically driven music curricula.

Grade Type: Letter Grade

MUS 542 - Choral Conducting IV

Units: 2

When Offered: Springs (even years)

Continuation of MUS 532 - Choral Conducting III. Advanced studies in choral conducting with a special emphasis on music of the Romantic and Contemporary eras. Recital preparation.

Grade Type: Letter Grade

MUS 543 - Instrumental Conducting IV

Units: 2

When Offered: Fall, Spring

Continuation of MUS 533 - Instrumental Conducting III. Advanced studies in instrumental conducting with emphasis placed on wind ensemble conducting.

Grade Type: Letter Grade

MUS 544 - Composition Seminar

Units: 2

When Offered: Fall

An intensive seminar on specific composers and compositional techniques. Topics will be announced in advance and drawn from the following: 20th century composers and theological perspectives; 20th century concertos; the music of Beethoven; 16th century sacred vocal music and other specialized topics related to composers and compositional techniques.

Grade Type: Letter Grade

MUS 547 - Contemporary Arranging

Units: 2

When Offered: Spring

This course explores arranging music for vocal and instrumental ensembles using available technologies. Emphasis is placed on music in and for the church, including contemporary music and ensembles.

Grade Type: Letter Grade

MUS 549 - Technological Tools for Music Composition

Units: 2

When Offered: Fall

An intensive seminar on the application of music technology to compositional techniques and products. Topics will be announced in advance and drawn from the following: Composing with DAW, Music engraving, Capturing and manipulating the recorded sound, and other specialized topics related to composers and compositional techniques.

Grade Type: Letter Grade

MUS 550 - Vocal Pedagogy

Units: 2

When Offered: Spring (even years)

A study of the singing voice including anatomy and physiology culminating in proper vocal technique and application to solo vocal and/or choral literature. Teaching a student for half the semester is required.

Grade Type: Letter Grade

MUS 551 - Advanced Studies in Teaching Choral Music

Units: 3

When Offered: Spring

Program development and inclusion of teaching materials and techniques for teaching choral music. Annotated choral repertory and rehearsal techniques and procedures will be covered.

Grade Type: Letter Grade

MUS 552 - Advanced Studies in Teaching General Music

Units: 3

When Offered: Spring

Program development and inclusion of teaching materials and techniques for teaching general music.

Grade Type: Letter Grade

MUS 553 - Advanced Studies in Teaching Instrumental Music

Units: 3

When Offered: Spring

Program development and inclusion of teaching materials and techniques for teaching instrumental music. Annotated instrumental repertory and rehearsal techniques and procedures will be covered.

Grade Type: Letter Grade

MUS 555 - Scoring for Film and Multimedia

Units: 2

When Offered: Spring (odd years)

An exploration of musical and emotional affective techniques used by composers to create music film and multimedia. Highlights from film music history are used to inform the creation of student works for film and multimedia.

Grade Type: Letter Grade

MUS 556 - Opera Theater Workshop

Units: 1-3

When Offered: Fall, Spring

Practical training in the presentation of musical dramas. Consists of regular rehearsals and final performance of musicals, music dramas, and operas. Open to Master of Music and non-Master of Music students by audition.

Grade Type: Letter Grade

Concurrent Requisite(s): MUS 581 and 582

MUS 557 - Worship Technology

Units: 3

When Offered: Summer

Examines the critical components of worship technology including audio, visual, and lighting systems. Special emphasis given to hardware and software tools used in modern corporate worship.

Grade Type: Letter Grade

Fee: Additional residency fee

MUS 558 - Conducting and Rehearsal Techniques

Units: 1

When Offered: Summer

This course exposes the student to conducting techniques for choir and band. Emphasis will be placed on the planning and execution of musical ensemble rehearsals.

Grade Type: Letter Grade

Fee: Additional fee

MUS 559 - Camerata

Units: 1

When Offered: Fall, Spring

Camerata is the most advanced, select mixed (SATB) choral ensemble open by audition from all academic disciplines. Repertoire for this ensemble focuses on music composed specifically for advanced level chamber choirs. Additionally, Camerata will join other choirs and Symphony Orchestra to perform extended works composed for large musical forces. Rehearsals seek to promote vocal development, musicianship training, team work, artistic expression, and spiritual reflection. Camerata is also a service organization which performs concerts for the California Baptist University community, in the local area, and in outreach and recruitment events.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

MUS 560 - University Choir and Orchestra

Units: 1

When Offered: Fall, Spring

University Choir and Orchestra is open by audition to all interested students. The group will rehearse and perform a variety of music. A concert tour at the end of the school year is required.

Repeatable: May be repeated for a maximum of six (6) units
Grade Type: Letter Grade
Fee: Additional uniform fee

MUS 561 - Magnolia Singers

Units: 1

When Offered: Fall, Spring

Magnolia Singers is open by audition to all interested students. The group will rehearse and perform a variety of advanced music for soprano/alto voices and combine with other choirs to form the Worship Collective. The group will concertize throughout the traditional academic year.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Fee: Additional uniform fee

MUS 562 - Lancer Chorus

Units: 1

When Offered: Fall, Spring

Lancer Chorus is open by audition to all interested students. The group will rehearse and perform a variety of music for tenor/bass voices and combine with other choirs to form the Worship Collective. The group will concertize throughout the traditional academic year.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Fee: Additional uniform fee

MUS 563 - Chamber Singers

Units: 1

When Offered: Fall, Spring

Chamber Singers gives experience in preparation and performance of recognized and new choral works as well as masterworks of Western music written for small choral ensembles.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

MUS 564 - Rhapsody

Units: 1

When Offered: Fall, Spring

This choral ensemble will rehearse and perform a variety of music for soprano/alto voices. The group will concertize throughout the traditional academic year. Open by audition to all interested students.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Fee: Additional uniform fee

MUS 565 - Chamber Ensemble

Units: 1

When Offered: Fall, Spring

Chamber Ensemble provides opportunities for preparation and performance of small ensemble repertoire. Ensembles rehearse weekly, are provided coaching, and present performances of the music studied. The course is open to all music majors and to non-music majors by instructor permission.

Repeatable: May be repeated for credit
Grade Type: Letter Grade
Concurrent Requisite(s): MUS 580-588

MUS 566 - Jazz Ensemble

Units: 1

When Offered: Fall, Spring

Jazz Ensemble provides musicians with opportunities to learn a variety of jazz styles in a "big band" setting, as well as to enhance individual improvisational skills. This course also provides practical experience through rehearsals and performances. It is open to qualified students by audition or instructor's consent.

Repeatable: May be repeated for a maximum of four (4) units

Grade Type: Letter Grade

Concurrent Requisite(s): MUS 580-588

MUS 567 - Wind Ensemble

Units: 1

When Offered: Fall, Spring

A select concert band comprised of the finest woodwind, brass, and percussion students at the University, performing both standard and emerging repertoire for winds at a high artistic level. Open to qualified students by audition. Members of the ensemble are expected to demonstrate outstanding skill and musicianship through individual practice with refinement in ensemble rehearsal.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Fee: Additional uniform fee

Concurrent Requisite(s): MUS 580-588

MUS 568 - Concert Choir

Units: 1

When Offered: Fall, Spring

The Concert Choir gives a public performance of a diverse cross-section of choral art music, including major works, each semester.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

MUS 569 - Symphony Orchestra

Units: 1

When Offered: Fall, Spring

Symphony Orchestra is open by audition to all qualified students. The group will rehearse and perform the finest examples of orchestral literature, ranging from the 18th century to the present.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Fee: Additional uniform fee

Concurrent Requisite(s): MUS 580-588

MUS 570 - Graduate Pedagogy

Units: 3

When Offered: Fall (even years)

Graduate Pedagogy is an exploration of the teaching of instrumental and/or vocal rudiments, technique and musicianship aimed at students at elementary, intermediate and advanced levels. This course will include an examination of teaching methods and materials, as well as teaching techniques. Composer collections, methodology and graded repertoire by composers will be presented. Also included in this course are the practical issues of running a private studio.

Grade Type: Letter Grade

MUS 571 - Seminar in Choral Pedagogy

Units: 3

When Offered: Spring (even years)

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.

Grade Type: Letter Grade

MUS 572 - Seminar in Instrumental Pedagogy

Units: 3

When Offered: Spring (even years)

Students survey methods books and repertoire appropriate for elementary, middle school, and high school settings, and study beginning and intermediate media instrumental development in schools, communities, and churches. Students will also examine important issues such as the role of technology in instrumental music; best practices for instrumental techniques, development, and maintenance.

Grade Type: Letter Grade

Fee: Additional instruction fee

MUS 574 - Worship Ministry Practicum

Units: 3

When Offered: Summer

A summer residency course that incorporates skill-based training in areas such as worship leadership, directing vocal teams, worship band methods, song writing, and arranging for worship.

Grade Type: Letter Grade

MUS 575 - Private Lessons in Music Composition

Units: 1-2

When Offered: Fall, Spring

This course is intended to provide students individual instruction in music composition. Students compose works in preparation for their Graduate Composition recital. Attendance at the semi-monthly Graduate Composers' Forum is also required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private instruction fee

MUS 576 - Symphonic Band

Units: 1

When Offered: Fall, Spring

An inclusive concert band designed to provide instrumental experience and growth through rehearsal and public performance. Open to qualified students by audition or instructor's consent.

Repeatable: May be repeated for credit
Grade Type: Letter Grade
Fee: Additional uniform fee
Concurrent Requirement(s): MUS 580-588

MUS 577 - Leadership for Worship Ministry I

Units: 2
When Offered: Summer
This course emphasizes the necessary self-reflective and interpersonal skills needed for success in worship ministry. Special emphasis will be given on the worship pastor/senior pastor relationship and the leadership of volunteer teams.
Grade Type: Letter Grade
Fee: Additional residency fee

MUS 578 - Leadership for Worship Ministry II

Units: 2
When Offered: Summer
This course continues to develop the necessary self-reflective and interpersonal skills needed for success in worship ministry. Special emphasis will be given to the worship pastor/senior pastor relationship and the leadership of volunteer teams.
Grade Type: Letter Grade
Fee: Additional residency fee

MUS 580 - Applied Instruction

Units: 1-2
When Offered: Fall, Spring
Applied instruction is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 581 - Applied Instruction: Voice

Units: 1-2
When Offered: Fall, Spring
Applied instruction in voice is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.
Grade Type: Letter Grade
Fee: Additional private Instruction fee

MUS 582 - Applied Instruction: Piano

Units: 1-2
When Offered: Fall, Spring
Applied instruction in piano is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.
Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 583 - Applied Instruction: Organ

Units: 1-2

When Offered: Fall, Spring

Applied instruction in organ is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 584 - Applied Instruction: Woodwinds

Units: 1-2

When Offered: Fall, Spring

Applied instruction in woodwinds is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 585 - Applied Instruction: Brass

Units: 1-2

When Offered: Fall, Spring

Applied instruction in brass is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 586 - Applied Instruction: Strings

Units: 1-2

When Offered: Fall, Spring

Applied instruction in strings is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 587 - Applied Instruction: Percussion

Units: 1-2

When Offered: Fall, Spring

Applied instruction in percussion is offered with material and performance of increasing difficulty as the student

develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 588 - Applied Instruction: Guitar

Units: 1-2

When Offered: Fall, Spring

Applied instruction in guitar is offered with material and performance of increasing difficulty as the student develops. Students must arrange instruction time with the full-time faculty member in charge during the first week of classes. A minimum of 12 lessons and performance at a faculty jury exam are required.

Repeatable: May be repeated for a maximum of twelve (12) units

Grade Type: Letter Grade

Fee: Additional private Instruction fee

MUS 592 - Music Education Thesis

Units: 1

When Offered: Fall, Spring

Students must write, design, and conduct an original research project approved by a supervisory committee culminating in a thesis. Additionally, students must also pass an oral examination and defense of the thesis.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

MUS 593 - Instrumental or Vocal Recital II

Units: 1

When Offered: Spring

Performance of repertoire learned while the student is in residence for the degree. Recital includes a lecture of research related to a performance or musicology topic of performed literature. A major paper will be produced related to research conducted for the performance.

Grade Type: Pass/Fail

MUS 594 - Worship Project

Units: 1

When Offered: Spring

A practical ministry project that synthesizes worship studies coursework. Students will work with faculty to develop and design a project that incorporates biblical, historical, theological, and music in the creation of a worship experience.

Grade Type: Letter Grade

MUS 595 - Capstone Project in Music Composition

Units: 1

When Offered: Fall, Spring

Presentation of original compositions and arrangements created while the student is in residence for the degree is presented in a public recital. A portfolio of original compositions and arrangements will be presented to a graduate committee for approval.

Grade Type: Pass/Fail

Fee: Additional recital fee

Prerequisite(s): Permission of the Dean

MUS 596 - Instrumental or Vocal Recital I

Units: 1

When Offered: Spring

Performance of repertoire learned while the student is in residence for the degree. Recital approval and performance guidelines are available from the School of Music graduate office and applied instructor.

Grade Type: Pass/Fail

MUS 597 - Conducting Recital and Project

Units: 1

When Offered: Fall, Spring

Students will conduct instrumental or choral ensembles of multiple sizes and instrumentation of repertoire learned while the student is in residence for the degree. A major paper will be produced related to the literature performed in recital. Topics include performance practice, musicology, or theoretical subjects.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Dean

MUS 598 - Music Education Project

Units: 1

When Offered: Fall, Spring

Specialized project not connected with a thesis. Students will research, develop and write a project approved by a supervisory committee on a music education topic of interest to the graduate student.

Grade Type: Letter Grade

Fee: Additional fee

Prerequisite(s): Permission of the Dean

NUR 500 - Special Topics in Graduate Nursing

Units: 1-4

When Offered: As offered

This course offers a concentration upon a specific topic in the field of nursing. The topic varies by semester.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Lecture: 1-4 units

NUR 501 - Theoretical Foundations and Ethics in Nursing

Units: 3

When Offered: As offered

This course is designed to enhance an understanding of the history of the discipline and profession of nursing from a Biblical worldview. Legal and ethical principles are applied to the role of the professional nurse. Parse's humanbecoming paradigm, the ethos of human dignity, and living quality will be explored. Students will discuss the phenomenon of interest in nursing- humanuniverse, assumptions, postulates, and concepts of Parse's theory and demonstrate true presence in the nurse-person relationship. Legal and ethical principles will be introduced.

Grade Type: Letter Grade

Fee: Additional equipment fee

Prerequisite(s): Permission of the Dean

NUR 502 - Fundamental Nursing Skills

Units: 4

When Offered: As offered

This introductory course guides and prepares students to develop basic competencies necessary to meet the needs of diverse individuals throughout the lifespan. Using the nursing process, students learn concepts and theories basic to the art and science of nursing.

Grade Type: Letter Grade

Lecture: 2 hours/week theory **Lab:** 6 hours/week skills lab

Fee: Additional nursing fee

Prerequisite(s): Permission of the Dean

NUR 503 - Theoretical Foundations and Role Transition for the ADN

Units: 3

When Offered: As offered

This course is designed for the Associate degree nurse transitioning to professional nursing and provides analysis of the paradigms, theories, concepts, and values of the discipline of nursing. An emphasis is placed on practice with communication/ collaboration activities, the nurse-person relationship and the nurse's presence and role in being with people living quality. Students will utilize a Biblical worldview and Parse's nursing theoretical framework for Humanbecoming in the transition to a professional nurse.

Grade Type: Letter Grade

Prerequisite(s): Acceptance into the ADN to MSN program

NUR 504 - Psychiatric Mental Health Nurse Practitioner I

Units: 3

When Offered: As offered & OPS

Students explore the role of the PMHNP from a theoretical perspective and evidence-based foundation. Interviewing skills, assessment, and utilization of data collection methods to analyze and evaluate bio-psychosocial information regarding psychiatric mental health illness across the lifespan are initiated. Emphasis is in on the effects of potential and/or existing co-morbid health problems. The Diagnostic Statistical Manual provides the underpinning for diagnostic reasoning. Legal regulations and ethical standards inform practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 555, 558, and 560

Pre- or Co- Requisite(s): NUR 517

Concurrent Requisite(s): NUR 504P

NUR 504P - Psychiatric Mental Health Nurse Practitioner Practicum I

Units: 2

When Offered: As offered & OPS

The practicum experience allows students to apply theoretical and evidence-based foundations to develop the PMHNP role. Students evaluate assessment data and evidence-based practice to formulate differential diagnosis, disease management, and health promotion plan of care in collaboration with the patient. 2 units = 90 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 2 units = 90 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 555, 558, and 560

Concurrent Requisite(s): NUR 504

NUR 505 - Psychiatric Mental Health Nurse Practitioner II

Units: 3

When Offered: As offered & OPS

Students increase their knowledge and competence in the assessment of adult and older adults with psychiatric mental health illnesses. Emphasis is on the development of cognitive-behavioral psychotherapy treatment planning for individuals with mood, anxiety, obsessive-compulsive, trauma/stress-related disorders and interventions from psychotherapy and psychopharmacology for individuals with psychotic disorders, substance use disorders, and personality disorders. Legal regulations and ethical standards continue to inform practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 504 and 504P

Concurrent Requisite(s): NUR 505P

NUR 505P - Psychiatric Mental Health Nurse Practitioner Practicum II

Units: 4

When Offered: As offered & OPS

The practicum experience allows students the opportunity to refine assessment adult and older adults with psychiatric mental health illnesses, development of differential diagnoses, disease management, implementing psychotherapy, and health promotion interventions. 4 units = 180 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 4 units = 180 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 504 and 504P

Concurrent Requisite(s): NUR 505

NUR 506 - Psychiatric Mental Health Nurse Practitioner III

Units: 3

When Offered: As offered & OPS

Students continue to examine the role of the psychiatric mental health nurse practitioner. Emphasis is placed on child/adolescent development, family systems, and assessment and treatment of children/families. Students develop evidence-based treatment interventions based on psychotherapy and psychopharmacology for anxiety, depressive, neurodevelopmental disorders, bipolar, psychotic, trauma/stress-related, substance-use, and eating/elimination disorders. Legal regulations and ethical guidelines continue to inform practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 505 and 505P

Concurrent Requisite(s): NUR 506P

NUR 506P - Psychiatric Mental Health Nurse Practitioner Practicum III

Units: 4

When Offered: As offered & OPS

The practicum experience focuses on application of theoretical and evidence-based foundations for assessment of child/adolescent populations with psychiatric mental health illnesses, development of differential diagnoses, disease management, implementing psychotherapy, and health promotion interventions. 4 units = 180 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 4 units = 180 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 505 and 505P

Concurrent Requisite(s): NUR 506

NUR 507 - Psychiatric Mental Health Nurse Practitioner IV

Units: 3

When Offered: As offered & OPS

Students synthesize and apply theoretical and evidence-based care and management to promote and support client stabilization, rehabilitation, and recovery across the life span. Emphasis is placed forming comprehensive plans of care based on assessment of psychiatric mental health illnesses. Analysis of health policies and the impact on care coordination will be highlighted. Legal regulations and ethical standards prepare the student for independent practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 506 and 506P

Concurrent Requisite(s): NUR 507P

NUR 507P - Psychiatric Mental Health Nurse Practitioner Practicum IV

Units: 5

When Offered: As offered & OPS

The practicum experience prepares the student for independent practice while working collaboratively with the interdisciplinary team to provide continuity of care across PMH settings. Application of culturally sensitive assessment, diagnosis, planning, management and education is used to promote resilience and recovery. 5 units = 225 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 5 units = 225 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 506 and 506P

Concurrent Requisite(s): NUR 507

NUR 508 - Adult-Gerontology Acute Care Nurse Practitioner I

Units: 3

When Offered: As offered & OPS

Students explore the role of the AGACNP from a theoretical perspective and evidence-based foundation while starting to integrate concepts of pathophysiology, pharmacology, and collaborative management of the adult-gerontological population who are acutely and/or critically ill and/or experiencing an exacerbation of a chronic health condition. Students will consider comorbidities and other influencing factors. Emphasis is placed on developing cultural awareness, spiritual care, holistic advanced health assessment, interpretive diagnostics, and management skills. Legal regulations and ethical standards form a critical foundation for practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 555, 558, and 560

Pre- or Co- Requisite(s): NUR 513

Concurrent Requisite(s): NUR 508P

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

Units: 2

When Offered: As offered & OPS

The practicum experience focuses on application of theoretical and evidence-based foundations to develop the AGACNP role. The acute care nurse practitioner will start to work within the interdisciplinary team across settings to

facilitate the patient's return to optimal health. Procedural skill acquisition and interventions for critically ill patients will be introduced. Integration of holistic, culturally sensitive, spiritual care, assessment, diagnosis, planning, management, and education of adult patients and family is included. 2 Units = 90 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 2 units = 90 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 555, 558, and 560

Pre- or Co- Requisite(s): NUR 513

Concurrent Requisite(s): NUR 508

NUR 509 - Adult-Gerontology Acute Care Nurse Practitioner II

Units: 3

When Offered: As offered & OPS

Students continue to focus on the role of the AGACNP. Theoretical and evidence-based strategies and diagnostic reasoning provide the method to initiate, manage and evaluate culturally sensitive healthcare interventions for the adult-gerontological population who are acutely and/or critically ill, or experiencing an acute exacerbation of a chronic health condition. Legal regulations and ethical standards continue to inform practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 508 and 508P

Concurrent Requisite(s): NUR 509P

NUR 509P - Adult-Gerontology Acute Care Nurse Practitioner Practicum II

Units: 4

When Offered: As offered & OPS

The practicum experience allows students the opportunity to refine their clinical decision-making skills within the interdisciplinary team in culturally sensitive, holistic assessment, diagnosis, planning, management and education of patients and families across acute care settings. Comprehension of Acute Care Adult-Gerontological Guidelines, perioperative evaluation and management, and hemodynamic monitoring is demonstrated. Procedural skills and interventions for critically ill adult patients are enhanced.

Grade Type: Letter Grade

Practicum: 4 units = 180 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 508 and 508P

Concurrent Requisite(s): NUR 509

NUR 510 - Adult-Gerontology Acute Care Nurse Practitioner III

Units: 3

When Offered: As offered & OPS

Students focus on the theories of aging and evidence-based, age-related care of the frail elderly (over 65 with functional impairment, or over 75). Students consider comorbidities and other influencing factors specific to this population. Analysis of health policies and the impact on long-term care coordination will be highlighted. Legal regulations and ethical standards specific to the frail elderly population guide practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 509 and 509P

Concurrent Requisite(s): NUR 510P

NUR 510P - Adult-Gerontology Acute Care Nurse Practitioner III

Units: 4

When Offered: As offered & OPS

The practicum experience focuses on integration of theoretical and evidence-based foundations for the frail elderly population. Emphasis is placed on application of procedural skills and development of interventions for critically ill patients. Application of holistic, culturally sensitive, advanced assessment skills, diagnosis, planning, independent management and education of patient's, families, and/or caregivers to support healthy aging in collaboration with the interprofessional team continues. 4 units = 180 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 4 units = 180 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 509 and 509P

Concurrent Requisite(s): NUR 510

NUR 511 - Adult-Gerontology Acute Care Nurse Practitioner IV

Units: 3

When Offered: As offered & OPS

Students synthesize and apply the theoretical and evidence-based care and management of acute and chronically ill adults and frail elderly adults. Forming and evaluating comprehensive plans of care for complex and multisystem disorders culminates this semester. Emphasis continues on application of culturally sensitive, holistic health advanced assessment, interpretive diagnostics, and management skills in the acute care setting. Legal regulations and ethical standards prepare the student for independent practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 510 and 510P

Concurrent Requisite(s): NUR 511P

NUR 511P - Adult-Gerontology Acute Care Nurse Practitioner Practicum IV

Units: 5

When Offered: As offered & OPS

The practicum experience prepares the student for independent practice while working collaboratively with the interdisciplinary team. Performance of procedural skills and interventions for critically ill adult patients is expected. Emphasis is on integration and application of Acute Care Adult-Gerontological Guidelines, perioperative evaluation and management, and hemodynamic monitoring, as well as health prevention and screening strategies and diagnostic reasoning skills. 4 units = 180 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Practicum: 5 units = 225 hours

Fee: Additional clinical fee

Prerequisite(s): NUR 510 and 510P

Concurrent Requisite(s): NUR 511

NUR 512 - Physical Assessment

Units: 4

When Offered: As offered

The course focuses on helping students acquire skills to conduct a comprehensive health assessment. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed. The practicum provides students with the opportunity to use interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan in simulated and actual settings.

Grade Type: Letter Grade

Lecture: 2 hours/week theory **Practicum:** 6 hours/week practicum

Prerequisite(s): Permission of the Dean

NUR 513 - Advanced Pharmacotherapeutics

Units: 2

When Offered: As offered & OPS

Students build on knowledge from advanced pharmacology to establish a foundation for clinical judgment for the adult/older adult population. Emphasis is on hemodynamic monitoring and stabilization using pharmacotherapeutics. Students identify drug interactions, incompatibilities, side effects, and contraindications in the acute care setting. Legal and regulatory requirements related to NP practice in California will form a critical foundation for practice.

Grade Type: Letter Grade

Lecture: 2 units

Prerequisite(s): NUR 555, 558, and 560

Pre- or Co- Requisite(s): NUR 504 and 504P

NUR 515 - Pathophysiology

Units: 3

When Offered: As offered

Building on general principles of anatomy and physiology, students will develop an understanding of disease processes, prevention, clinical signs and symptoms, secondary effects and methods of treatment. Students will use evidence and vital statistics to explain normal and abnormal findings and link abnormal findings with disease processes.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

NUR 516 - Pharmacology and Nutrition

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

NUR 517 - Advanced Psychopharmacology

Units: 2

When Offered: As offered & OPS

Students develop an understanding of neuroscience and pharmacotherapeutics for patients with mental health conditions. Emphasis is on establishing a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Chemical neurotransmission, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed. Legal and regulatory requirements related to NP practice in California will form a critical foundation for practice.

Grade Type: Letter Grade

Lecture: 2 units

Prerequisite(s): NUR 555, 558, and 560

Pre- or Co- Requisite(s): NUR 504 and 504P

NUR 521 - Adult Health I

Units: 4

When Offered: As offered

This is the first of two Medical Surgical courses applying nursing theory and using evidence based clinical judgment in the care of adult clients with acute and chronic illnesses.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 522

NUR 522 - Adult Health I Practicum

Units: 3

When Offered: As offered

In this practicum course, learners will apply nursing theory and use evidence based clinical judgment in the care of adult clients with acute and chronic illnesses.

Grade Type: Letter Grade

Clinical: 9 hours/week practicum

Fee: Additional nursing fee

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 521

NUR 523 - Older Adult and Family Nursing

Units: 2

When Offered: As offered

This course focuses on the provision of nursing care for the aging population. Expected and unexpected health-related changes of older adults are explored. Emphasis is on living quality in health promotion and disease prevention. This course will examine how ageism impacts care of the older adult.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 524

NUR 524 - Older Adult and Family Nursing Practicum

Units: 1

When Offered: As offered

This practicum allows students to provide nursing care for the aging population with expected and unexpected health-related changes. Students will participate in health promotion and disease prevention activities in a variety of settings.

Grade Type: Letter Grade

Clinical: 3 hours/week in practicum setting

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 523

NUR 525 - Research and Writing for the ADN

Units: 3

When Offered: As offered

This course is designed to provide an introduction and overview of nursing research and writing for the Associate Degree Nurse (ADN). The course will be devoted to a discussion of the development of nursing research and its utilization in the practice of nursing. Additionally, the course will introduce basic terminology, principles of research, methods and designs of qualitative and quantitative nursing research with the goal of aiding the student to critically evaluate and utilize nursing research. The course will equip students with professional writing skills.

Grade Type: Letter Grade

Prerequisite(s): Acceptance into the ADN to MSN program

NUR 526 - Mental Health Nursing

Units: 3

When Offered: As offered

Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion, disease prevention, and care of individuals, families, and communities with acute and chronic mental health conditions. Nursing services with special populations including the homeless and issues regarding abuse, neglect, trauma, and substance abuse are explored.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 527

NUR 527 - Mental Health Nursing Practicum

Units: 2

When Offered: As offered

Practicum learning experience of nursing services with persons who have the medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the changing healthcare systems and collaborative health promotion and disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and care of individuals and families with acute and chronic mental health problems.

Grade Type: Letter Grade

Practicum: 6 hours/week practicum

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 526

NUR 530 - Adult Health II

Units: 4

When Offered: As offered

This is the second of two Medical Surgical courses analyzing nursing theory and applying evidence based clinical judgment in the care of adult clients with complex acute and chronic illnesses.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 536

NUR 531 - Nursing Services with the Childbearing Family

Units: 3

When Offered: As offered

This course emphasizes applying nursing theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, neonatal clients, and their families. The focus is on health promotion, risk reduction, family planning, and disease prevention.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 533

NUR 533 - Nursing Services with the Childbearing Family Practicum

Units: 2**When Offered:** As offered

In this practicum course students will use theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, postpartum, and neonatal clients.

Grade Type: Letter Grade**Practicum:** 6 hours/week practicum**Prerequisite(s):** Permission of the Dean**Pre- or Co- Requisite(s):** NUR 531**NUR 535 - Nursing Services with the Childrearing Family****Units: 3****When Offered:** As offered

This course applies nursing theory and uses evidence-based clinical judgment in the care of children and adolescents with acute and chronic illnesses. Focus will be upon child growth and development and family-centered care.

Grade Type: Letter Grade**Prerequisite(s):** Permission of the Dean**Pre- or Co- Requisite(s):** NUR 537**NUR 536 - Adult Health II Practicum****Units: 3****When Offered:** As offered

In this practicum course, learners will analyze nursing theory and apply evidence based clinical judgment in the care of adult clients with complex acute and chronic illnesses.

Grade Type: Letter Grade**Practicum:** 9 hours/week practicum**Fee:** Additional nursing fee**Prerequisite(s):** Permission of the Dean**Pre- or Co- Requisite(s):** NUR 530**NUR 537 - Nursing Services with the Childrearing Family Practicum****Units: 2****When Offered:** As offered

This practicum focuses on the application of nursing theory and nurse-family processes in providing evidence-based nursing services to children, adolescents, and their families. The course emphasizes clinical judgment in providing health promotion, disease prevention, and nursing care of pediatric clients with acute and chronic illnesses in diverse settings.

Grade Type: Letter Grade**Practicum:** 6 hours/week practicum**Prerequisite(s):** Permission of the Dean**Pre- or Co- Requisite(s):** NUR 535**NUR 538 - Community and Public Health Nursing****Units: 3****When Offered:** As offered

The course focuses on theoretical concepts related to the role of the community/public health nurse as a collaborator within the healthcare setting. Determinants of health for aggregate and vulnerable populations will be explored. The community/public health nurse as a change agent at the local, national, and global policy level will be examined. This course meets the state published mandated reporting requirements for abuse and neglect of at-risk populations.

Grade Type: Letter Grade
Prerequisite(s): Permission of the Dean
Pre- or Co- Requisite(s): NUR 539

NUR 539 - Community and Public Health Nursing Practicum

Units: 3

When Offered: As offered

Students will apply community/public health course information in a variety of community-based settings. Practicum experiences will include discussion of health promotion and disease prevention, case management, community assessment, and interdisciplinary project development. This course, together with the didactic course, will prepare the student to be eligible to apply for a Public Health Certificate after graduation.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 538

NUR 539G - Community and Public Health Nursing Global Experience

Units: 3

When Offered: As offered

Practicum experience in community and public health nursing focusing on collaborative policy development, change, teaching-learning processes, the role, application of public health principles and nursing processes in the provision of nursing services with individuals and families and populations in a variety of community-based settings. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for NUR 539 or NUR 539G.

Grade Type: Letter Grade

Practicum: 9 hours/week practicum

Fee: Additional trip fee(s)

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 538

NUR 541 - Christian Leadership in Nursing

Units: 3

When Offered: As offered

This course emphasizes principles of nursing leadership and clinical reasoning to promote safe, quality patient care in a variety of settings. Leadership skills include prioritization, delegation, negotiation, collaboration, and coordination. Roles include provider and manager of nursing care in an interprofessional environment. Specific focus will be on transition to practice as an entry-level professional nurse.

Grade Type: Letter Grade

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 543

NUR 542 - Christian Leadership for the ADN

Units: 3

When Offered: As offered

This course is designed for the Associate Degree Nurse (ADN) who is transitioning to leadership as a professional Masters prepared nurse. Concepts of management, leadership and followership, change-persistence and organizational structure as frameworks for managing policy development and delivery of nursing care to groups of clients in diverse healthcare settings are explored. This course consists of 2 units of theory and 1 unit of clinical practicum (45 hours) with implementation of a leadership change project in the student's clinical agency of employment.

Grade Type: Letter Grade

Prerequisite(s): Acceptance into the ADN to MSN program

NUR 543 - Christian Leadership in Nursing Practicum

Units: 2

When Offered: As offered

This practicum allows students to demonstrate principles of nursing leadership and clinical reasoning to promote safe, quality patient care in a variety of settings. Prioritization, delegation, negotiation, collaboration, and coordination will be emphasized. This practicum culminates in a project designed to improve outcomes in health promotion and disease prevention.

Grade Type: Letter Grade

Practicum: 6 hours/week practicum

Prerequisite(s): Permission of the Dean

Pre- or Co- Requisite(s): NUR 541

NUR 546 - Capstone Practicum

Units: 3

When Offered: As offered

This final course practicum focuses on knowledge synthesis and role-readiness of a new graduate nurse. Clinical opportunities are provided utilizing preceptor partnerships to further develop leadership and nursing skills necessary for transition to practice.

Grade Type: Letter Grade

Practicum: 9 hours/week practicum

Fee: Additional nursing fee

Prerequisite(s): Permission of the Dean

NUR 547 - Bioethics and Faith Integration

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Lecture: 3 units

NUR 548 - Leadership and Bioethics

Units: 3

When Offered: As offered

The student will evaluate leadership styles (such as organizing, delegating, collaborating) and learn ways to apply healthcare leadership principles to provide culturally appropriate, high-quality nursing care. This course will also prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective.

Grade Type: Letter Grade

Lecture: 3 units

NUR 549 - NCLEX Review

Units: 1**When Offered:** As offered

This course prepares students to pass the NCLEX-RN.

Grade Type: Letter Grade**Prerequisite(s):** Permission of the Dean**NUR 550 - Nursing Science****Units: 2****When Offered:** As offered

Students examine the art and science of nursing as a guide for nursing practice at the Master's level. Sources of nursing knowledge, such as nursing theories, nursing science, paradigms, domains of nursing, and ways of knowing will be evaluated. Moral and ethical principles will be explored from a biblical worldview as they apply to the discipline and practice of graduate nursing. Ways to overcome perceived barriers to theoretical thinking will be presented and students will learn how to integrate theory with practice.

Grade Type: Letter Grade**Lecture:** 2 units**NUR 555 - Advanced Pathophysiology****Units: 3****When Offered:** As offered

Students examine complex physiologic processes essential to an understanding of disease. Disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student a basis for biomedical clinical decision-making, diagnostic reasoning, and pharmacotherapeutics.

Grade Type: Letter Grade**Lecture:** 3 units**NUR 558 - Advanced Pharmacology****Units: 3****When Offered:** As offered

Students explore advanced, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacoeconomics across the life span. Emphasis will be placed on evidence-based research as a foundation for therapeutic regimens for selected classifications of medications. Characteristics such as age, ethnicity, culture, gender, genetics, and genomic factors when considering pharmacologic interventions. Current national guidelines, legal, and ethical principles will be explored and integrated.

Grade Type: Letter Grade**Lecture:** 3 units**NUR 559 - Research and Scholarship****Units: 3****When Offered:** As offered

Students engage in a process of creative scholarly inquiry to generate, synthesize, and translate nursing knowledge. Emphasis is placed on critique of literature, problem identification, selection of appropriate methodologies, ethical procedures, and the dissemination of findings to improve health and transform health care.

Grade Type: Letter Grade**Lecture:** 3 units**NUR 560 - Advanced Assessment**

Units: 4**When Offered:** As offered

Students integrate advanced knowledge, skills, critical thinking, and clinical judgement to synthesize person-centered assessment data while formulating differential diagnoses. Students will determine a patient's current and ongoing health status, predict risks to health, and identify culturally sensitive health promoting activities utilizing evidence-based practice. This course incorporates weekly laboratory practicum for a total of 45 hours, to facilitate refinement of advanced assessment competencies and documentation.

Grade Type: Letter Grade**Lecture:** 3 units **Clinical:** 1 unit**NUR 561 - Population Health and Applied Biostatistics****Units: 3****When Offered:** As offered

Students will examine individual, collective, environmental, and organizational factors that affect the health of human populations. Students will use descriptive and analytical approaches to evaluate the distribution of disease and current and emerging health trends. Interventions for primary, secondary and tertiary prevention will be explored in the broader context of determinants of health to promote wellbeing of individuals and communities. Students may only earn credit for NUR 561 or 561G.

Grade Type: Letter Grade**Lecture:** 3 units**NUR 561G - Population Health and Applied Biostatistics Global Experience****Units: 3****When Offered:** As offered

Student will examine individual, collective, environmental, and organizational factors that affect the health of human populations. Students will use descriptive and analytic approaches to examine the distribution of disease and current and emerging health trends. Interventions for primary, secondary, and tertiary prevention will be explored in the broader context of determinants of health to promote well being of individuals and communities. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for NUR 561 or 561G.

Grade Type: Letter Grade**Practicum:** 9 hours/week practicum**Fee:** Additional trip fee(s)**Prerequisite(s):** Permission of the Dean**NUR 562 - Health Policy and Bioethics****Units: 3****When Offered:** As offered

Students examine the impact of health policy and principles of bioethics on complex health care systems, including: ethics, regulations and standards, use of health care technologies, improving equitable population health outcomes, interprofessional partnerships, and improving quality and safety while reducing cost. This course will support student acquisition of nursing expertise and assertion of political leadership through examination of ethical theory, patient centered care, cultivation of professional nursing identity, accountability, collaborative disposition and comportment reflective of nursing's characteristics, norms and values.

Grade Type: Letter Grade**Lecture:** 3 units**NUR 563 - Population Health and Health Promotion**

Units: 2 units

When Offered: As offered

Students examine individual, collective, environmental, and organizational factors that affect the health of human populations. Interventions for primary, secondary and tertiary prevention will be explored in the broader context of determinants of health to promote wellbeing of individuals and communities.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Lecture: 2 units

NUR 564 - Applied Biostatistics

Units: 2

When Offered: As offered

Students use descriptive and analytic approaches to examine the distribution of disease and current and emerging health trends in populations. Students will compare and contrast methods used in collection, analysis, and interpretation of quantitative data in disease prevention for specific populations.

Grade Type: Letter Grade

Lecture: 2 units

NUR 565 - Advanced Nursing Leadership

Units: 2

When Offered: As offered

Students explore advanced nursing leadership principles, advanced nursing roles, and evidenced-based practice to create effective systems change. Students will examine the role of the masters-prepared nurse as a member and leader of the interprofessional team, communicating, collaborating, and consulting with other health care professionals.

Grade Type: Letter Grade

Lecture: 2 units

NUR 566 - Clinical Nurse Specialist Adult/Older Adult I

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 550, 555, and 560

NUR 566P - Clinical Nurse Specialist Practicum I

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 550, 555, and 558

Concurrent Requisite(s): NUR 566

NUR 567 - Clinical Nurse Specialist Adult/Older Adult II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 566 and 566P

NUR 567P - Clinical Nurse Specialist Practicum II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 566 and 566P

Concurrent Requisite(s): NUR 567

NUR 568 - Clinical Nurse Specialist Adult/Older Adult III

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 567 and 567P

NUR 568P - Clinical Nurse Specialist Practicum III

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 567 and 567P

Concurrent Requisite(s): NUR 568

NUR 569 - Family Nurse Practitioner I

Units: 3

When Offered: As offered

Students explore the role of the FNP, theoretical foundations of family theory, with a focus on the complexities of chronic adult health issues related to primary care. Emphasis is placed on developing culturally sensitive health assessment, interpretive diagnostic competencies, and management skills to reduce illness progression. Legal regulations and ethical practice guidelines will form a critical foundation for practice.

Grade Type: Letter Grade

Lecture: 3 units **Clinical:** 135 hours
Concurrent Requisite(s): NUR 569P

NUR 569P - Family Nurse Practitioner Practicum I

Units: 3

When Offered: As offered

The practicum experience focuses on application of theoretical and evidence-based foundations to develop the FNP role in culturally sensitive assessment, diagnostic reasoning, planning, management and education of patients with chronic conditions within the primary care setting. Requires 135 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Clinical: 135 hours **Practicum:** 3 units

Fee: Additional lab fee

Concurrent Requisite(s): NUR 569

NUR 570 - Nursing Research II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 559

NUR 572 - Family Nurse Practitioner II

Units: 3

When Offered: As offered

Students further examine the role of the FNP with a focus on family health related to primary care. Emphasis is on culturally sensitive women and gender health care, health promotion, illness prevention, and management skills. Legal regulations and ethical practice standards continue to guide practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 569 and 569P

Concurrent Requisite(s): NUR 572P

NUR 572P - Family Nurse Practitioner Practicum II

Units: 3

When Offered: As offered

The practicum experience focuses on application of theoretical and evidence-based foundations to further develop the FNP role specific to women and gender populations in culturally sensitive assessment, diagnosis, planning, management, and education of patients within the primary care setting. Requires 135 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Clinical: 135 hours **Practicum:** 3 units

Fee: Additional lab fee

Prerequisite(s): NUR 569 and 569P

Concurrent Requisite(s): NUR 572

NUR 574 - Family Nurse Practitioner III

Units: 3

When Offered: As offered

Students examine the role of the FNP with a focus on pediatric populations. Emphasis is placed on common acute and chronic pediatric illnesses, developmental milestones, behavioral health, using culturally sensitive health promotion, illness prevention, and management with collaborative partnership to develop family centered care in the primary setting. Legal regulations and ethical practice standards specific to the pediatric population guide practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 572 and 572P

Concurrent Requisite(s): NUR 574P

NUR 574P - Family Nurse Practitioner Practicum III

Units: 3

When Offered: As offered

The practicum experience focuses on application of theoretical and evidence-based foundations to further develop the FNP role specific to pediatric populations in culturally sensitive assessment, diagnosis, planning, management and education of patients and families within the primary care setting. Requires 135 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Clinical: 135 hours **Practicum:** 3 units

Fee: Additional lab fee

Prerequisite(s): NUR 572 and 572P

Concurrent Requisite(s): NUR 574

NUR 576 - Family Nurse Practitioner IV

Units: 3

When Offered: As offered

Students apply theoretical foundations to the care of acute illnesses, gaining discernment of emergent conditions from varying pathological states. Focus is on culturally sensitive, evidence-based clinical decision-making and diagnostic interpretation to support independent management. Legal regulations and ethical practice guidelines prepare the student for independent practice.

Grade Type: Letter Grade

Lecture: 3 units

Prerequisite(s): NUR 574 and 574P

Concurrent Requisite(s): NUR 576P

NUR 576P - Family Nurse Practitioner Practicum IV

Units: 3

When Offered: As offered

The practicum experience focuses on application of theoretical and evidence-based development of the FNP role toward independent practice. Integration of culturally sensitive assessment, diagnosis, planning, management and education is specific to acute populations and their families within the primary care setting. Emphasis is on prompt identification of pathological, high acuity states based on presentation, providing delivery of acute healthcare management across the life span. Requires 135 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade
Clinical: 135 hours **Practicum:** 3 units
Fee: Additional lab fee
Prerequisite(s): NUR 574 and 574P
Concurrent Requisite(s): NUR 576

NUR 578 - Healthcare Informatics

Units: 3
When Offered: As offered

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

Grade Type: Letter Grade

NUR 579 - Global Health

Units: 3
When Offered: As offered

This course will equip the student to examine the effectiveness of service, prevention, and intervention programs for vulnerable and under-served populations on a local, national, and global level. Students will analyze current and emerging global health trends, including infectious diseases, poverty, conflict, displaced persons, disaster preparedness, response and recovery, worldview, culture, persecution, and health inequity. Advocacy strategies to influence health in both the public and private sector will be examined, as well as global initiatives for disease prevention and health promotion.

Grade Type: Letter Grade
Lecture: 2 units **Clinical:** 1 unit
Prerequisite(s): NUR 559

NUR 580 - Clinical Nurse Specialist Practicum IV

Units: 4
When Offered: As offered

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 Masters Education in Nursing into a professional portfolio and prepare for national certification. Requires 180 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade
Prerequisite(s): NUR 568 and 568P

NUR 581 - Healthcare Leadership I

Units: 4
When Offered: As offered

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.

Grade Type: Letter Grade

Concurrent Requisite(s): NUR 583

NUR 582 - Nursing Curriculum and Program Development

Units: 4

When Offered: As offered

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

Grade Type: Letter Grade

Lecture: 3 units **Clinical:** 1 unit

NUR 583 - Healthcare Leadership Practicum I

Units: 2

When Offered: As offered

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.

Grade Type: Letter Grade

Clinical: 2 units

Pre- or Co- Requisite(s): NUR 581

NUR 584 - Instructional Strategies for Nurse Educators

Units: 4

When Offered: As offered

Provides analysis of evidence-based strategies of teaching-learning that have influenced, and continue to influence nursing education. The multiple roles of the nurse educator related to teaching, scholarship, service, and practice will be evaluated. The determinants of learning, motivation of the learner, literacy, socioeconomic, and cultural attributes will be identified. Instructional methods, settings, materials, and technology will be examined while integrating critical thinking, active learning, and faith integration. Ethical, legal, and cultural issues related to students in different learning environments will be emphasized. Practicum experiences include opportunities for students to implement course content.

Grade Type: Letter Grade

Lecture: 2 units **Clinical:** 2 units

Prerequisite(s): NUR 582

NUR 585 - Healthcare Leadership Practicum II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade
Clinical: 3 units
Pre- or Co- Requisite(s): NUR 587

NUR 586 - Evaluation and Testing for Nurse Educators

Units: 4

When Offered: As offered

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of a cohesive program philosophy, mission statement, conceptual framework, and program outcomes are emphasized. The course includes critical analysis of related topics based upon current research in nursing and higher education literature. Practicum hours include implementation of evaluation and testing strategies in healthcare education settings with emphasis on program improvement resulting from analysis of data related to program improvement indicators.

Grade Type: Letter Grade

Lecture: 3 units **Clinical:** 1 unit

Prerequisite(s): NUR 582 and 584

NUR 587 - Healthcare Leadership II

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Prerequisite(s): NUR 581 and 583

Pre- or Co- Requisite(s): NUR 585

NUR 588 - MSN Clinical Practicum

Units: 2

When Offered: As offered

This practicum course is designed for non-APRN direct care providers to expand clinical knowledge and proficiency in their current practice area. Under the direction of a nursing faculty member, students will be placed with a graduate prepared preceptor in the clinical setting. Students will provide direct patient care to patients, families and communities, collaborate with interprofessional teams, improve patient services, and implement evidence-based practice to improve patient outcomes. Requires 90 hours of supervised clinical practice with a preceptor.

Grade Type: Letter Grade

Clinical: 90 hours of supervised clinical practice with a preceptor

NUR 590 - Information and Knowledge Management

Units: 3

When Offered: As offered

Effectively managing health care data is essential to the practice of Nursing Informatics. In this course, students examine database systems including the concept of data modeling and techniques of data definition and data manipulation. Students explore concepts of information and knowledge management in the health care practice setting. Course assignments provide students with the opportunity to work efficiently in teams and build essential skills to

execute database design. Through this course, students have the opportunity to advance nursing contribution to knowledge management in health care organizations and ultimately national health care policy.

Grade Type: Letter Grade

NUR 591 - Supporting Workflow in Healthcare Systems

Units: 3

When Offered: As offered

Nurses are at the center of care coordination for patients, and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. This course examines the analysis, design, development, implementation, and evaluation of electronic information systems in health care. Students compare, contrast, and critique methods of system design. Course assignments focus on workflow modeling in systems design, including assessment of current-state workflow and design of future-state workflow. Through this course, students have the opportunity to apply workflow design best practice to support the implementation and optimization of electronic health records.

Grade Type: Letter Grade

NUR 592 - System Design, Planning, and Evaluation

Units: 3

When Offered: As offered

Health care policy, including the American Recovery and Reinvestment Act (2009) and Meaningful Use demand that electronic documentation systems are interoperable, integrated, and effective. In this course, students explore the history, process, and methodology in evaluation of health care informatics. Through discussion of real-world practice that includes public health and community-based settings, students evaluate the impact of the implementation of information technology throughout the organization. Students create a plan for systems evaluation. Through individual applications, they build skills and confidence that support collaborative, interdisciplinary system evaluation plans to improve the effectiveness of care.

Grade Type: Letter Grade

Lecture: 1 unit **Clinical:** 2 units

NUR 593 - Project Management Healthcare Technology

Units: 3

When Offered: As offered

Healthcare information technology and the implementation of electronic health records are foundational practices critical for success in project management. In this course, students learn the theory of health information technology project management and apply it to real-world experiences. Using project management software, students create a project management plan and schedule, and they control and close tasks related to a health informatics project. Through team projects and individual applications, students build skills and confidence that support the implementation of healthcare information technology to improve the quality of care and patient outcomes.

Grade Type: Letter Grade

NUR 594 - Healthcare Informatics Capstone

Units: 4

When Offered: As offered

Students in this course apply the MSN curriculum experience by translating knowledge into practice through participation in professional activities and the development of a culminating project. Students apply theory, principles, and concepts related to their area of specialization in order to enhance nursing practice and promote positive social change.

Grade Type: Letter Grade

Lecture: 1 unit **Clinical:** 3 units
Prerequisite(s): NUR 578, 590, 591, and 592
Pre- or Co- Requisite(s): NUR 593

NUR 597 - Comprehensive Examination

Units: 2

When Offered: As offered

This course guides the student through the process of synthesizing advanced nursing theoretical, practice, and research knowledge learned throughout the MSN program. Students will integrate the AACN's Essentials of Masters Education in Nursing into a professional portfolio and prepare for national certification.

Grade Type: Letter Grade

Fee: Additional exam fee

NUR 598 - Directed Project

Units: 3

When Offered: As offered

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.

Grade Type: Letter Grade

Fee: Additional fee

NUR 700 - Nursing Science and Translational Research

Units: 3

When Offered: As offered

Students will examine philosophical and scientific foundations of nursing and the translation of evidence into practice. Emphasis is placed on nursing science, including theoretical and conceptual foundations of systems change. Students critically evaluate phenomena of concern to nursing and apply this knowledge to their individual practice projects.

Grade Type: Letter Grade

Lecture: 3 units

NUR 702 - Project Planning I Practicum

Units: 1-3

When Offered: As offered

Students begin the development of a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. A faculty advisor will guide the student with project development. Requires 45-135 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 1-3 units

NUR 705 - Organizational Systems Leadership

Units: 3

When Offered: As offered

Students examine the impact of organizational and leadership theories on the process of managing change and the effects of operational processes on practice environments that affect outcomes, quality, safety, and cost-effectiveness of patient care. Biblical leadership principles and role development underpin the course content. Students will employ

effective communication and collaborative skills leading interprofessional teams in the analysis of complex practice and organizational issues.

Grade Type: Letter Grade

Lecture: 3 units

NUR 710 - Population Health

Units: 3

When Offered: As offered

Students analyze epidemiological, environmental, socioeconomic, and cultural data using evolving nursing knowledge and a Biblical worldview. Emphasis is placed on the development of partnerships to support and improve equitable, population health outcomes.

Grade Type: Letter Grade

Lecture: 3 units

NUR 712 - Project Planning II Practicum

Units: 1-3

When Offered: As offered

Students will continue developing a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. A faculty advisor will guide the student with project development. Requires 45-135 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 1-3 units

Prerequisite(s): NUR 702

NUR 720 - Systems Evaluation and Scholarship

Units: 3

When Offered: As offered

Students evaluate systems of care within organizations. Students learn to critique change initiatives, practice patterns, systems, and outcomes. Emphasis will be placed on application of relevant evidence, including research, practice guidelines, and /or policies to improve health and transform health care.

Grade Type: Letter Grade

Lecture: 3 units

NUR 722 - Project Planning III Practicum

Units: 1-3

When Offered: As offered

Students will complete a DNP project proposal related to a significant practice change initiative using evidence to improve practice and/or patient outcomes. Emphasis will be placed on protection of human subjects. A faculty advisor will guide the student with the project proposal and approval process. Requires 45-135 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 1-3 units

Prerequisite(s): NUR 712

NUR 725 - Health Care Finance

Units: 2

When Offered: As offered

Students analyze concepts of finance and fiscal leadership for financial planning, decision making, and management in healthcare systems. Economic issues that affect healthcare systems and patient care delivery will be examined. Students use research to evaluate the effectiveness of financial management strategies.

Grade Type: Letter Grade

Lecture: 2 units

NUR 730 - Transformational Technology

Units: 2

When Offered: As offered

Students use information sciences to manage and improve healthcare. Emphasis will be placed on information systems that assist in monitoring outcomes and quality improvement, patient safety, cost-effectiveness, selection of patient care technology, and consumer health information sources. Legal and ethical issues related to information systems and patient care technology will be explored.

Grade Type: Letter Grade

Lecture: 2 units

NUR 735 - Statistics for Health Sciences

Units: 2

When Offered: As offered

Students use descriptive and analytic approaches to examine the distribution of disease in populations, relative risk, and cultural factors. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratios, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other discipline's research which can be used in translating evidence to practice.

Grade Type: Letter Grade

Lecture: 2 units

NUR 740 - Health Policy and Advocacy

Units: 3

When Offered: As offered

The focus of this course is on policy analysis and political activism strategies to influence change for improved health care delivery and outcomes at all levels. Examines concepts of the advanced nursing practice role in advocacy for social justice, equitable access to quality care, health care delivery systems, finance, practice regulations, and advancement of the nursing profession.

Grade Type: Letter Grade

Lecture: 3 units

NUR 750 - Innovation in Quality and Safety

Units: 3

When Offered: As offered

Students will examine safety science, risk reduction, harm prevention, and ways to align cost with quality. The importance of transparency within organizations will be studied as a way to improve patient outcomes across the healthcare continuum. Innovative approaches to promoting a culture of safety will be analyzed.

Grade Type: Letter Grade

Lecture: 3 units

NUR 790 - Translational Research Residency I

Units: 3-6

When Offered: As offered

Students integrate scholarship with practice to improve systems and/or patient outcomes by implementing the proposal. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 3-6 units

Prerequisite(s): NUR 722

NUR 791 - Translational Research Residency II

Units: 3-6

When Offered: As offered

Students continue implementation, engage in data collection, and monitor effectiveness of project strategies. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 3-6 units

Prerequisite(s): NUR 790

NUR 792 - Translational Research Final Project

Units: 3-6

When Offered: As offered

Students analyze data, evaluate project outcomes, disseminate findings, and contribute to evolving nursing knowledge. Students will be mentored by an expert in the field and guided by a faculty advisor. Requires 135-180 practicum hours with a community mentor and faculty advisor.

Grade Type: Pass/Fail

Practicum: 3-6 units

Prerequisite(s): NUR 791

NUR 793 - Continuation Translational Research Final Project

Units: 1

When Offered: As offered

This course is designed for continuation of the practice project. Students analyze data, evaluate project outcomes, disseminate findings, and contribute to evolving nursing knowledge. Students will be mentored by an expert in the field and guided by a faculty advisor.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Pass/Fail

Practicum: 1 unit

Prerequisite(s): NUR 792

NFS 520 - Nutritional Biochemistry

Units: 3

When Offered: As offered

Biochemistry course with emphasis on energy-yielding macronutrients, including the energetics of metabolism; the structure and metabolism of proteins, carbohydrates, and lipids; related integration and interrelation of metabolic systems.

Grade Type: Letter Grade

NFS 555 - Medical Nutrition Therapy I

Units: 3

When Offered: Fall

This course aims to expand student's knowledge on a variety of common pathophysiological conditions and integrate this knowledge with the intervention of clinical nutrition therapies. Students will learn about the basic elements of medical nutritional therapy, including nutrition assessment, diagnosis, intervention, and evaluation. Particular emphasis is placed on understanding energy expenditure and body composition and their components, and how these may change during physiological stress or illness.

Grade Type: Letter Grade

Pre- or Co- Requisite(s): NFS 520

NFS 565 - Medical Nutrition Therapy II

Units: 3

When Offered: Spring

This course provides an advanced level of understanding of biochemistry, physiology, pathology of human diseases, including liver disease, cardiovascular disease, diabetes, renal disease, cancers, metabolic disorders, with emphasis on nutrition-related mechanisms, metabolisms, and clinical interventions.

Grade Type: Letter Grade

Prerequisite(s): NFS 520 and 555

NFS 575 - Advanced Human Nutrition

Units: 3

When Offered: Spring

To provide an understanding of the roles of vitamins and minerals in nutrition from biochemical, clinical, and physiological perspectives. Topics include: micronutrient sources; digestion and absorption; bioavailability; homeostasis; functions throughout the lifecycle including roles in promotion of health and prevention of disease; and deficiency and toxicity states. Additional concepts will include micronutrient fortification and supplementation, dietary reference intakes, body composition, gene-diet interactions, and the social and biological determinants of micronutrient status.

Grade Type: Letter Grade

Prerequisite(s): NFS 520

NFS 580 - Nutrigenomics

Units: 3

When Offered: Fall

Nutrigenetics elucidates the relationship between human genome, nutrition and health, introducing how nutrients, life pattern, environmental factors influence gene expression and disease risks through epigenetic mechanisms.

Grade Type: Letter Grade

Prerequisite(s): NFS 520

NFS 585 - Nutrigenomics Research

Units: 3

When Offered: Fall

This practicum course is designed to introduce scientific methods, application, creation in the field of molecular nutrition, including literature review, research hypothesis development, biological technologies, data analysis, writing of scientific research articles, and development of recipe for nutrition supplement or nutrition therapeutic agents.

Grade Type: Letter Grade
Pre- or Co- Requisite(s): NFS 580

ORG 501 - Foundations of Organizational Leadership

Units: 3

When Offered: OPS

Reviews contemporary issues and perspectives on organizational leadership, multi-disciplinary perspectives, and leadership models. The distinction between leadership and management, vision, collaboration and strategies to manage organizational behavior will be explored. Emphasizes the application of concepts to actual organizational situations culminating in the articulation of a personal philosophy of leadership.

Grade Type: Letter Grade

ORG 512 - Conflict Resolution and Negotiations

Units: 3

When Offered: Fall, Summer, & OPS

Emphasizes a pragmatic approach to resolving conflicts that arise in both non-profit and for-profit enterprises by applying conflict analysis models, tools and processes. Focuses on constructive communication, cultural awareness and sensitivity to diverse populations in a variety of settings, and reaching outcomes through the use of collaborative processes.

Grade Type: Letter Grade

ORG 520 - Leading Change in Faith-Based Organizations

Units: 3

When Offered: OPS

This course will analyze the most common theories of organizational change with the intent of applying these principles in faith-based organizations and other professional environments where Christians serve in leadership. Case studies will be utilized to help students develop an understanding of the process of leading change. Special attention will be given to the underlying causes of interpersonal and organizational conflict connected to change or other causal factors. Students will be equipped with proven strategies for moving people and organizations through biblical principles and processes of conflict resolution.

Grade Type: Letter Grade

ORG 523 - Organizational Communication

Units: 3

When Offered: OPS

Explores the breadth of communication tools available to organizational leaders for instituting change, perception, and organizational growth. Examines and evaluates communication in a variety of formats, including dyadic, small group, formal and informal communication. Collaboration strategies and their results are examined as an influence on group dynamics.

Grade Type: Letter Grade

ORG 530 - Communication with Purpose

Units: 3

When Offered: OPS

This class is designed for students to understand the dynamics of interpersonal and organizational communication. Special attention will be given to the concepts and skills related to casting vision, inspiring confidence, and engendering motivation. This class will analyze historical examples of inspiration and provide practical applications of

the skill of persuasion. Students will also examine principles and practices of listening and its impact upon leading others. The student will develop an ongoing strategy for various levels of interpersonal communication including the traditional, digital, and social media channels and tools.

Grade Type: Letter Grade

ORG 534 - Leadership Across Cultures

Units: 3

When Offered: OPS

Examines the social, cultural, and historical influences on leadership in a global society. Aspects of social forces, dynamics, and historical contexts that influence human experience will be explored. National, corporate, community, and group organizations are examined for evidence of culturally influenced worldviews and values and how they impact the workplace.

Grade Type: Letter Grade

ORG 545 - Leading Organizational Change

Units: 3

When Offered: OPS

Investigates concepts and practical techniques of organizational design and change. Emphasizes change management includes factors in transitioning individuals, teams, and organizations to a desired future state. Explores the leader's role in creating and preventing change, and strategies for coping with resistance will also be studied.

Grade Type: Letter Grade

ORG 550 - Emotional Intelligence and Organizational Culture

Units: 3

When Offered: OPS

This course will review relevant biblical passages connected to leading effectively in a faith community and in the world, from the standpoints of both relational health and productive co-laboring. Students will analyze and synthesize historical and contemporary literature connected to emotional intelligence with and explore how to apply these principles in various organizational settings. Attention will also be given to understanding organizational culture. At a personal level, the student will gain self-understanding and self-awareness through various instruments that will provide normative descriptions of personality styles and traits. Special attention will be given to the development of a personal strategy for growth in relational intelligence at an individual and community level.

Grade Type: Letter Grade

ORG 556 - Practical Financial Management

Units: 3

When Offered: OPS

Develops a practical understanding of how to use financial data to inform leaders in making effective decisions to carry out the mission and goals of an organization. Emphasizes understanding the role of balance sheets, cash flow, and income statements to identify drivers of financial performance and resource allocation. Case studies are utilized to provide real-world application to concepts learned.

Grade Type: Letter Grade

ORG 567 - Managing Human Capital

Units: 3

When Offered: OPS

Emphasizes the strategic role of human resources in performing functions of recruitment, hiring, training, career

development and other contemporary processes within the organizational setting. Serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to applications within organizations.

Grade Type: Letter Grade

ORG 578 - Legal, Ethical, and Public Policy Issues

Units: 3

When Offered: OPS

Explores the philosophical concepts behind the construct of worldview, and its control over value formation, moral, and ethical decision-making. Reviews court cases and data surrounding the intersection of legal and ethical choices made by leaders will be studied. Examines the issues that shape public policy at the local, state and federal level and the ethical dilemmas policy makers face.

Grade Type: Letter Grade

ORG 580 - Organizational Health and Institutional Revitalization

Units: 3

When Offered: OPS

This course will provide an overview of key issues that move organizations toward greater health. Students will analyze the common contributing factors to institutional decline and evaluate proposed solutions based on various models of recovery. Special attention is given to outwardly focused endeavors used in those institutions that have become true models of revitalization. The course also focuses in specific detail on some of the more nuanced issues of leadership at faith-based organizations, such as intentionality, discipleship, community engagement, and a review of conflict and change issues.

Grade Type: Letter Grade

ORG 589 - Strategic Management

Units: 3

When Offered: OPS

Examines the strategic planning process including formulation, implementation, and control. Provides a framework for identifying vision, core values, goals, and competitive advantage for the organization. Explores various organizational strategies from for-profit and non-profit enterprises. Develops an understanding of how to create strategic options by synthesizing various strategies.

Grade Type: Letter Grade

ORG 591 - Organizational Leadership Innovation Project

Units: 3

When Offered: OPS

Provides an opportunity to synthesize the knowledge and skills learned throughout the program, and to develop an innovative, comprehensive project. May include, but is not limited to, a guided project, designing a new organization, analyzing an existing major organizational problem and recommending solutions, etc.

Grade Type: Letter Grade

ORG 710 - New Era Organizations

Units: 4

When Offered: OPS

This course prepares learners for the program by studying essential research-based theories on administration and management leading up to contemporary ones. Emphasis is on reviewing current and emerging organizational theories

and concepts, business ethics, organizational change, talent development, and social responsibility, and developing and articulating a personal philosophy related to managing change in new era organizations. The theories and concepts reviewed will serve as a foundation for scholarly thought within the program.

Grade Type: Letter Grade

ORG 715 - Organizational Change, Ethics, and Human Behavior

Units: 4

When Offered: OPS

This course investigates strategies for promoting sustainable organizations by studying individual and group behavior within organizational settings. Key course concepts focus on organizational infrastructure, motivational strategies, ethical strategies, and leading change. Theories and frameworks studied are foundational principles of the program. This course also examines principles for leveraging conflict management strategies to promote positive organizational relationships and ethical outcomes.

Grade Type: Letter Grade

Prerequisite(s): ORG 710

ORG 720 - Organizational Communication

Units: 4

When Offered: OPS

This course examines effective principles of communication critical for effectiveness within diverse organizations. Principles focus on opportunities for administrators to reflect on their own communication style and examine the components of effective communication strategies. Students will address the challenges inherent to effective communication present in today's multicultural, multilingual work environments. Students will apply strategies for addressing routine and unexpected organizational communication challenges and situations.

Grade Type: Letter Grade

Prerequisite(s): ORG 715

ORG 725 - Human Resource Management

Units: 4

When Offered: OPS

This course examines the processes an organization uses to attract, retain, motivate and develop the best people for their jobs. Concepts of study include organizational recruitment, retention, engagement, evaluation, identification and development of high potential employees, succession planning, and employee development from the perspective of the organization's innovators and talent management professionals.

Grade Type: Letter Grade

Prerequisite(s): ORG 720

ORG 730 - Leveraging Culture and Diversity

Units: 4

When Offered: OPS

This course prepares administrators for gaining insight into identifying the barriers that exist within organizations that mitigate opportunities for diversity and inclusion. Students will survey the effects of culture on administrative strategies and actions, and policies and procedures. They will analyze strategies for leveraging diversity to promote greater organizational inclusivity and productivity. Ethical considerations and motivation for diversity are emphasized.

Grade Type: Letter Grade

Prerequisite(s): ORG 725

ORG 740 - Strategy, Planning, and Change

Units: 4

When Offered: OPS

This course focuses on the development of knowledge and skills needed to maintain competitive advantage and sustainability in today's dynamic organizations. Special attention will be on the analysis and application of strategic approaches to overcoming barriers for organizational optimization, as well as methods for planning and driving support needed for implementation of change objectives that support the organization's mission.

Grade Type: Letter Grade

Prerequisite(s): ORG 730

ORG 750 - Evidence-Based Decision Making and Innovation

Units: 4

When Offered: OPS

In this course students will examine techniques and strategies that promote strategic data-driven decision making for effective administration and fostering innovative behaviors. Models for collecting, analyzing, and using organizational data effectively will be evaluated, and tactics for enhancing both collective and individualistic decision-making will be examined. Students will survey and assess models utilizing data to support innovation strategies, as well as develop strategies for presenting data to promote innovative-driven decision making at all levels of the organization. The course will develop students' skills in three areas: acquiring data, analyzing data to make predictions, and presenting the results of analysis to diverse stakeholder populations.

Grade Type: Letter Grade

Prerequisite(s): ORG 740

ORG 760 - Data Analysis and Interpretation

Units: 4

When Offered: OPS

The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential calculations can be applied to effectively interpret data. Descriptive analysis covered will include measures of central tendency, variability, relationships, basic distributions. Inferential analysis covered includes chi-square, ANOVA, regression; the analysis of variance covariance, and multivariate data. Students will be required to utilize statistical software.

Grade Type: Letter Grade

Prerequisite(s): ORG 750

ORG 770 - Quantitative Research Methods

Units: 4

When Offered: OPS

The purpose of this course is to present an examination of quantitative methods and designs that are utilized in the study of organizational administration and behavior. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Experimental, quasi-experimental, and survey research designs are assessed and applied.

Grade Type: Letter Grade

Prerequisite(s): ORG 760

ORG 775 - Qualitative Research Methods

Units: 4

When Offered: OPS

This course examines the theoretical foundations of qualitative research methods and techniques applied within the study of organizational administration and behavior. Students will be exposed to a wide array of research methods,

design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.

Grade Type: Letter Grade

Prerequisite(s): ORG 770

ORG 780 - Research Design

Units: 4

When Offered: OPS

The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in social science research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, development of quality hypothesis statements, and the effective use of descriptive statistics. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.

Grade Type: Letter Grade

Prerequisite(s): ORG 775

ORG 785 - Comprehensive Experience

Units: 4

When Offered: OPS

The Comprehensive Experience will assess the student's knowledge of the theoretical foundations in organizational administration. Students will identify and answer research questions by integrating and synthesizing knowledge from a broad range of content areas covered in the first two years of study. The emphasis of this course is to demonstrate fundamental knowledge of the field of study ensuring that all students advancing to candidacy have internalized the central knowledge, critical thinking, and ethical skills necessary to be effective practitioners, leaders, executives, scholars, and professors. Successful completion of a defense experience must be completed prior to advancing to candidacy.

Grade Type: Letter Grade

Prerequisite(s): RCH 720

ORG 790 - Dissertation Experience

Units: 4

When Offered: OPS

Students will be guided through the research process after completing the dissertation proposal. This will include the development and completion of the dissertation. Students will work with their dissertation advisors both individually and in small groups. During the final iteration students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Prerequisite(s): ORG 785

ORG 798 - Dissertation Completion

Units: 1

When Offered: OPS

Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within ORG 790 Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and

submitted for publication.

Repeatable: May be repeated for a maximum of four (4) units

Grade Type: Pass/Fail

Prerequisite(s): ORG 790

PAS 501 - Human Anatomy and Physiology I

Units: 4

When Offered: Fall

This course exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs.

Grade Type: Letter Grade

PAS 502 - Human Anatomy and Physiology II

Units: 4

When Offered: Spring

This course further exposes students to the topography, internal structures and functions of the human body, with correlations to diagnostic modalities currently used by medical practitioners. Case studies illustrate the anatomical findings in classical clinical presentations. Pertinent biochemical principles are applied to cellular and sub-cellular structures and processes which impact health and disease. A systems and inter-systems approach are reinforced in guided labs.

Grade Type: Letter Grade

Prerequisite(s): PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535

PAS 503 - Research Methodology I

Units: 1

When Offered: Fall

This course exposes students to methods used in research. Students will become familiar with common tools used in research. In addition, students will explore and appraise the research process, types of research, sampling and generalizability, reliability and validity, research design, methods of measurement, data collection, and statistical analysis. Students will search the internet and critique peer-reviewed medical literature, with culmination of an article analysis.

Grade Type: Letter Grade

PAS 504 - Research Methodology II

Units: 1.5

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535

PAS 505 - Health Care Ethics

Units: 3

When Offered: 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.

Grade Type: Letter Grade

PAS 506 - Medical Microbiology

Units: 3

When Offered: Fall

This course exposes students to the role of microorganisms in infectious diseases, in preparation for advanced coursework in pharmacology, pathophysiology and clinical medicine. Students will appraise the mechanisms of microbial pathogenicity associated with specific infectious diseases, in relation to bacteria, fungi, parasites, mycoplasmas, rickettsias, chlamydias, spirochetes, vibrios, and viruses.

Grade Type: Letter Grade

PAS 507 - Clinical Laboratory Science

Units: 3

When Offered: 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.

Grade Type: Letter Grade

PAS 508 - Professional Practice and Policy I

Units: 1

When Offered: Fall

This course exposes students to the history, development, and current status of the PA profession. Students explore the evolution of the PA profession, current and expected future practice trends, the PA's role as part of the health care team, patterns of health care delivery, and political and legal factors that affect PA practice. Health care systems, billing, and patient privacy issues, ethical behavior, and professional responsibilities are emphasized.

Grade Type: Letter Grade

PAS 509 - Professional Practice and Policy II

Units: 1

When Offered: 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.

Grade Type: Letter Grade

Prerequisite(s): PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535

PAS 510 - History and Physical Examination I

Units: 4**When Offered:** Fall

This course exposes students to methods of patient evaluation. Students develop critical thinking, interviewing techniques, examination techniques, and proper equipment use. In addition, students appraise patient responses and culturally background. Students learn how to obtain a patient history, document information using the SOAP format, and use medical terminology. Assessment of the skin, head, neck, eyes, ears, nose, sinuses, oral cavity, chest & lungs, and nutrition are practiced in a lab setting.

Grade Type: Letter Grade**PAS 511 - History and Physical Examination II****Units: 4****When Offered:** Spring

This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will undertake evaluation of the heart, the peripheral vascular system, the abdomen, the acutely ill patient, the male genitalia, and also perform patient write-ups.

Grade Type: Letter Grade**Prerequisite(s):** PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535**PAS 512 - History and Physical Examination III****Units: 4****When Offered:** Summer

This course further exposes physician assistant students to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Students will develop skills in interviewing techniques, proper use of equipment, history taking, SOAP note writing, performing examinations, and correlating signs and symptoms with disease processes. In addition, students will perform evaluation of the pediatric patient, musculoskeletal system, breast, pregnant female, nervous system and the geriatric patient. The practical culmination is the performance of a comprehensive physical examination.

Grade Type: Letter Grade**Prerequisite(s):** PAS 502, 504, 509, 511, 513, 521, 525, 530 , and 532**PAS 513 - Pathophysiology of Disease I****Units: 2****When Offered:** Fall

This course exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to the cardiovascular, blood, pulmonary, gastrointestinal, liver, exocrine pancreatic, renal, and male reproductive systems.

Grade Type: Letter Grade**Prerequisite(s):** PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535**PAS 514 - Pathophysiology of Disease II****Units: 2****When Offered:** Spring

This course further exposes students to the pathophysiology of disease and reviews relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to the immunologic, rheumatologic, endocrine, nervous systems; infectious, and hematologic disease processes, as well as neoplasia.

Grade Type: Letter Grade

Prerequisite(s): PAS 502, 504, 509, 511, 513, 521, 525, 530 , and 532

PAS 520 - Pharmacology and Pharmacotherapeutics I

Units: 3

When Offered: Fall

This course exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Students are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations.

Grade Type: Letter Grade

PAS 521 - Pharmacology and Pharmacotherapeutics II

Units: 3

When Offered: Spring

This course further exposes students to the principles of pharmacology and the application of pharmacotherapeutics. Students are introduced to the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the clinical care setting. Essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms are applied to the care and treatment of pediatric, adult and geriatric patients. Application of concepts are demonstrated through case presentations.

Grade Type: Letter Grade

Prerequisite(s): PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535

PAS 522 - Medical Genetics

Units: 1.5

When Offered: Summer

This course exposes students to the basic principles of heredity (including cytogenetics, molecular, and mendelian genetics) and the processes that lead to genetic variability in humans. Through a few select genetic disorders, students will become aware of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients. Students attend workshop sessions to solve genetic problems.

Grade Type: Letter Grade

PAS 523 - Health Promotion, Disease Prevention, and Epidemiology

Units: 2

When Offered: Summer

The course exposes students to strategies for fostering a provider-patient partnership, and tools for effectively communicating healthy lifestyles. Students will be presented with current information about various conditions commonly seen in the clinical setting. In addition, students will appraise benefits of prevention, barriers to preventive care, historical perspectives, shared decision-making, selectivity of ordering tests, and improving the delivery of preventive clinical services. Particular attention will be paid to Healthy People 2020.

Grade Type: Letter Grade

Prerequisite(s): PAS 502, 504, 509, 511, 513, 521, 525, 530 , and 532

PAS 524 - Behavioral Medicine

Units: 2**When Offered:** Summer

This course exposes students to the psychological and social factors that influence human behavior. Students examine how behavior can be influenced by illness, leading at times to poor coping skills, and physical and mental manifestations. In addition, students will explore development through the life cycle, sleep, sexuality, violence, reaction to illness and learn how to take a proper mental health history and perform a Mini-Mental Status Examination.

Grade Type: Letter Grade**Prerequisite(s):** PAS 502, 504, 509, 511, 513, 521, 525, 530 , and 532**PAS 525 - Clinical Skills and Procedures I****Units: 3****When Offered:** Spring

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.

Grade Type: Letter Grade**Prerequisite(s):** PAS 501, 503, 505 , 506 , 507 , 508, 510, 520, 522, and 535**PAS 526 - Clinical Skills and Procedures II****Units: 3****When Offered:** Summer

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.

Grade Type: Letter Grade**Prerequisite(s):** PAS 502, 504, 509, 511, 513, 521, 525, 530 , and 532**PAS 530 - Clinical Medicine I****Units: 3****When Offered:** Spring

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.

Grade Type: Letter Grade**Prerequisite(s):** PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535**PAS 531 - Clinical Medicine II****Units: 4****When Offered:** Spring

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.

Grade Type: Letter Grade

Prerequisite(s): PAS 501, 503, 505, 506, 507, 508, 510, 520, 522, and 535

PAS 532 - Clinical Medicine III

Units: 4

When Offered: Summer

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.

Grade Type: Letter Grade

Prerequisite(s): PAS 502, 504, 509, 511, 513, 521, 525, and 530

PAS 533 - Clinical Medicine IV

Units: 4

When Offered: Summer

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.

Grade Type: Letter Grade

Prerequisite(s): PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532

PAS 534 - Women's Health

Units: 3

When Offered: Summer

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.

Grade Type: Letter Grade

Prerequisite(s): PAS 502, 504, 509, 511, 513, 521, 525, 530, and 532

PAS 535 - Global Health Engagement

Units: 2

When Offered: Fall

This course exposes students to major global health challenges relating to health and disease. Students will analyze recent and emerging health dilemmas, medical emergencies, effects of poverty and conflicts, health systems and disease prevention. In addition, students will explore strategies for acquiring cultural awareness and sensitivity, understanding the status of global health, and identifying opportunities for medical missions in overseas, and rural and medically under-served areas in the United States.

Grade Type: Letter Grade

PAS 601 - Family Medicine Clerkship

Units: 5

When Offered: As offered

Provides practical clinical exposure opportunities for physician assistant students to expand, refine and integrate knowledge and skills in the area of primary care medicine. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.

Grade Type: Letter Grade

Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533 , and 534

PAS 602 - Internal Medicine Clerkship

Units: 5

When Offered: As offered

Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills in internal medicine. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.

Grade Type: Letter Grade

Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533 , and 534

PAS 603 - Emergency Medicine Clerkship

Units: 5

When Offered: As offered

Provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills. Students will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. In addition, the student will expand didactic emergency medicine principles to clinical situations, and refine clinical psychomotor skills. Students will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities.

Grade Type: Letter Grade

Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533 , and 534

PAS 604 - General Surgery Clerkship

Units: 5

When Offered: As offered

Provides exposure to general and specific principles of evaluating and treating surgical patients, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to evaluate, diagnose, manage, and refer patients presenting with surgical conditions. In addition, students will perform pre-operative work-ups, post-operative documentation and care for patients, and will assist in the operating room as a member of a surgical team.

Grade Type: Letter Grade

Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533 , and 534

PAS 605 - Adolescent and Pediatric Medicine Clerkship

Units: 5**When Offered:** As offered

Focuses on general and specific principles of evaluating and treating patients in the pediatric and adolescent age groups of both gender, and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will learn how to perform common pediatric treatment procedures, recognize developmental milestones and manage life-threatening conditions. In addition, students will perform drug dosage calculations, provide immunizations, and provide anticipatory guidance.

Grade Type: Letter Grade**Prerequisite(s):** PAS 512, 514, 523, 524, 526, 532, 533 , and 534**PAS 606 - Behavioral Medicine Clerkship****Units: 5****When Offered:** As offered

Provides practical clinical exposure opportunities for students to expand refine and integrate knowledge and skills in Behavioral Medicine/Psychiatry. Students will develop proficiency in patient history-taking, evaluation, diagnosis, and management of emotional and psychiatric conditions seen in the pediatric to geriatric populations, and in all genders. In addition, students will expand didactic psychiatric medicine principles to clinical situations.

Grade Type: Letter Grade**Prerequisite(s):** PAS 512, 514, 523, 524, 526, 532, 533 , and 534**PAS 607 - Women's Health Clerkship****Units: 5****When Offered:** As offered

Reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Students will develop proficiency in performing pelvic examinations, saline preps, KOH preps, specimen collection, and some minor surgical procedures such as abscess incision and drainage. In addition students will be involved in providing care for general female conditions, family planning, contraception, prenatal care, preventive education and health promotion related to issues in women's health.

Grade Type: Letter Grade**Prerequisite(s):** PAS 512, 514, 523, 524, 526, 532, 533 , and 534**PAS 608 - Urgent Care Clerkship****Units: 5****When Offered:** As offered

Provides students with opportunities to engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition to gaining specific skills in the urgent care setting, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication.

Grade Type: Letter Grade**Prerequisite(s):** PAS 512, 514, 523, 524, 526, 532, 533 , and 534**PAS 609 - Elective Clerkship****Units: 5****When Offered:** As offered

Students gain additional or new clinical experience by returning to a previous clinical specialty or pursuing studies in another area of clinical interest. Students engage in activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case

presentations, and patient history and findings documentation. In addition, students will continue to develop skills in clinical problem-solving, evidence-based medicine and inter-professional practice.

Grade Type: Letter Grade

Prerequisite(s): PAS 512, 514, 523, 524, 526, 532, 533 , and 534

PSY 500 - Diversity Issues in Counseling Psychology

Units: 3

When Offered: Summer & OPS

Examination of the effects of therapeutic interventions on culturally distinct populations.

Grade Type: Letter Grade

PSY 501S - Professional Practice Seminar I

Units: 2

When Offered: Fall & OPS

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. Students will participate in a professional development review. Please review MSCP student handbook for detail.

Grade Type: Pass/Fail

Fee: Additional practice seminar fee (Traditional Grad only)

PSY 502S - Professional Practice Seminar II

Units: 2

When Offered: Fall & OPS

Continuation of PSY 501S PSY 501S - Professional Practice Seminar I. Emphasis on various clinical and legal issues related to the practice of psychotherapy. This will include 6 hours of suicide risk assessment, prevention, treatment, and interventions. Ethical and legal considerations that are specific to clinical issues with suicidal ideations and/or behaviors will be described, practiced, or demonstrated. This course builds upon the foundational skills from PSY501S that are critical to clinical practice and practicum placement. Students will participate in a professional development review. Please review MSCP student handbook for detail.

Grade Type: Pass/Fail

Prerequisite(s): PSY 501S

PSY 504 - Psychopathic Mind

Units: 3

When Offered: Spring

This pro-seminar introduces students to the process and techniques of investigation and psychological profiling of serial murderers and serial rapists. Elective Course.

Grade Type: Letter Grade

PSY 505 - MFT Counseling Theory

Units: 3

When Offered: Fall & OPS

The student is introduced to the theoretical foundations of Family Systems Theory, Behaviorism, Humanism, Existentialism, and Psychoanalytic Theory.

Grade Type: Letter Grade

PSY 510 - Human Growth and Development

Units: 3

When Offered: Fall & OPS

A study of the developmental cycle of the human organism from a cognitive, psychological, sociological, and moral perspective. Emphasis is placed on theories and research related to child development.

Grade Type: Letter Grade

PSY 511 - Couples Therapy and Intimate Partner Violence

Units: 3

When Offered: Fall & OPS

This course will address the principles and techniques of effective therapy with couples. Various couples treatment models will be described with a focus on applicability to different client needs in a variety of settings. Intimate partner violence detection, prevention, and treatment will be integrated into the treatment of couples.

Grade Type: Letter Grade

PSY 515 - Human Sexuality

Units: 3

When Offered: Summer & OPS

Human sexuality focuses on the etiology, diagnosis and treatment of sexual dysfunction with an overview of physiology. It further examines the clinical, social and ethical issues in counseling persons with AIDS-related problems.

Grade Type: Letter Grade

PSY 520 - Human Communications in Group Process

Units: 3

When Offered: Spring & OPS

Application of group treatment models to various forms of interpersonal communication.

Grade Type: Letter Grade

PSY 525 - MFT Counseling Techniques

Units: 3

When Offered: Spring & OPS

Intervention techniques from a phenomenological, cognitive, behavioral and existential frame of reference.

Grade Type: Letter Grade

PSY 530 - Advanced Research Methodology

Units: 3

When Offered: Spring & OPS

Theoretical and practical applications of research methods of psychotherapy.

Grade Type: Letter Grade

Prerequisite(s): BEH 383 or equivalent

PSY 534 - Pre- or Post- Practicum

Units: 1**When Offered:** Summer & OPS

Supervised counseling experience in a professional setting. A required course either for students who begin counseling prior to PSY 555 - Practicum I OR needed to continue in practicum after completing PSY 570 - Practicum II.

Repeatable: May be repeated one (1) time for a maximum of two (2) units**Grade Type:** Pass/Fail**Prerequisite(s):** PSY 501S, 502S, 505, 560, and either 511 or 525**PSY 535 - Advanced Psychopathology****Units: 3****When Offered:** Spring & OPS

Nature and causes of reactions to social, biological and psychological stress, maladaptive development, and faulty learning. Includes an in-depth study of anxiety disorders, character personality, and the psychoses.

Grade Type: Letter Grade**PSY 536 - Community Mental Health Counseling****Units: 3****When Offered:** Fall & OPS

This course introduces the student to the contemporary context of community mental health settings. Course content emphasizes recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse, the homeless, foster care services, case management, client advocacy, in-home and in-school services, bilingual client services, professional collaboration and medical family therapy. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.

Grade Type: Letter Grade**Pre- or Co- Requisite(s):** PSY 535**PSY 537 - Career Counseling****Units: 3****When Offered:** Spring & OPS

This course is designed to meet the professional training criteria of students within the field of Counseling Psychology and other helping professions to gain competency in the basic tenets of career counseling. This is an elective course for which students wishing to pursue licensure as a Professional Clinical Counselor in the State of California should register.

Grade Type: Letter Grade**PSY 540 - Psychodiagnostics****Units: 3****When Offered:** Fall & OPS

Applications of Intelligence Testing and Personality testing to diagnosis and treatment.

Grade Type: Letter Grade**Prerequisite(s):** BEH 383 or equivalent**PSY 541 - Empirically-Based Approaches for Treating Adults with Severe Mental Illness****Units: 3****When Offered:** Fall & OPS

This course exposes students to empirically-based approaches for treating adults with severe mental illness. Students will gain an understanding of the history, goals, techniques, and research outcomes associated with interventions for

adults with major depression, schizophrenia, bipolar disorder, obsessive-compulsive disorder, posttraumatic stress disorder, and borderline personality disorder. A specific focus will be on empirically-based approaches for severe mental illness, including acceptance and commitment therapy (ACT), mindfulness-based cognitive therapy (MBCT), and dialectical behavior therapy (DBT).

Grade Type: Letter Grade

PSY 542 - Play Therapy for Special Populations

Units: 3

When Offered: Spring & OPS

This course introduces the student to the major theoretical models of play therapy with an emphasis on special populations, including children experiencing grief and loss, children placed in foster care, and children who have been physically abused, sexually abused or neglected.

Grade Type: Letter Grade

PSY 543 - Evaluation and Treatment of Compulsive Disorders

Units: 3

When Offered: Summer & OPS

This course offers an intensive study of the biopsychological mechanisms underlying compulsive behaviors. Focus includes eating disorders, sexual compulsions, gambling, and internet addiction. Evidence-based treatment approaches are identified and related to their impact on health, wellness, and recovery.

Grade Type: Letter Grade

PSY 544 - Standard of Care Approaches for Evaluating and Treating Children and Adolescents with Externalizing Disorders

Units: 3

When Offered: As offered & OPS

This course exposes students to empirically based approaches for working with children and adolescents with externalizing disorders, including oppositional defiant disorder, conduct disorder, and intermittent explosive disorder. Students will explore the history, goals, techniques, and research outcomes associated with interventions for children and adolescents with externalizing disorders. A majority of the course will be focused on the collaborative problem solving (CPS) approach, multisystemic therapy (MST), parent-child interaction training (PCIT), and parent management training (PMT).

Grade Type: Letter Grade

PSY 545 - MFT Counseling: Child and Adolescent

Units: 3

When Offered: Fall & OPS

Processes of diagnosis, dynamics, and treatment of children and adolescents.

Grade Type: Letter Grade

PSY 550 - Practicum Forum

Units: 0

When Offered: As offered & OPS

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.

Grade Type: Pass/Fail

Prerequisite(s): PSY 501S, 502S, 505, 525, and 560

PSY 555 - Practicum I

Units: 3

When Offered: Fall & OPS

Supervised counseling experience in professional settings.

Grade Type: Pass/Fail

Fee: Additional testing fee

Prerequisite(s): PSY 501S, 502S, 505, 560, and either 511 or 525

PSY 560 - Professional Ethics and Law

Units: 3

When Offered: Summer & OPS

An examination and explanation of current laws and ethical issues affecting psychotherapists.

Grade Type: Letter Grade

PSY 570 - Practicum II

Units: 3

When Offered: Spring & OPS

A continuation of PSY 555 - Practicum I.

Grade Type: Pass/Fail

Prerequisite(s): PSY 555

PSY 576 - Practicum Continuation

Units: 1

When Offered: OPS

Supervised counseling experience in a professional setting. A course for students completing required supervised practicum hours beyond those accrued in PSY 555 - Practicum I and PSY 570 - Practicum II.

Repeatable: May be repeated two (2) times for credit

Grade Type: Pass/Fail

Prerequisite(s): PSY 501S, 502S, 505, 525, and 560

PSY 580 - Family Therapy I

Units: 3

When Offered: Fall & OPS

An examination of the philosophical and theoretical suppositions of the major schools of family therapy. Emphasis on the historical and contemporary context of systems theory and family therapy.

Grade Type: Letter Grade

PSY 585 - Family Therapy II

Units: 3

When Offered: Spring & OPS

Concentration on the therapeutic techniques of the various schools of family therapy discussed in Family Therapy I.

Students are encouraged to develop specific family therapy skills through the use of videotape feedback, coaching, and

classroom demonstration.
Grade Type: Letter Grade
Prerequisite(s): PSY 580

PSY 590 - Christian Perspective on Professional Counseling

Units: 2
When Offered: Summer & OPS
Faculty and student dialogue on issues and topics related to the integration of Christianity and psychology.
Grade Type: Letter Grade

PSY 595 - Psychopharmacology

Units: 3
When Offered: Fall, Spring, & OPS
This course is designed for the non-medical psychotherapist. The major categories of medication used in psychiatric intervention and issues related to consultation and collaboration with treatment teams, including medical staff, will be discussed.
Grade Type: Pass/Fail

PSY 597A - Child Abuse and Neglect: Diagnosis and Treatment

Units: 2
When Offered: Fall, Spring, & OPS
Examines the methods of assessment, reporting, and treatment of physical, sexual, and neglectful child abuse.
Grade Type: Pass/Fail

PSY 597B - HIV and AIDS Counseling

Units: 1
When Offered: Summer & OPS
This seminar examines the clinical, social and ethical issues in counseling persons with AIDS-related problems. In addition to the lecture/discussion format, opportunity for supervised role-playing may be provided.
Grade Type: Pass/Fail

PSY 597C - Domestic Violence

Units: 1
When Offered: Summer & OPS
Examines the characteristics and treatment of the perpetrators and victims of domestic violence.
Grade Type: Pass/Fail

PSY 598A - Addictions Counseling

Units: 3
When Offered: Fall, Spring, Summer, & OPS
This course provides the student with an overview of the addictive process, including substance dependency and behavioral compulsions. The course emphasizes the etiology of addiction, the systemic impact of co-occurring disorders, the standard of care treatment modalities, and concepts of resiliency and recovery.
Grade Type: Pass/Fail

PSY 598B - Grief and Loss Counseling

Units: 1

When Offered: Spring & OPS

This seminar explores the impact of grief and loss as it affects the individual and the family system. A lecture discussion format is utilized. Elective Course.

Grade Type: Pass/Fail

PSY 598C - Aging and Mental Health

Units: 2

When Offered: Fall, Spring, & OPS

This seminar addresses mental health issues in aging populations.

Grade Type: Pass/Fail

PSY 599 - Special Topics

Units: 1-3

When Offered: As offered

An in-depth seminar on a selected topic within Psychology.

Repeatable: May be repeated for credit with change in topic

Grade Type: Letter Grade

PSY 700 - Theories of Psychotherapy

Units: 3

When Offered: Fall

This course focuses on the major theories of psychotherapy, including supporting research and newer, emerging models in the field. Psychodynamic, humanistic-existential, cognitive-behavioral, postmodern, and systems theories of personality and psychotherapy are explored, applying this understanding to the profession of clinical psychology. Students are exposed to the American Psychological Association's specialty area in clinical psychology.

Grade Type: Letter Grade

PSY 702 - Psychiatric Disorders

Units: 3

When Offered: Fall

This course focuses on psychopathology, including the prevalence, etiology, maintenance, and treatment of DSM-5 diagnoses, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 704 - Statistics in Psychology

Units: 3

When Offered: Fall

This course focuses on statistics within the psychological sciences, including descriptive and inferential statistics, univariate and multivariate analytic strategies, hypothesis testing, power, effect sizes, and estimation, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 711 - Child Abuse Reporting, Assessment, and Treatment

Units: 2

When Offered: Fall

This course focuses on child abuse and neglect, including the assessment and treatment of childhood abuse, applying this understanding to the profession of clinical psychology. Legal and ethical issues are explored, along with physical and behavioral signs of abuse, techniques to intervene, community-based services, and mandatory reporting requirements.

Grade Type: Letter Grade

PSY 712 - Cultural Diversity

Units: 3

When Offered: Spring

This course focuses on individual and cultural diversity (ICD), including the dimensions of culture, race, ethnicity, age, gender, gender identity, sexual orientation, religion, language, socioeconomic status, disability, and national origin, applying this understanding to the profession of clinical psychology. A special emphasis is placed on helping students cultivate the flexibility and self-awareness necessary to see the self as different from others, honoring cultural differences and client self-determination as they learn to work effectively with a wide variety of worldviews in assessment and psychotherapy contexts.

Grade Type: Letter Grade

PSY 713 - Law and Ethics in Clinical Psychology

Units: 3

When Offered: Spring

This course focuses on the APA Ethical Principles and Code of Conduct, California law for mental health professionals, and federal law (e.g., HIPAA), applying this understanding to the profession of clinical psychology. Within this course, applying both law and ethics to clinical practice also involves using peer-reviewed decision-making models, as well as consultation, to arrive at an ethical solution, with the best interest of the client in mind.

Grade Type: Letter Grade

PSY 714 - Research Methods in Psychology

Units: 3

When Offered: Spring

This course focuses on both quantitative and qualitative research methods within the psychological sciences, as well as experimental and non-experimental research designs. Assessment strategies, sampling methods, replication, approaches for testing and validating theories, meta-analyses, and strengths and limitations of the various research methods and designs are explored. This understanding of research is applied to the profession of clinical psychology.

Grade Type: Letter Grade

Prerequisite(s): PSY 704

PSY 720 - Clinical Practice I: Basic Skills

Units: 2

When Offered: Fall

This course focuses on the development of basic helping skills in psychotherapy, including the importance of the client-therapist relationship, the here-and-now, process versus content, self-awareness, empathy, warmth, building and maintaining a therapeutic alliance, establishing treatment goals, and working towards change, applying this skill-set to the profession of clinical psychology. Students receive six hours of training in suicide risk assessment and intervention, and direct observation is used via mock therapy sessions to help students develop foundational clinical skills.

Grade Type: Letter Grade

Fee: Additional clinical fee

PSY 722 - Human Development Across the Lifespan

Units: 3

When Offered: Summer

This course focuses on lifespan development, including a range of theories and empirical models within the developmental psychology literature. The various stages of life, physical, cognitive, and socioemotional development, and death and dying are explored, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 723 - Psychometrics

Units: 3

When Offered: Summer

This course focuses on psychometrics, including psychological measurement, scale development, strategies to evaluate measurement quality, standardization, measurement theory, reliability, and validity, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

Prerequisite(s): PSY 714

PSY 725 - History of Psychological Science

Units: 3

When Offered: Fall

This course focuses on the history and systems of psychology, including philosophical foundations, key movements and figures that influenced the field, the formal founding of the discipline of psychology, and current theoretical orientations, specialty areas, and empirical models, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 726 - Cognitive and Affective Bases of Behavior

Units: 3

When Offered: Spring

This course focuses on theoretical and empirical models of emotion, affect, and mood, including the various roles that emotional states play in human behavior, as well as higher order cognitive processes, such as memory, knowledge, learning, and thinking. Cognitive and affective bases of behavior are integrated so as to help students obtain an advanced knowledge base within the discipline of psychology, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 730 - Clinical Practice II: Advanced Skills and Treatment Planning

Units: 2

When Offered: Spring

This course focuses on the continued development of helping skills in psychotherapy, exploring transference and countertransference, process comments, the corrective relational experience, ruptures and repairs in the therapeutic alliance, and working through clients' problematic relational patterns, applying this skill-set to the profession of clinical psychology. Treatment planning and progress note writing are also emphasized, including the various models of documentation used within clinical psychology. Direct observation is used via mock therapy sessions to help students continue to develop clinical skills.

Grade Type: Letter Grade

Prerequisite(s): PSY 720

PSY 735 - Addictive Behavior

Units: 2

When Offered: Fall

This course focuses on addictive behaviors, including the etiology, assessment, and treatment of alcohol and substance use disorders, as well as risk prevention and factors and dual diagnoses, applying this understanding to the profession of clinical psychology. A biopsychosocial-spiritual approach will be emphasized in conceptualizing and treating addictive behaviors.

Grade Type: Letter Grade

PSY 736 - Behavioral Neuroscience

Units: 3

When Offered: Fall

This course focuses on the biological bases of human behavior, exploring the structure and functioning of the brain, neurochemistry, hormones, genetic influences, and biological contributing factors to psychopathology. This understanding of neuroscience is applied to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 740 - Clinical Practicum I: Professionalism

Units: 2

When Offered: Fall

This course is a forum for students to explore practicum-related experiences at an internal practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students

receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum I, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of Clinical Practicum II. Clinical Practice I and II serve as the foundation for this course, and students focus on the competencies of professionalism, professional values, and attitudes during the semester.

Grade Type: Letter Grade

Fee: Additional clinical fee

Prerequisite(s): PSY 700, 702, 712, 713, and 730

PSY 741 - Assessment I: Personality Testing

Units: 3

When Offered: Fall

This course focuses on reliable, valid personality testing instruments, including (but not limited to) the MMPI-2 and newer MMPI-2-RF, MCMI-IV, PAI, and 16PF. Administration, scoring, and interpretation considerations are explored, as well as report writing and strategies for integrating a presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple tests, diagnostic impression, and treatment recommendations into a final assessment report.

Grade Type: Letter Grade

Prerequisite(s): PSY 723

PSY 742 - Assessment II: Intelligence Testing with Lab

Units: 4

When Offered: Spring

This course focuses on intelligence and other forms of cognitive testing, including the Wechsler scales and memory and achievement testing. Students explore cultural and other important considerations when administering, scoring, and interpreting cognitive testing. An additional lab is required that allows students to practice test administration. Report writing strategies are explored, integrating the presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple cognitive tests, diagnostic impression, and treatment considerations into a final assessment report.

Grade Type: Letter Grade

Prerequisite(s): PSY 723

PSY 743 - Assessment III: Projective Testing

Units: 3

When Offered: Summer

This course focuses on projective testing, including the Rorschach (using Exner's scoring system), Thematic Apperception Test (TAT), Human Figure Drawing, House-Tree-Person, and Rotter Incomplete Sentences Blank. Students practice administering, interpreting, and scoring projective tests, and report writing strategies are explored, integrating the presenting problem, background information, behavioral observations/mental status exam, reliability and validity of tests used, data from multiple cognitive tests, diagnostic impression, and treatment considerations into a final assessment report.

Grade Type: Letter Grade

Prerequisite(s): PSY 723

PSY 745 - Human Social Behavior

Units: 3

When Offered: Spring

This course focuses on social psychology, including social perception, attitudes, biases, group processes, and discrimination, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 746 - Intimate Partner Abuse

Units: 2

When Offered: Spring

This course focuses on spousal and partner abuse assessment and treatment, including theoretical and empirical models of domestic violence, as well as evidence-based treatment programs for offenders and victims and community resources, applying this understanding to the profession of clinical psychology.

Grade Type: Letter Grade

PSY 750 - Clinical Practicum II: Interpersonal Skills

Units: 2

When Offered: Spring

This course is a continued forum for students to explore practicum-related experiences at an internal practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum II, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum I. Clinical Practice I and II serve as the foundation for this course, and students focus on the competencies of relationships and interpersonal skills during the semester.

Grade Type: Letter Grade

Prerequisite(s): PSY 740

PSY 751 - Research Team I

Units: 1

When Offered: Fall

In this course students join a research group within the Center for the Study of Human Behavior, which involves developing an original, empirical research project under the supervision of a faculty team leader and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.

Grade Type: Pass/Fail

Prerequisite(s): PSY 723 and permission of the Program Director

PSY 752 - Research Team II

Units: 1

When Offered: Spring

In this course students continue to work within a research group at the Center for the Study of Human Behavior, which involves continuing to develop an original, empirical research project under the supervision of a faculty team leader and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.

Grade Type: Pass/Fail

Prerequisite(s): PSY 751 and permission of the Program Director

PSY 753 - Research Team III

Units: 1

When Offered: Summer

In this course students continue to work within a research group at the Center for the Study of Human Behavior, which involves continuing to develop an original, empirical research project under the supervision of a faculty team leader and collaborating with student peers. This project may lead to the further development of a dissertation topic, or students may wish to co-present or publish their findings at an academic conference or within an academic journal.

Grade Type: Pass/Fail

Prerequisite(s): PSY 752 and permission of the Program Director

PSY 755 - Supervision and Consultation in Clinical Psychology

Units: 3

When Offered: Summer

This course focuses on the role of supervisor in clinical practice, including an understanding of the models, expectations, roles, procedures and processes, supervisee knowledge and skill acquisition, and supervisor-supervisee relationship. The role of consultant is also explored, emphasizing consultation-based services. Students learn to recognize the unique role of a consultant as separate from therapists, faculty members, or supervisors, identifying and applying assessment strategies and methods that are grounded in the consultation literature. Taking context into consideration, students focus on properly addressing the referral question so as to offer helpful recommendations.

Grade Type: Letter Grade

PSY 756 - Aging and Long-Term Care

Units: 2

When Offered: Fall

This course focuses on aging and long-term care, including a developmental viewpoint on the biological, psychological, and social factors that contribute to health and dysfunction among older adults, as well as theoretical and empirical treatment approaches in working with older adults in psychotherapy, applying this understanding to the

profession of clinical psychology. Community resources are also explored.

Grade Type: Letter Grade

PSY 760 - Clinical Practicum III: Reflective Practice

Units: 2

When Offered: Fall

This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum III, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of Clinical Practicum IV. Students focus on the competencies of reflective practice, self-assessment, and self-care throughout the semester.

Grade Type: Letter Grade

Fee: Additional clinical fee

Prerequisite(s): PSY 750

PSY 761 - Psychology and Christianity I: Theology

Units: 3

When Offered: Fall

As the first of four courses, students focus on understanding and applying Christian theology to the foundations of clinical psychology. Referred to as an "integrationist" approach, students learn to competently integrate a Christian view of God into previously-established theoretical and empirical models within clinical psychology so as to help Christian clients ameliorate suffering. Students also develop the ability to start from a Christian view of the triune God, exploring ways to build theoretical and empirical models that are rooted in the Bible in order to help Christian clients heal, integrating clinical psychology as a way to strengthen a distinctly Christian view of God. Areas of investigation, from an "integrationist" perspective, include the God image, God attachment, and religious coping literatures, along with "Christian psychology" topics, such as how a view of God's infinite power, wisdom, love, and holiness impacts mental health and the Trinity as a model for human relational functioning. These themes, among others, will be applied to clinical practice, including the assessment and treatment of Christian clients in psychotherapy.

Grade Type: Letter Grade

Prerequisite(s): PSY 700 and 725

PSY 762 - Psychology and Christianity II: Worldview, Ontology, and Epistemology

Units: 3

When Offered: Spring

Building on the first course in this four-course series, students focus on understanding and applying the basics of a Christian worldview to the foundations of clinical psychology, comparing and contrasting these building blocks with the various worldviews in psychology today. Students also explore ontology, before moving on to epistemology. Finally, students review the various epistemologies, applying them to the foundations of clinical psychology. Focusing on three distinct epistemologies—reason, empiricism, and divine revelation—students explore the prioritization of ways of knowing from psychological and Christian perspectives. From an "integrationist" point of view, empiricism is heavily relied upon as a starting point, followed by attempts to integrate divine revelation. On the other hand, "Christian psychology" attempts to begin with divine revelation, turning to empiricism as a way to deepen an understanding of scripture and God's design. Each of these ways of knowing is detailed, along with strategies to apply the various epistemologies to research design and clinical practice, culminating with the effective, ethical, and competent care of Christian clients.

Grade Type: Letter Grade

Prerequisite(s): PSY 761

PSY 763 - Psychology and Christianity III: Biblical Anthropology and Axiology

Units: 3

When Offered: Fall

Building on the first two courses in this four-course series, students explore a biblical anthropology of the self-rooted in the Christian meta-narrative of creation, fall, redemption, and restoration-applying this understanding to the foundations of clinical psychology. Referred to as an "integrationist" approach, students competently integrate a Christian view of the human self into previously-established theoretical and empirical models within clinical psychology so as to help Christian clients ameliorate suffering. Students also develop the ability to start from a Christian view of the self, exploring ways to build theoretical and empirical models that are rooted in the Bible in order to help Christian clients heal, integrating clinical psychology as a way to strengthen a distinctly Christian view of the self. Areas of investigation, from an "integrationist" perspective, include spiritual development models, along with "Christian psychology" topics of consideration, such as human sin, shame, a two- or three-part view of the self, and Jesus' call to self-denial. These themes, among others, are applied to clinical practice, including the assessment and treatment of Christian clients in psychotherapy. Students also review axiological considerations in clinical practice, focusing on biblical values and the similarities and differences between the values promoted within the pages of the Bible and those explicated within clinical psychology. An "integrationist" view is presented, identifying points of overlap between clinical psychology and the Bible, as well as a "Christian psychology" perspective, exploring distinctly Christian understandings on the role that biblical virtues play in enhancing clinical work with Christian clients.

Grade Type: Letter Grade

Prerequisite(s): PSY 762

PSY 764 - Psychology and Christianity IV: Redemption

Units: 3

When Offered: Spring

Concluding the four-course series, students review and apply redemptive considerations to clinical practice, including God's common and special grace. Focusing primarily on the redemption God offers within the Christian life, students explore the notion of communion with God, including the psychological and spiritual benefits of spiritual formative practices, as well as topics such as mercy, grace, justification, sanctification, divine union, solitude, and fellowship with both God and other Christians in the Body of Christ. Special attention is devoted to Christian contemplative practices, including burgeoning empirical support for contemplative prayer as a Christian alternative to mindfulness-based interventions in psychotherapy.

Grade Type: Letter Grade

Prerequisite(s): PSY 763

PSY 765 - Clinical Psychopharmacology

Units: 2

When Offered: Spring

This course focuses on psychotropic medications, exploring the use of biological interventions for a range of DSM-5 disorders and applying this understanding to the profession of clinical psychology. The neurobiology of mental disorders is emphasized, along with randomized controlled trials on the efficacy of psychotropic medications. Referral considerations are discussed, as are medication side effects and research comparing medication and psychotherapy outcomes for the more common DSM-5 disorders.

Grade Type: Letter Grade

PSY 766 - Human Sexuality, Sexual Disorders, and Treatment

Units: 2

When Offered: Summer

This course focuses on human sexuality, including sexual identity, sexual behaviors, and sexual disorders, applying this

understanding to the profession of clinical psychology. The assessment and treatment of sexual disorders are emphasized. A biopsychosocial approach will be employed, with students exploring the biological, psychological, and social-cultural contributing factors to sexual health and dysfunction, as well as contemporary theoretical and empirical models.

Grade Type: Letter Grade

PSY 770 - Clinical Practicum IV: Evidence-Based Practice

Units: 2

When Offered: Spring

This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum IV, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum III. Students focus on the competency of evidence-based practice throughout the semester.

Grade Type: Letter Grade

Prerequisite(s): PSY 760

PSY 771 - Intervention I: Psychodynamic Approaches to Treatment

Units: 3

When Offered: Fall

This course focuses on psychodynamic approaches to treatment in clinical psychology, including theoretical foundations, intervention strategies, and the evaluation of treatment progress. Classical psychoanalysis, object relations, self psychology, intersubjectivity, relational psychoanalysis, and time-limited psychotherapy are covered, as well as newer developments in the field. Direct observation is used via mock therapy sessions to help students develop psychodynamic intervention skills.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 772 - Intervention II: Cognitive Behavioral Approaches to Treatment

Units: 3

When Offered: Spring

This course focuses on cognitive-behavioral approaches to treatment in clinical psychology, including theoretical foundations, evidence-based intervention strategies, and the evaluation of treatment progress. Behavioral, cognitive-behavioral, as well as mindfulness- and acceptance-based treatments are explored, as are newer trans-diagnostic approaches in clinical psychology. Direct observation is used via mock therapy sessions to help students develop cognitive-behavioral intervention skills.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 773 - Intervention III: Couples Approaches to Treatment

Units: 3

When Offered: Summer

This course focuses on theoretical and empirical models of couples therapy, including (but not limited to) cognitive behavioral, integrative behavioral, emotionally focused, the Gottman method, and psychodynamic approaches. Special issues and populations relevant to couples therapy are covered, as are evaluation strategies for monitoring treatment progress, applying this understanding to the profession of clinical psychology. Students are exposed to the American

Psychological Association's specialty area of couple and family psychology, drawing from this body of literature to guide couples work in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with couples.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 774 - Intervention IV: Family Approaches to Treatment

Units: 3

When Offered: Fall

This course focuses on theoretical and empirical models of family therapy, including (but not limited to) cognitive-behavioral, psychodynamic, systemic, postmodern, and other family interventions. Special issues and populations relevant to family therapy are covered, as are evaluation strategies for monitoring treatment progress, applying this understanding to the profession of clinical psychology. Students are exposed to the American Psychological Association's specialty area of couple and family psychology, drawing from this body of literature to guide family interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with families.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 775 - Intervention V: Child and Adolescent Approaches to Treatment

Units: 3

When Offered: Spring

This course focuses on theoretical and empirical models of child and adolescent therapy, including (but not limited to) cognitive-behavioral, psychodynamic, collaborative problem solving, systemic, and postmodern approaches. Students review strategies to evaluate treatment progress, and are exposed to the American Psychological Association's specialty area of clinical child and adolescent psychology, drawing from this body of literature to guide child and adolescent interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills with children and adolescents.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 776 - Intervention VI: Group Approaches to Treatment

Units: 3

When Offered: Summer

This course focuses on theoretical and evidence-based models of group therapy, including (but not limited to) Yalom's eclectic approach and cognitive-behavioral, psychodynamic, and other group-focused theoretical orientations. Students review strategies to evaluate treatment progress, and are exposed to the American Psychological Association's specialty area of group therapy, drawing from this body of literature to guide group interventions in clinical practice. Direct observation is used via mock therapy sessions to help students develop intervention skills for groups.

Grade Type: Letter Grade

Prerequisite(s): PSY 700

PSY 780 - Clinical Practicum V: Interdisciplinary Systems

Units: 2

When Offered: Fall

This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for

students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum V, students must be making progress towards 500 total hours of practicum experience, which are completed by the end of Clinical Practicum VI. Students focus on the competency of interdisciplinary systems throughout the semester.

Grade Type: Letter Grade

Fee: Additional clinical fee

Prerequisite(s): PSY 770

PSY 781 - Dissertation I

Units: 1

When Offered: Fall

In this course students select one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication. For students conducting a quantitative dissertation, the Research Team course sequence can serve as the catalyst for further empirical study.

Grade Type: Pass/Fail

Prerequisite(s): PSY 753 and permission of the Program Director

PSY 782 - Dissertation II

Units: 1

When Offered: Spring

In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.

Grade Type: Pass/Fail

Prerequisite(s): PSY 781 and permission of the Program Director

PSY 783 - Dissertation III

Units: 1

When Offered: Summer

In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.

Grade Type: Pass/Fail

Prerequisite(s): PSY 782 and permission of the Program Director

PSY 784 - Dissertation IV

Units: 1

When Offered: Fall

In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.

Grade Type: Pass/Fail

Prerequisite(s): PSY 783 and permission of the Program Director

PSY 785 - Dissertation V

Units: 1

When Offered: Spring

In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.

Grade Type: Pass/Fail

Prerequisite(s): PSY 784 and permission of the Program Director

PSY 786 - Dissertation VI

Units: 1

When Offered: Summer

In this course students continue to develop one of several types of dissertations, including a quantitative, qualitative, literature review, program development, or theoretical dissertation, working collaboratively with their dissertation chair to design, propose, and defend a dissertation before graduation. Students are also encouraged to submit a condensed version to a peer-reviewed academic journal for publication.

Grade Type: Pass/Fail

Prerequisite(s): PSY 785 and permission of the Program Director

PSY 790 - Clinical Practicum VI: Client Advocacy

Units: 2

When Offered: Spring

This course is a forum for students to explore practicum-related experiences at an external practicum site, receiving consultation from faculty on topics such as professional development, legal and ethical considerations, case conceptualization, diagnosing, and assessment and intervention strategies, and serving as a source of support for students receiving clinical supervision. Direct observation is used at students' practicum sites to help them develop clinical skills. For Clinical Practicum VI, students must complete at least 500 total hours of practicum experience, some of which were obtained while in Clinical Practicum V. Students focus on the competency of client advocacy throughout the semester.

Grade Type: Letter Grade

Prerequisite(s): PSY 780

PSY 791 - Clinical Internship I

Units: 1

When Offered: Fall

This course requires a full-time, 12-month internship (or equivalent). Students are advised to secure an APA-accredited or APPIC internship. The internship must be approved by the Director of Clinical Training, and permission to begin the internship year must be granted by the Director of the PsyD Program. Direct observation is used at students' internship sites to help them develop clinical skills.

Grade Type: Pass/Fail

Fee: Additional clinical fee

Prerequisite(s): Permission of the Program Director

PSY 792 - Clinical Internship II

Units: 1

When Offered: Spring

This course corresponds with the second semester of a full-time, 12-month internship (or equivalent). Direct observation is used at students' internship sites to help them develop clinical skills.

Grade Type: Pass/Fail

Prerequisite(s): PSY 791

PSY 793 - Clinical Internship III

Units: 1

When Offered: Summer

This course corresponds to the third and final semester of a full-time, 12-month internship (or equivalent). Direct observation is used at students' internship sites to help them develop clinical skills.

Grade Type: Pass/Fail

Prerequisite(s): PSY 792

PSY 798 - Continuation

Units: 1

When Offered: Fall, Spring, Summer

Students who are not actually taking units in the Doctor of Psychology in Clinical Psychology program, but still enrolled, are required to enroll in this one unit continuation course every semester. Examples of situations that may warrant a continuation course include taking a semester off from the program due to an emergency or continuing to work on the dissertation after all other coursework has been completed.

Grade Type: Pass/Fail

DPA 701 - Public Administration Foundations and Theory

Units: 4

When Offered: OPS

This course introduces students to the foundational theories and concepts of public administration within the discipline and practice. Historical and seminal works of foundational theorists as well as classical and contemporary perspectives will be addressed as they pertain to efficient and effective practices for both government and non-profit management. Foundational and emerging theories will be studied and applied to organizational constructs of a bureaucracy.

Grade Type: Letter Grade

DPA 710 - Leadership in Public Sector

Units: 4

When Offered: OPS

This seminar will examine specific topics that include but are not limited to the focus on how the leader's values and beliefs affect financial and budgetary issues in public sector organizations, collective bargaining, outsourcing, private sector partnering, diversity management leadership, social networking, and media.

Grade Type: Letter Grade

Prerequisite(s): DPA 701

DPA 720 - Ethics and Social Justice

Units: 4

When Offered: OPS

In this course, students examine the philosophy of ethics as it relates to issues of social justice and relationships between ethical and moral practices and effective leadership. Theories of economic disparity, power, and privilege and ethical dilemmas will be explored. Attention is focused on accountability in leadership and best practices that result in fair and equitable treatment of employees and service delivery in diverse communities. Current events will be analyzed

as well as a variety of moral dilemmas that exist in societies and organizations along with the exploration of key factors in decision-making and ethical principles.

Grade Type: Letter Grade

Prerequisite(s): DPA 710

DPA 725 - Strategic Planning and Management

Units: 4

When Offered: OPS

This course presents innovative concepts of strategic planning in relation to an organization's mission, and vision for organizational sustainability. Students will learn practical skills of best practices needed to develop strategic plans that focus on key aspects of resource allocation, implementation, collaboration, and budgeting.

Grade Type: Letter Grade

Prerequisite(s): DPA 720

DPA 730 - Performance Management and Evaluation

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

Prerequisite(s): DPA 725

DPA 740 - Collaboration and Networked Governance

Units: 4

When Offered: OPS

This course examines the concepts and practices of managing networks. Theories, analytical skills, and processes of designing, developing, sustaining, and evaluating networks will be addressed. Concepts of successful and challenging collaboration efforts among public, private, and nonprofit organizations will be explored. Integration of budgetary factors will be included as it relates to service delivery.

Grade Type: Letter Grade

Prerequisite(s): DPA 725

DPA 750 - Public Policy, Advocacy, and Economics

Units: 4

When Offered: OPS

This course will explore trends, characteristics, imperatives, and consequences of public-policy making. Discussion includes how global economies affect the political climate and how representation of powerful actors, PACS, and institutions are representative factors of collective action, electoral processes, fiscal policy, bureaucracy, regulation and constitutional reforms at the federal, state and local levels.

Grade Type: Letter Grade

Prerequisite(s): DPA 740

DPA 755 - Public Administration as a Profession

Units: 1

When Offered: OPS

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.

Grade Type: Pass/Fail

Prerequisite(s): DPA 750

DPA 760 - Legitimate Bureaucracy and Accountability

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

Prerequisite(s): DPA 750

DPA 762 - Data Analysis and Interpretation

Units: 4

When Offered: OPS

The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential calculations can be applied to effectively interpret data. Descriptive analysis covered will include measures of central tendency, variability, relationships, basic distributions. Inferential analysis covered includes chi-square, ANOVA, regression; the analysis of variance covariance, and multivariate data. Students will be required to utilize statistical software.

Grade Type: Letter Grade

Prerequisite(s): DPA 795

DPA 765 - Qualitative Research Methods

Units: 4

When Offered: OPS

This course examines the theoretical foundations of qualitative research methods and techniques applied within the study of organizational administration and behavior. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.

Grade Type: Letter Grade

Prerequisite(s): DPA 770

DPA 770 - Quantitative Research Methods

Units: 4

When Offered: OPS

The purpose of this course is to present an examination of quantitative methods and designs that are utilized in the 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.

Grade Type: Letter Grade

Prerequisite(s): DPA 762

DPA 780 - Research Design

Units: 4

When Offered: OPS

The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in social science research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, development of quality hypothesis statements, and the effective use of descriptive statistics. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.

Grade Type: Letter Grade

Prerequisite(s): DPA 765

DPA 781 - Comprehensive Experience

Units: 4

When Offered: OPS

This course is designed to expand upon the transition of a prospectus into a formal dissertation. Official committee formation is expected by the end of this course. Successful completion of a defense experience outlining and defending Chapters 1-3 of a viable prospectus must be successfully completed in order to progress to DPA 797.

Grade Type: Pass/Fail

Prerequisite(s): RCH 720

DPA 795 - Public Administration Special Topics

Units: 4

When Offered: OPS

This course is designed to complete an outline for the first three chapters of the dissertation. Topic area is determined and preliminary research on topic is explored.

Grade Type: Letter Grade

Prerequisite(s): DPA 750

DPA 796 - Proposal Exploration and Development

Units: 3

When Offered: OPS

This course addresses both the theoretical and practical aspects of designing dissertation research. The goal of the course is to assist students with the proposal writing processes and defense expectations. Development of the first three chapters is expected. Committee formation must be executed by the end of this course.

Repeatable: May be repeated for credit

Grade Type: Letter Grade

Prerequisite(s): DPA 795

DPA 797 - Dissertation Experience

Units: 4

When Offered: OPS

Students will be guided through the research process after completed dissertation proposal. This will include completion of the five chapter dissertation including introduction, literature review, methodology, findings and conclusions. Students will work with their dissertation committee.

Grade Type: Letter Grade

Prerequisite(s): DPA 781 and permission of the Program Director

DPA 798 - Dissertation Defense

Units: 2

When Offered: OPS

This is the culminating course in the program in which students will defend their dissertation in a public oral examination open to all members of the University community. Although the defense is concerned primarily with the dissertation research and its interpretation, the examining committee may explore the student's knowledge of areas relevant to the core of the dissertation problem. Students will finalize their dissertation manuscript for publication.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

DPA 799 - Dissertation Completion

Units: 1

When Offered: OPS

Students who have successfully completed the final oral defense of their dissertation but were unable to complete required modifications to the dissertation manuscript within DPA 797 - Dissertation Experience are required to enroll in this course until a professional editor and the committee chair confirm their dissertation manuscript is complete and submitted for publication.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Pass/Fail

Prerequisite(s): DPA 797 and permission of the Program Director

MPA 510 - History and Theory of Public Administration

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 520 - Leadership and Management

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 525 - Leadership Perspectives and Social Responsibility

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 530 - Public Finance and Budgeting

Units: 3

When Offered: OPS

This course analyzes theories and strategies of resource allocation as a basis for managing revenues and debt in government. It focuses on budgeting as a tool for controlling both operations and policy at all levels of government. Students will gain knowledge of the role of government in a market economy, how local, state and federal governments raise the money they spend, and why expenditures are channeled toward certain critical areas in the economy under conditions of market failure.

Grade Type: Letter Grade

MPA 535 - Collaboration and Strategic Performance Across Sectors

Units: 3

When Offered: OPS

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 an obstacle for strategic planning and creativity are addressed.

Grade Type: Letter Grade

MPA 540 - Public Personnel Management

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 545 - Conflict Resolution and Labor Negotiations

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 555 - Technological Innovations and Implementations

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 560 - Statistical Analysis for Public Administrators

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 570 - Public Policy Analysis

Units: 3

When Offered: OPS

This course examines the activities of government and the consequences of these actions. Through the application of analytical techniques, the student will gain an understanding of the nature of public policy and various ways in which it may be approached.

Grade Type: Letter Grade

MPA 575 - Urban Policy Analysis and Practices

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 580 - Legal and Ethical Issues

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 585 - Political Economy

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 590 - Organizational Theory

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 593 - Professional Presentation

Units: 3

When Offered: OPS

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.

Grade Type: Letter Grade

MPA 594 - Comprehensive Examination Seminar

Units: 3

When Offered: OPS

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.

Grade Type: Pass/Fail

Fee: Additional exam fee

MPA 597 - Research Project

Units: 3

When Offered: OPS

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.

Grade Type: Pass/Fail

MPA 598A - Research Thesis

Units: 2

When Offered: OPS

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.

Grade Type: Pass/Fail

Prerequisite(s): Permission of the Program Director

MPA 598B - Research Thesis Continuation

Units: 1

When Offered: OPS

This course is a continuation of the research thesis.

Repeatable: May be repeated one (1) time for credit

Grade Type: Pass/Fail

Prerequisite(s): MPA 598A

PRL 505 - History and Theory of Public Relations

Units: 3

When Offered: OPS

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

Grade Type: Letter Grade

PRL 510 - Public Relations Research and Evaluation

Units: 3

When Offered: OPS

Students enrolled in this course learn to effectively use tools and techniques, including statistical analysis and evaluation of data gathered through online and social media surveys. Students draft and create projects and learn to promote and influence through effective, strategic public relations plans measured by effective tools.

Grade Type: Letter Grade

PRL 515 - Legal, Ethical, and Social Foundations of Public Relations

Units: 3

When Offered: OPS

A course exploring the important role of ethical and legal issues and their relation to the social foundations of public relations in this time of social media and online communication. Norms of ethical behavior in today's society in a professional and personal are analyzed. Various codes of ethics are read, reviewed and analyzed as compared with various case studies. Students identify, analyze, and prepare responses to ethical and legal situations that arise in the private and public sector.

Grade Type: Letter Grade

PRL 520 - Specialized Writing for Public Relations

Units: 3

When Offered: OPS

This course examines the essentials of public relations writing, emphasizing strategic thinking and compositional precision. Students will master writing professional communication pieces for media and other various audiences including internal and external communication pieces.

Grade Type: Letter Grade

PRL 530 - Critical Thinking and Crisis Management

Units: 3

When Offered: OPS

Introduction to the concept of critical thinking and its practical application to a variety of public relations challenges and opportunities; emphasis on formulating and evaluating problems from multiple perspectives.

Grade Type: Letter Grade

PRL 540 - New Media Strategies

Units: 3

When Offered: OPS

This course examines the art and theory of media relations from the public relations perspective. Students analyze the

state of contemporary media. Special emphasis is on the advent of the Internet, the rise of citizen journalism, and the impact of blogs and social media.

Grade Type: Letter Grade

PRL 550 - Public Relations Campaigns: Social and Physical

Units: 3

When Offered: OPS

The purpose of this course is to equip students with the knowledge and skills needed to research, plan and implement effective public relations campaigns that incorporate social media and physical public relations platforms.

Grade Type: Letter Grade

PRL 560 - Public Relations Management and Leadership

Units: 3

When Offered: OPS

The purpose of this course is to equip students with the knowledge, skills and strategies needed to accomplish effective leadership as a public relations practitioner. Students will study theories with an emphasis on servant and transformational leadership and assessment of growth and skills enhancement, team forming building and motivation.

Grade Type: Letter Grade

PRL 570 - Marketing and Communications Programs

Units: 3

When Offered: OPS

The purpose of this course is to teach students to plan, evaluate and implement integrated marketing and communications programs utilizing public relations strategies in concert with advertising and other marketing disciplines; emphasis on research, case studies and campaign development.

Grade Type: Letter Grade

PRL 580 - International Public Relations

Units: 3

When Offered: OPS

The purpose of this course is to equip students with the historical perspective and practical application of international public relations. Students will study international public relations theory, practice and political communication as it relates to public relations in this age of globalization.

Grade Type: Letter Grade

PRL 597 - Capstone

Units: 3

When Offered: OPS

Student will write a paper that identifies a public relations problem or issue in communications, administration, media or business. This comprehensive paper is driven by theory and practices learned through the coursework. A minimum of six to eight of the courses content areas should be reflected in the paper.

Grade Type: Letter Grade

RCH 705 - Research Design

Units: 4

When Offered: OPS

The purpose of this course is to provide an introduction to the practice of research and research design. The course develops an understanding of the principles, processes and techniques used in social science research. Topics will include reading and evaluating dissertations, identification of quality research design criteria, and development of quality hypothesis statements and research questions. Students will use this information to evaluate their own thinking about research questions and develop potential research design descriptions.

Grade Type: Letter Grade

Prerequisite(s): BUS 765, DPA 795, or ORG 750

RCH 710 - Data Analysis and Interpretation

Units: 4

When Offered: OPS

The purpose of this course is to introduce the principles and methods for descriptive and inferential statistics. The course will focus on understanding how descriptive and inferential statistics can be applied to effectively interpret data. Students will be required to utilize statistical software to select basic statistical tests and interpret results.

Grade Type: Letter Grade

Prerequisite(s): RCH 705

RCH 715 - Quantitative Research

Units: 4

When Offered: OPS

The purpose of this course is to present an examination of quantitative methods and designs that are utilized in social science research. Areas of focus include measurement, sampling, and design issues in generating and testing research questions. Students will be required to utilize statistical software to select complex statistical tests and interpret results.

Grade Type: Letter Grade

Prerequisite(s): RCH 710

RCH 720 - Qualitative Research

Units: 4

When Offered: OPS

This course examines the theoretical foundations of qualitative research methods and techniques applied in social science research. Students will be exposed to a wide array of research methods, design, measurement, analysis, and interpretation techniques that are crucial in descriptive research. Students will learn how to analyze human behavior, perceptions, and reactions as well as the meanings people give to their experiences.

Grade Type: Letter Grade

Prerequisite(s): RCH 715

PPS 501 - Introduction to School Psychology

Units: 2

When Offered: As offered

This course is designed to introduce first-year students in the Pupil Personnel Services Credential Program in School Psychology to theory, roles, and functions, and current issues of school psychology as an academic discipline and as a professional field. This course will orient new students to the model of school psychology practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience. Fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology Program

PPS 502 - Introduction to School Counseling

Units: 3

When Offered: As offered

Introduces students to theory, roles, and functions, and current issues of school counseling as an academic discipline and as a professional field. This course will orient new students to the ACSA national model of school counseling practice taught within this program: a scholar-practitioner model which requires the ability to think critically within the context of a broad base of practical experience.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 503 - Counseling Theory

Units: 3

When Offered: As offered

The course surveys the major theoretical approaches to individual counseling in the schools: e.g., Person-Centered Counseling, Rational-Emotive Behavior Therapy, Behavioral Counseling/Therapy, Cognitive and Cognitive/Behavior Therapy, and Solution-Focused Brief Therapy. Theories of change and resiliency research are studied. Students will examine each theory critically, practice techniques from some of them, and define a personal approach to counseling. Fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology or School Counseling Program

PPS 510 - Practicum: Role of the School Counselor

Units: 1

When Offered: As offered

This course provides students with supervised opportunities to observe school counselors working in a variety of roles within a school community and to interact with school counselors regarding the nature of the job of school counselor. Reflection about the student's own personality, work style, and areas of strength and weakness will also be integrated into the understanding of the roles of the school counselor.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 513 - Advanced Psychopathology

Units: 3

When Offered: As offered

This course will focus on the variety of psychosocial problems of children and adolescents that impair academic success and life skills. Candidates will demonstrate the ability to differentiate among a wide range of clinical disorders, social and emotional disorders and behavioral disorders of childhood and adolescents. Candidates will review research studies, case studies, assessment tools, treatment design and school based intervention programs to facilitate positive outcomes for students impacted. Candidates will be involved in group processes, observations and case study reviews, fieldwork and research in various domains of psychopathology. Candidates will develop a repertoire of tools to assist them in the identification and intervention of individuals impacted within a linguistically and culturally diverse setting. Fieldwork required.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology or School Counseling Program

PPS 517 - Learning Theory and Academic Interventions

Units: 3**When Offered:** Spring

This course is designed to provide school psychology graduate students with the theoretical foundation to implement various evidence-based interventions to promote academic attainment for all students in schools. It is designed to provide an overview of the conceptual models of learning to set the foundation for understanding intervention. Students will be presented course content through lectures, readings, small group discussions, online learning modules, and activities. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

Grade Type: Letter Grade**PPS 520 - Practicum: Counseling Individuals and Groups****Units: 1****When Offered:** As offered

This course provides students with the opportunity to explore the role of the school counselor as a mental health agent within the school systems through observation, interview, and participation with a school-based mental health professional. Fieldwork required.

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Counseling Program**PPS 521 - Developing Culturally Competent Practice****Units: 3****When Offered:** As offered

This course will prepare school counselors and school psychologists with the knowledge, perspectives, and skills needed for effective practice in America's increasingly diverse schools. Through a series of field investigations and readings, students will examine how their own culturally-based beliefs and assumptions affect therapeutic practice, as well as how cultural factors, inter-group interactions, and racism are related to students' school behavior, learning, and academic achievement.

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Psychology or School Counseling Program.**PPS 525 - Practicum: Counseling in the School Setting****Units: 1****When Offered:** As offered

This course provides students with the opportunity to explore the role of the school psychologist as a mental health agent within the school systems through observation, interview, and participation with a school-based mental health professional.

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Psychology Program**PPS 527 - Schoolwide Behavior Supports****Units: 3****When Offered:** Fall

This course is designed to provide students with competencies toward developing knowledge and skills related to varied evidence-based methods in psychology and education to promote the social, emotional, and behavioral health and well-being of youth in schools. It is a graduate-level introductory course for school-based professionals. It is designed to provide an overview of conceptual and service-delivery foundations, evidence-based behavioral interventions across tiers (i.e., school-wide, class/small group, individualized), as well as evaluation and data-based decision making. Students will be presented course content through readings, lectures, small group discussion, and case

study activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

Grade Type: Letter Grade

PPS 533 - Crisis Response, Behavior Intervention, and Management

Units: 3

When Offered: As offered

This course will focus on the basic aspects of effective Crisis Response within the educational setting. Candidates will demonstrate the ability to draw from a variety of approaches and research based intervention strategies to assess and address the needs of students at-risk for academic failure due to depression, anxiety, suicidal ideation, familial duress, traumatic events, natural disasters and terrorist events. Students learn principles of psychological triage, crisis response, prevention, mitigation, intervention and critical incidence stress debriefing.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology or School Counseling Program

PPS 536 - Practicum

Units: 2-3

When Offered: Fall

This course is comprised of (a) the school psychology fieldwork/practicum; (b) class meetings; and (c) the practicum portfolio. Students will develop competencies in the 10 NASP domains while working in a K-12 school setting 2 days per week (minimum 450 fieldwork hours over the schoolyear) under the direct supervision of a credentialed school psychologist. In addition, students will receive 15 hours of on-campus seminar and group supervision each semester. Students will demonstrate competency through the completion of a Practicum Portfolio.

Repeatable: May be repeated for a maximum of eight (8) units

Grade Type: Letter Grade

Prerequisite(s): PPS 547 and 563

Concurrent Requirement(s): PPS 551

PPS 540 - Practicum: Personal and Career Assessment

Units: 1

When Offered: As offered

Provides students with supervised opportunities to observe school counselors working in a variety of ways with career counseling and career program development in school and community settings. Reflection about the student's own life experiences, skills, and values in relation to career choice and career theories will be integrated into understanding the role of the school counselor.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 541 - Human Communication Group Process

Units: 3

When Offered: As offered

This course presents a theoretical basis for group work, including group purpose, development, dynamics, and methods. It also requires application of learning through practice in group planning and group leadership in both small groups and classroom groups.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology or School Counseling Program

PPS 542 - Applied Research for School Psychologists

Units: 3

When Offered: As offered

This course examines the theories, techniques, and statistics of psychological measurement including ways to conduct evaluation and critically evaluate data appropriate for use in the educational setting. Students will develop skills as a scientist-practitioner enabling them to review case studies, assessment tools, treatment designs and school-based intervention programs. Additional topics include individual differences, reliability, validity, standard error of measurement, standard scores, scaled scores, demographics, norm-referenced assessment and test construction and refinement.

Grade Type: Letter Grade

Prerequisite(s): Declared School Psychology Specialization

PPS 543 - Transition and Career Counseling

Units: 3

When Offered: As offered

Offers school counseling candidates the opportunity to acquire and apply knowledge of school-based career development programs and how to develop, implement and evaluate them. Candidates also learn to use computer-assisted career guidance systems and other tools to facilitate pupils in career development and decision-making.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 544 - Individual Intelligence Testing

Units: 3

When Offered: As offered

This course presents the theoretical foundations necessary to develop skills in interpreting and using individual intelligence assessments. Students will be able to describe the components of a variety of theories of intelligence, including the Cattell-Horn-Carroll (CHC) theory of intelligence, and utilize theory to interpret assessment results and write legally-defensible reports.

Grade Type: Letter Grade

Fee: Additional lab fee

Prerequisite(s): Acceptance to School Psychology Program

Concurrent Requirement(s): PPS 547

PPS 545 - Practicum: Counseling and Clinical Diagnosis

Units: 1

When Offered: As offered

This practicum is designed to allow students to investigate current issues related to the practice of school psychology with an emphasis on prevention and intervention. Students will identify intervention models and resources for specific types of problems facing young people today.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology Program

PPS 546 - Counseling in Schools

Units: 3

When Offered: Spring

This course presents students with the theoretical and practical foundations necessary to work with individual and groups of students. Solution-Focused counseling techniques for individual counseling will be introduced and practiced.

Cognitive Behavioral Therapy counseling techniques for individual and groups will be introduced and practiced.

Grade Type: Letter Grade

Prerequisite(s): PPS 503

PPS 547 - Individual Intellectual Assessment Lab

Units: 1

When Offered: Summer

This course accompanies PPS 544: Individual Intellectual Assessment providing instruction in administering and scoring intelligence tests. As a result of this lab, students will be able to administer and score with fidelity the WISC-V, WJ-IV COG, KABC-II-NU, DAS-II, and a nonverbal assessment of the student's choosing.

Grade Type: Letter Grade

Concurrent Requisite(s): PPS 544

PPS 548 - Action Research for School Counselors

Units: 3

When Offered: As offered

This course will focus on the variety of action research methods that are effective and appropriate for use in the educational setting to assess program effectiveness, student learning, intervention efficacy and the analysis of data. Candidates will review research studies, case studies, and school based intervention programs to facilitate positive outcomes for students.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 549 - Statistics, Research Methods, and Program Evaluation

Units: 3

When Offered: Fall

This course presents the theoretical foundations necessary to develop skills in interpreting and using descriptive statistics, research methods, and the psychometrics utilized in school psychology. The course will provide graduate students with an overview of individual and group research designs, the psychometric principles of test construction, and the components of a thorough program evaluation.

Grade Type: Letter Grade

PPS 551 - Advanced Assessment Seminar I

Units: 2

When Offered: Fall

Students will explore a biblical perspective of evidence-based group counseling techniques in the schools.

Grade Type: Letter Grade

Prerequisite(s): PPS 544 and 547

Concurrent Requisite(s): PPS 552

PPS 552 - Advanced Assessment Lab I

Units: 1

When Offered: Fall

This course accompanies PPS551: Advanced Assessment Seminar I providing instruction in administering and scoring processing tests. As a result of this lab, students will be able to administer and score with fidelity the CTOPP-2, TAPS-4, VMI-6, MTVP-4, and TVPS-4 assessments.

Grade Type: Letter Grade

Fee: Additional equipment fee
Prerequisite(s): PPS 544 and 547
Concurrent Requisite(s): PPS 551

PPS 554 - Educational Assessment for School Counseling

Units: 3

When Offered: As offered

This course will introduce students to specific assessment and educational testing techniques, strategies, instruments appropriate for use in identifying and placing special educational students, planning and measuring learning progress, and reevaluating learning needs. It will include legal and ethical considerations in assessment, basic concepts of measurement, and ethnic and cultural aspects of assessment. Twenty hours of fieldwork is required for this course.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 555 - Intervention, Consultation, and Collaboration

Units: 3

When Offered: As offered

This course will focus on the basic aspects of effective communication between education professionals and others involved in the education and care of disabled individuals, including parents and family members. PPS credential candidates will acquire professional knowledge and skills which will be developed through readings, seminar discussions, in-class role plays, and field based practice experiences. They will discuss relevant ASCA/NASP professional standards. Ten hours of fieldwork is required for this course.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology or School Counseling Program

PPS 561 - Seminar in Program Design and Evaluation

Units: 1

When Offered: As offered

This course will involve candidates with knowledge and skills necessary to plan, develop, implement and evaluate systematic counseling and guidance programs. A minimum of twenty (20) hours of practicum fieldwork is required.

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program

PPS 563 - Assessment of Emotional and Behavioral Disorders

Units: 3

When Offered: As offered

This course introduces the basic principles involved in identifying and assessing problem behaviors and pathology in the educational setting. Knowledge and data-analysis are used to form conclusions and to communicate them clearly in addressing serious behavior problems. Candidates design positive behavior support plans and comprehensive functional behavior support plans for individuals, as well as school-wide plans to affect positive behavior change. Concurrent enrollment in Practicum III is required. Completion of twenty (20) hours of fieldwork through this course assessing and observing pupils in order to demonstrate the ability to communicate the results effectively and develop appropriate behavior plans is required.

Grade Type: Letter Grade

Fee: Additional lab fee

Prerequisite(s): Acceptance to School Psychology Program

PPS 564 - Introduction to School Neuropsychology

Units: 3**When Offered:** As offered

This course provides an in-depth study of the brain-behavior relationships in children and adolescents. Course content includes functional, developmental neuroanatomy, neuropsychological assessment methods and tests, descriptions of specific brain-related disorders, and ways of linking assessment with intervention and rehabilitation. This course does not cover adult neuropsychological functioning nor does it cover forensic neuropsychology.

Grade Type: Letter Grade**Fee:** Additional lab fee**Prerequisite(s):** PPS 544 or equivalent course, experience with WISC-IV administration, and acceptance to School Psychology Program**PPS 566 - Legal and Ethical Practice for Diverse Groups for School Counselors****Units: 3****When Offered:** As offered

This course introduces legal and ethical practice to PPS candidates in school counseling. The Code of Ethics, Federal and State laws and Best Practices established by ASCA will be reviewed and actively applied through observation of school counselors, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school counselors, professional standards, the fundamentals of Federal and State guidelines and education code. Emphasis will be placed on the legal and ethical issues encountered under Individuals with Disabilities Education Act (IDEA) such as free appropriate public education, Individual Education Programs (IEPs) and 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, and family and student rights, limited liability, crisis response, and privileged communication. Fifteen (15) hours of fieldwork are required for this course.

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Counseling Program**PPS 567 - Legal and Ethical Practice for Diverse Groups for School Psychologist****Units: 3****When Offered:** As offered

This course introduces legal and ethical practice to PPS candidates in school psychology. The Code of Ethics, Federal and State laws and Best Practices established by NASP will be reviewed and actively applied through observation of school psychologists, interviews with them, class work, case studies and direct applications in school-based settings. Candidates will demonstrate knowledge of legal and ethical issues faced by school psychologists, professional standards, the fundamentals of Federal and State guidelines and education code. Emphasis will be placed on the legal and ethical issues encountered under Individuals with Disabilities Education Act (IDEA) such as free appropriate public education, Individual Education Programs (IEPs) and 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, and family and student rights. Fifteen (15) hours of fieldwork are required.

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Psychology Program**PPS 568 - Advanced Assessment Seminar II****Units: 2****When Offered:** Spring

This course presents the theoretical foundations necessary to develop skills in interpreting and using individual processing assessments. Students will be able to describe the components the Cattell-Horn-Carroll (CHC) theory of intelligence and the Lurian theory of neuropsychology to interpret advanced processing assessment results and write legally-defensible reports.

Grade Type: Letter Grade**Prerequisite(s):** PPS 544 and 551**Concurrent Requisite(s):** PPS 569

PPS 569 - Advanced Assessment Lab II

Units: 1

When Offered: Spring

This course accompanies PPS 568: Advanced Assessment Seminar II, providing instruction in administering and scoring processing tests. As a result of this lab, students will be able to administer and score with fidelity the QNST-3R, WRAML, TOMAL, NEPSY-II, D-KEFS, and CAS assessments.

Grade Type: Letter Grade

Fee: Additional equipment fee

Prerequisite(s): PPS 544 and 552

Concurrent Requisite(s): PPS 568

PPS 576 - Final Field Practicum I in School Counseling

Units: 3

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Counseling Program and successful completion of all coursework, including a minimum of 100 hours of practicum experience, and approval of fieldwork site by program coordinator or advisor

PPS 577 - Field Experience/Internship I in School Psychology

Units: 6

When Offered: As offered

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

Grade Type: Letter Grade

Prerequisite(s): Acceptance to School Psychology Program and approval from the School of Education

PPS 578 - Final Field Practicum II in School Counseling

Units: 3**When Offered:** As offered

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

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Psychology Program and approval from the School of Education**PPS 579 - Field Experience/Internship II in School Psychology****Units: 6****When Offered:** As offered

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

Grade Type: Letter Grade**Prerequisite(s):** Acceptance to School Psychology Program and approval from the School of Education**BIO 515 - Environments and Conservation Biology****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Nine (9) units of college level science**SCI 505 - Current Topics in Marine Science**

Units: 3**When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Nine (9) units of college level science**SCI 510 - Forensic Science in the Classroom****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Nine (9) units of college level science**SCI 515 - Drugs and Man: Addictive and Therapeutic Chemicals****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Nine (9) units of college level science**SCI 520 - Planetary Science****Units: 3****When Offered:** As offered

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.

Grade Type: Letter Grade**Prerequisite(s):** Nine (9) units of college level science**SWK 500 - Social Work Practice I****Units: 3****When Offered:** Fall

This foundation course is the first of two required courses during the foundation year. The two Social Work Practice Courses (I and II) provide the basic knowledge and skills of generalist Social Work practice needed to serve as the foundation for the advanced practice curriculum. This course explores social work history, theory, ethics, problem solving, and diversity and difference as they relate to social work practice with diverse individual client systems. Students will also gain skills in constructing professional relationships and using interpersonal skills to engage diverse

client systems.

Grade Type: Letter Grade

SWK 505 - Social Work Practice II

Units: 3

When Offered: Spring

This course is the second foundation practice course that provides the basic knowledge and skills in generalist Social Work practice needed to serve the foundation for the advanced practice curriculum. In this course, professional ethics, problem solving, and engaging diversity and difference in practice are further explored and applied to client systems on all levels, but specifically with families and groups. Building on the knowledge and skills of engaging client systems learned in Social Work Practice I, interventions, assessment, and evaluation with diverse client systems are addressed and applied in cases.

Grade Type: Letter Grade

Prerequisite(s): SWK 500

SWK 510 - Human Behavior and the Social Environment I

Units: 3

When Offered: Fall

This foundation course is the first of two required human behavior courses that provide a foundation for advanced generalist practice. While both courses focus on how human behavior is shaped by the social environment, this course focuses on human development across the lifespan. Multidisciplinary frameworks for understanding human development and human behavior are presented and applied to Social Work practice situations on micro levels. This course highlights the person-in-environment perspective and addresses how diversity and difference shape the human experience.

Grade Type: Letter Grade

SWK 515 - Human Behavior and the Social Environment II

Units: 3

When Offered: Spring

This is the second foundation human behavior course which presents and critiques theories of human behavior as they relate to mezzo and macro systems, such as family, groups, organizations, and communities. Students will apply knowledge of person-in-environment and other multidisciplinary theoretical frameworks to macro client systems. The effects of marginalization, social injustice, and oppression are examined in relation to human development, culture, and diversity. Students may only earn credit for SWK 515 or SWK 515G.

Grade Type: Letter Grade

Prerequisite(s): SWK 510

SWK 515G - Human Behavior in the Social Environment II Global Engagement

Units: 3

When Offered: Spring

This is the second foundation human behavior course which presents and critiques theories of human behavior as they relate to mezzo and macro systems, such as family, groups, organizations, and communities. Students will apply knowledge of person-in-environment and other multidisciplinary theoretical frameworks to macro client systems. The effects of marginalization, social injustice, and oppression are examined in relation to human development, culture, and diversity. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 515 or SWK 515G. Additional fees will apply.

Grade Type: Letter Grade

Prerequisite(s): SWK 510

SWK 520 - Social Welfare Policy

Units: 3

When Offered: Spring

This foundation course examines the history and philosophy of social work and social welfare policy in the United States as it relates to poverty, oppression, and marginalized groups. The course focuses on policy analysis and addresses the role of policy in effective service delivery for vulnerable, marginalized populations. In addition, the course examines the social, cultural, economic, and global influences that affect social policy. Policy practice, as well as the historical role of social work in policy development and advocacy, are highlighted.

Grade Type: Letter Grade

SWK 521 - Field Practicum I

Units: 3

When Offered: Fall

Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.

Grade Type: Letter Grade

SWK 525 - Social Research

Units: 3

When Offered: Spring

This foundation course addresses the principles and methods of social research and prepares students to become competent consumers and producers of research. The course examines qualitative and quantitative research methods, research ethics, evidence-based practice, and focuses on translating research into practice to improve service delivery. Seminal studies, as well as current research in the field, and gaps in research for at-risk populations are examined.

Grade Type: Letter Grade

SWK 530 - Marginalized Populations

Units: 3

When Offered: Fall

This course addresses what it means to be marginalized and presents information on the history and current status of various vulnerable populations domestically and globally. The course highlights the economic, political, and environmental factors that impact marginalization on physical, emotional, and spiritual levels. Dimensions of diversity, as well as theories of marginalization are examined. In addition, cultural competence in engaging, assessing, and intervening with client systems are applied through case studies.

Grade Type: Letter Grade

SWK 535 - Case Management

Units: 3

When Offered: Fall

This foundation course provides an overview of the history of case management and provides an in-depth analysis of case management from a strengths perspective. Client engagement, assessment, intervention, advocacy, evaluation, and

termination are addressed in depth on micro through macro levels. Key concepts of practice, including but not limited to evidence-based practice, supervision and consultation, crisis intervention, motivational interviewing, and professional ethics are discussed and applied throughout the course.

Grade Type: Letter Grade

SWK 541 - Field Practicum II

Units: 3

When Offered: Spring

Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.

Grade Type: Letter Grade

SWK 554 - Social Work Practice with Older Adults

Units: 3

When Offered: Fall

This course provides an in depth examination of the unique and growing social service needs of the aging population. The physical, psychological, cultural, and spiritual aspects of aging are examined and various theories of social work practice with older adults are addressed. The course focuses on the development of assessment and intervention skills for advanced practitioners in obtaining and improving services for older adults. A key feature of the course includes understanding dementia and best practices in communicating with clients with dementia.

Grade Type: Letter Grade

SWK 556 - Elder Abuse

Units: 3

When Offered: As offered

This course focuses on understanding, identifying, assessing, intervening, and preventing elder abuse and neglect. Forms of abuse and neglect, theories of elder abuse and neglect, as well as the epidemiology of abuse are examined on local, state, national and global levels. Clinical interventions with victims and survivors of elder abuse are presented. California state law on elder abuse and neglect is examined in depth, elder advocacy and prevention programs and policies are evaluated from a social work perspective.

Grade Type: Letter Grade

SWK 557 - Advanced Generalist Practice I

Units: 3

When Offered: Fall

Students will become familiar with theories and clinical interventions to work with individuals, families, and groups in direct practice settings. The course focuses on legal and ethical considerations in direct practice and theory-based assessment, planning, and the therapeutic alliance with individuals, families, and treatment groups. Various assessment strategies including spiritual assessments and theoretical case conceptualizations will be covered. Students will learn and demonstrate competency in identifying and implementing appropriate evidence-based interventions. Students will engage in self-reflection as related to the termination and evaluation phases of clinical work with diverse populations. Particular attention will be given to cultural responsiveness, human rights, and social justice issues that impact the clinical process.

Grade Type: Letter Grade

Prerequisite(s): SWK 505

Pre- or Co- Requisite(s): SWK 572

SWK 558 - Grief and Loss

Units: 3

When Offered: Spring

This course examines grief and loss from a cross-cultural perspective. Theories of grief and loss, types of loss, and how grief impacts individual and family functioning are addressed, as well as current strategies to intervene with clients dealing with various types of loss. Specific attention is given to assessing and intervening with geriatric clients and their families suffering from loss in any form (loss of loved ones, abilities, youth, autonomy, etc.). Evidence-based practices are reviewed and applied and current research examined.

Grade Type: Letter Grade

SWK 561 - Field Practicum III

Units: 3

When Offered: Fall

Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.

Grade Type: Letter Grade

SWK 564 - Child and Family Welfare

Units: 3

When Offered: Fall

This course is designed to foster critical thinking about the welfare of children and their families. Students will be exposed to historical and current policies and perspectives on child maltreatment and empirical literature on the causes and consequences of different forms of child maltreatment. Different child maltreatment system responses and issues unique to particular subgroups in the Child Welfare system (e.g. families who live in poverty and families of color) will be explored. Additionally, the course will focus on assessing child maltreatment and family needs and developing culturally appropriate and theoretically grounded treatment plans. The course will also focus on understanding and applying individual, family, and system-level prevention and intervention models. Special focus will be given to trauma-informed practices and examining child and family welfare through a social justice lens.

Grade Type: Letter Grade

SWK 565 - Special Topics

Units: 3

When Offered: Spring

This course is designed to be an in-depth seminar on a selected topic within social work practice.

Grade Type: Letter Grade

Prerequisite(s): Advanced standing status

SWK 566 - Families in Transition

Units: 3

When Offered: As offered

This course focuses on the changing structure of family systems, the diversity of family systems and how to help serve

families in transition as an advanced social work practitioner. Family systems theory, as well as other theories are examined and applied to diverse, relevant cases/scenarios. Evidence-based practices are examined.

Grade Type: Letter Grade

SWK 567 - Advanced Generalist Practice II

Units: 3

When Offered: Spring

This course equips students with advanced community practice skills, grounded in macro social work theory, which prepares them to engage, assess, and intervene in organizational and community practice. This class explores multidisciplinary practice models of community change with vulnerable populations, with special attention given to the role and significance of faith based organizations. Students will emerge from this course with advanced skills to facilitate community change through strengths-based and empowerment paradigms, with a special focus on marginalized populations. The course emphasizes the importance of utilizing anti-oppressive social work practice by understanding social diversity in community assessment, engagement, and intervention.

Grade Type: Letter Grade

Prerequisite(s): SWK 515

Pre- or Co- Requisite(s): SWK 573

SWK 568 - Intimate Partner Violence

Units: 3

When Offered: Spring

This course focuses on the identification, assessment, intervention, and prevention of intimate partner violence (IPV). Theories of IPV, prevalence, risk factors and the physical, psychological, social, economic, and spiritual consequences on children and families are examined. Laws, intervention strategies and evaluation of preventions on state, national and global levels are addressed.

Grade Type: Letter Grade

SWK 572 - Mental Health and Psychopathology

Units: 3

When Offered: Fall

This course provides an in-depth examination of mental health and psychopathology from a social work perspective. Students will examine the history of mental illness, common mental disorders and current research. The course will also address differential diagnosis and differences between the biopsychosocial model and the medical model. Students will examine how environmental factors interact with genetic predispositions in some populations and examine effective treatment options, as well as current issues in the field of mental health.

Grade Type: Letter Grade

Prerequisite(s): SWK 505, 515, and 525

SWK 573 - Social Work Management and Leadership

Units: 3

When Offered: Spring

This course increases students' knowledge and skills for social work macro practice in organizations, particularly in the areas of administration and leadership. Students are prepared for leadership positions as an administrator, manager and supervisor. Students are challenged to consider how an organization should organize and deliver services and manage its diverse human and financial resources in a manner consistent with strengths, empowerment, and global perspectives.

Grade Type: Letter Grade

SWK 574 - Social Work with Survivors of Human Trafficking

Units: 3

When Offered: Fall

This course provides an in-depth look at human trafficking and other forms of modern day slavery in the United States and around the world. The course specifically examines the scope of the problem domestically and globally, as well as the physical, emotional, psychological, and spiritual trauma that victims experience. The role of social workers in working with this vulnerable population is examined in depth. The role of various government, nonprofit, and faith-based organizations in addressing this issue is also examined.

Grade Type: Letter Grade

SWK 576 - Social Work Practice with Displaced Populations

Units: 3

When Offered: Spring

This course examines the unique needs of displaced populations, specifically refugees and immigrants. Social work interventions specific to refugee trauma, adaption and integration are addressed, with a focus on strengths-based, empowerment theory. The course also addresses the diversity of the immigration experiences, acculturation, ethnic identity, and many issues facing immigrant and refugee families and youth, as well as best practices for culturally competent Social Work practice. Students may only earn credit for SWK 576 or SWK 576G.

Grade Type: Letter Grade

SWK 576G - Social Work with Displaced Populations Global Engagement

Units: 3

When Offered: Spring

This course examines the unique needs of displaced populations, specifically refugees and immigrants. Social work interventions specific to refugee trauma, adaption and integration are addressed, with a focus on strengths-based, empowerment theory. The course also addresses the diversity of the immigration experiences, acculturation, ethnic identity, and many issues facing immigrant and refugee families and youth, as well as best practices for culturally competent Social Work practice. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 576 or SWK 576G.

Grade Type: Letter Grade

Fee: Additional trip fee(s)

SWK 577 - Program Evaluation

Units: 3

When Offered: Fall

This course is designed to give students the opportunity to demonstrate competence in advanced social work practice by applying all of the CSWE competencies to a client system (micro, mezzo, or macro). This course has two primary purposes: 1) help students understand and apply program evaluation concepts and methods and 2) equip students with program evaluation leadership skills based on biblical principles.

Grade Type: Letter Grade

Prerequisite(s): SWK 505, 515, and 525; or advanced standing status

SWK 578 - Global Human Rights

Units: 3

When Offered: Spring

This course examines human rights on domestic and global levels, with an emphasis on international human rights and the role of the international social worker. The course outlines the history of various human rights issues in the global community and the current human rights crisis in various regions. The role of faith-based organizations, as well as the

role of the micro and macro social worker are explored and cases examined. A key feature of the course is understanding human rights from a Christian worldview. Students may only earn credit for SWK 578 or SWK 578G.
Grade Type: Letter Grade

SWK 578G - Global Human Rights Global Engagement

Units: 3

When Offered: Spring

This course examines human rights on domestic and global levels, with an emphasis on international human rights and the role of the international social worker. The course outlines the history of various human rights issues in the global community and the current human rights crisis in various regions. The role of faith-based organizations, as well as the role of the micro and macro social worker are explored and cases examined. A key feature of the course is understanding human rights from a Christian worldview. Students registered in this section will participate in a global practicum experience during which the skills learned throughout the semester will be applied in an international setting. Students may only earn credit for SWK 578 or SWK 578G.

Grade Type: Letter Grade

Fee: Additional trip fee(s)

SWK 581 - Field Practicum IV

Units: 3

When Offered: Spring

Students take Field Practicum concurrently each semester with their social work courses. Students must complete 900 hours in a social service or community agency under the supervision of a specified Field Instructor and meet once a week with their Faculty Liaison. The Field Practicum will tie all of the coursework to real life applications in the field. Students will apply their coursework and demonstrate all of the CSWE competencies under the supervision of a Field Instructor through application of coursework in the field.

Grade Type: Letter Grade

SWK 584 - Advanced Clinical Social Work Practice in Integrated Healthcare

Units: 3

When Offered: Fall

This is an advanced clinical practice course to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

Grade Type: Letter Grade

SWK 586 - Integrated Health Policy and Services

Units: 3

When Offered: Spring

This is an advanced social work course that prepares students to understand and address health care policy as it relates to community social work practice in healthcare settings. Students will understand, review, and analyze how policies, such as the Patient Protection and Affordable Care Act (PPACA), impact the delivery of patient care. Students will also evaluate the impact of Medicare and Medicaid systems, as well as employer-sponsored and individually-purchased health insurance on the quality and delivery of patient care. This course will prepare students to examine how legislation can be used as the vehicle to change healthcare and behavioral healthcare systems through integration of services. Students will be prepared to conduct policy analysis, policy implementation, evaluation, and compliance in a

variety healthcare settings.

Grade Type: Letter Grade

SWK 701 - Direct Practice with Cultural Humility

Units: 4

When Offered: Fall

The focus of this course is on development of knowledge and skills related to direct social work practice with diverse populations. Students will explore theory driven and evidence-based interventions for individuals, families, groups, organizations, and communities. Particular attention is given to the adaptation of existing interventions and creation of new interventions using models of cultural humility to address the needs of underserved populations. Strategies for faith-integration and biblically based intervention are explored. The course also focuses on understanding and applying biblical concepts of integrity and ethics for social work executives in the public and private social service sector to strengthen their ability to lead others in direct social work practice.

Grade Type: Letter Grade

SWK 705 - Community Engagement and Social Innovation

Units: 4

When Offered: Fall

This course is purposed to expose students to the concepts, and processes, of community engagement and social innovation. Students will examine key theories and research that underlie contemporary thinking about community engagement and explore the practice of community engagement as the vehicle for creating new and more effective strategies to address complex social problems. This course will also focus on examining various models of social innovation, including social entrepreneurship & social movements. Students will be encouraged to develop new approaches for community engagement and social innovation that are grounded in Biblical models of justice and social work values and ethics. Students will engage in both conceptual and applied community work in local and global contexts. Participation in a Residency Intensive is required for this course. This residency will culminate in students developing their Independent Study Plan.

Grade Type: Letter Grade

Fee: Additional residency fee

SWK 710 - Historical and Contemporary Social Action

Units: 4

When Offered: Spring

This course equips students to understand and analyze current and historical trends in the development of innovative responses to social problems. Students examine various social movements in the U.S. and abroad that address issues of poverty, race, oppression, and marginalization. Additionally, students will explore the role of the Christian church in its leaders in the promotion of social movements and reforms, such as Mother Theresa, Dr. Martin Luther King Jr., and Father Greg Boyle.

Grade Type: Letter Grade

SWK 715 - Community-Based Participatory Research Methods

Units: 4

When Offered: Spring

The purpose of this course is to equip DSW students with the knowledge and skills to engage in applied research to advance knowledge and innovate social work practice. It explores Community Based Participatory Research (CBPR) as a model for addressing social problems impacting diverse and marginalized populations. Students will explore research ethics and the strengths and limitations of CBPR and other research methods. Of particular importance will be the students' development of skills for identifying theoretically based research questions and employing a CBPR approach

to answer research questions. Students will also be equipped to conduct statistical analysis of program data. Doctoral students will practice descriptive, univariate and bivariate inferential statistics, and multiple regression using SPSS to make data driven decisions.

Grade Type: Letter Grade

SWK 720 - Project Development and Implementation

Units: 4

When Offered: Summer

This course affords Doctor of Social Work students the opportunity to customize their learning experience by pursuing special interests or research specific to their scholarly agenda. The student will complete a rigorous activity with the aid of the instructor who approves the project, supports the student, and evaluates the product of the study. The activity must introduce the student's specific area of scholarship and provides a comprehensive overview of the literature related to the student's chosen topic. Students may complete a systematic review of the literature, meta-analysis, or analyze original or secondary data. The course will focus on helping students develop writing skills to communicate effectively in professional and academic settings. The course must result in a written scholarly product, which the student will use to complete their qualifying exam. Students will also prepare and submit an abstract of their product to a national conference (e.g. CSWE, NACSW, NASW). Students will meet regularly to discuss progress. Participation in a Residency Intensive is required for this course. This residency will culminate in students orally defending their Qualifying exam.

Grade Type: Letter Grade

Fee: Additional residency fee

SWK 725 - Effective Leadership in the 21st Century

Units: 4

When Offered: Summer

Students will examine various examples of effective leadership qualities and models of servant leadership. Students will also glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect a Christian worldview and the values of the social work profession with their application to social service systems, structures, and processes. Students will also explore theories of organizational change, organizational challenges, and organizational effectiveness. The course will equip students to apply leadership theories and models to mobilize churches, communities, non-profits, and other social services providers.

Grade Type: Letter Grade

SWK 730 - Research Dissemination and Scholarship

Units: 4

When Offered: Fall

Through this course students will gain practical skills to communicate and disseminate their scholarship for the purpose of advancing knowledge in social work practice. Students will prepare to present their scholarship orally at local, national, and international professional organizations and conferences. Additionally, students will develop a strategic plan for publication and acquire skills to successfully advance their research agenda in peer-reviewed journals and other professional periodicals. The course will culminate in students submitting a manuscript to a peer-reviewed journal and preparing an oral/poster presentation for a national conference. Participation in a Residency Intensive is required for this course. This residency will culminate in students presenting their initial Comprehensive Project proposal.

Grade Type: Letter Grade

Fee: Additional residency fee

SWK 735 - Answering the Call to Teach

Units: 4

When Offered: Fall

The course will enable the students to critically examine seminal and contemporary works in pedagogy/andragogy. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate theories of teaching and learning in social work. Students will be exposed to best practices in social work education, including field education, with students from diverse and marginalized backgrounds. Advances in online learning and technology enhanced learning will be explored. Special focus will be given to the integration of faith in learning and Biblical worldview. Students will engage in personal reflection and gain biblical insight into teaching as a calling that provides an opportunity to inspire and instruct others. Through this course, students will be prepared to serve as educators in academic and professional settings.

Grade Type: Letter Grade

SWK 740 - Social Work Entrepreneurship

Units: 4

When Offered: Spring

This course focuses on providing Doctor of Social Work students with the knowledge and expertise to perform as entrepreneurs and executive leaders in various human services settings. Specifically, students develop skills to serve as policy analysts, executive directors, managers, and social work entrepreneurs. Students in this course identify and examine Biblical perspectives and the theories and strategies used by leading Biblical figures to develop, implement, execute, and evaluate social work practice and policy. Additionally, students will gain biblically-based strategies to develop and lead complex organizations with special attention given to leading in times of fiscal constraint and political change. Students will be prepared to effectively manage organizational finances while controlling costs and maximizing efficiency.

Grade Type: Letter Grade

SWK 745 - Justice-Focused Engagement around the Globe

Units: 4

When Offered: Summer

This course will critically examine complex factors related to international outreach, and models of best practices to strategically engage partners around the world. This course examines historical trends associated with global engagement of marginalized populations, individual, as well as systemic efforts to build capacity for community empowerment, equity and self-advocacy, and best practices related to engagement, mobilization and social innovation. Students will gain an understanding and appreciation for the inter-related nature of society, the direct, and indirect impact of global injustices as well as theories and practices related to international social work.

Grade Type: Letter Grade

SWK 796 - Comprehensive I

Units: 4

When Offered: Spring

This course is designed to support the Doctor of Social Work student in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor and focus group members. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral.

Grade Type: Letter Grade

Prerequisite(s): Successful Completion of the Qualifying Examination

SWK 797 - Comprehensive II

Units: 4

When Offered: Summer

This course is designed to support the Doctor of Social Work student in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor and focus group members. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral.

Participation in a Residency Intensive is required for this course. This residency will culminate in students presenting and defending their Comprehensive Project.

Grade Type: Letter Grade

Fee: Additional residency fee

Prerequisite(s): SWK 796

SWK 798 - Comprehensive Extension

Units: 2

When Offered: As offered

This course is designed to support Doctor of Social Work students in completing their Comprehensive Project which is the final demonstration of skills and knowledge mastery. Students in this course will participate in weekly seminar-style meetings with their instructor/advisor. The Comprehensive Project focuses on the development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of functioning as a scholar-researcher in the future. The final product of the Comprehensive Project may take several forms and students will work closely with their instructor/faculty advisor to identify the format that best fits their research agenda and career trajectory. Successful completion and defense of the Comprehensive Project is required for Doctor of Social Work students to become eligible for degree conferral.

Repeatable: May be repeated for a maximum of six (6) units

Grade Type: Letter Grade

Prerequisite(s): SWK 797 and permission of the Program Director

SWK 799 - Comprehensive Extension

When Offered: As offered

Grade Type: Letter Grade

SPP 510 - Advanced Sport and Performance Psychology

Units: 3

When Offered: Fall

This course provides an in-depth application of psychological concepts to sport and performance. Emphasis is placed on issues of motivation, emotion, associative learning, imagery, spirituality and arousal regulation in regards to their influence on athletic performance and goal achievement. Included in this will be a discussion of the methodologies used to examine sport and performance psychology. This is a hands on course; students should expect to be involved in activities that require light to medium physical activity.

Grade Type: Letter Grade

SPP 520 - Cognitive Bases of Behavior

Units: 3**When Offered:** Summer

This course provides an introduction into the structure and processes of the mind, focusing on topics including perception, attention, memory, and decision making. Students will examine the theoretical explanations of these constructs and examine implications of these theories in relation to thought, behavior, and the subjective experience.

Grade Type: Letter Grade**SPP 540 - Sport and Performance Psychology Practicum I****Units: 1****When Offered:** Fall

This course provides students with an opportunity to observe the application of concepts learned in the classroom. Students will be observing the practicum instructors and externs as they consult with athletes and/or non-sport performers and then discussing their observations in the classroom.

Grade Type: Pass/Fail**Fee:** Additional practicum fee**SPP 560 - Sport and Performance Psychology Practicum II****Units: 1****When Offered:** Spring

This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will observe sport and performance consultations and begin their own work with clients under the guidance of mentors. Focus will be on learning sport psychology consultation techniques and presentation skills.

Grade Type: Pass/Fail**Fee:** Additional practicum fee**Prerequisite(s):** SPP 540**SPP 580 - Sport and Performance Psychology Practicum III****Units: 1****When Offered:** Summer

This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will continue working with clients under the guidance of mentors. Focus will be on continuing providing continuous services for clients as well as beginning to build their own client base. In addition, focus will be placed on professional development and learning the basics of building a brand.

Grade Type: Pass/Fail**Fee:** Additional practicum fee**Prerequisite(s):** SPP 560**SPP 590 - Sport and Performance Psychology Practicum IV****Units: 1****When Offered:** Fall

This course provides students with an opportunity to apply concepts learned in the classroom in applied settings. Students will continue working with clients under the guidance of mentors. Focus will be on continuing providing continuous services for clients, building their own client base, and mentoring the new SPP students. In addition, focus will be placed on professional development and learning to run their own business.

Grade Type: Pass/Fail**Fee:** Additional practicum fee**Prerequisite(s):** SPP 580

SPP 595 - Special Topics in Sport and Performance Psychology

Units: 1-3

When Offered: As offered

An in-depth seminar on a selected topic within Sport and Performance Psychology.

Repeatable: May be repeated for credit with a change in topic

Grade Type: Letter Grade

SPP 596 - Capstone

Units: 3

When Offered: Fall

This course provides in-depth examination of the theories underlying sport and performance psychology and a comprehensive review of techniques used in sport and performance psychology consultation. Preparation for the Association of Applied Sport Psychology certification exam will be a primary focus of this course, as well as integrating the concepts learned throughout the SPP program. Finally, students will work towards building their own consultation business model.

Grade Type: Letter Grade

Prerequisite(s): SPP 580

STA 513 - Applied Statistics

Units: 3

When Offered: Spring & OPS

This course provides an introduction to probability, discrete and continuous random variables, probability distributions, expected values, sampling distributions, point estimation, confidence intervals, hypothesis testing and general linear modeling. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on qualitative nonlinear thinking, interpretation and concepts.

Grade Type: Letter Grade

STA 544 - Biostatistics

Units: 3

When Offered: As offered & OPS

Biostatistics provides an introduction to selected important topics in bio-statistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on interpretation and concepts.

Grade Type: Letter Grade

Directory

Board of Trustees: California Baptist University

Regular Meetings of the Board of Trustees

2021-2022

September 24, 2021

January 14, 2022

May 6, 2022

Dr. Anthony Dockery, Chair

Term Expiring 2021

Mr. Brian Chelette	Riverside, CA
Rev. Josh Daffern	Haymarket, VA
Dr. Heather Dean	Riverbank, CA
Mr. David Kennedy	Lexington, KY
Dr. Phoebe Lambeth	Orange, CA
Mr. Michael Poma	Redlands, CA
Dr. Walter Price	Beaumont, CA
Dr. J.T. Reed	Riverside, CA
Mr. Michael Staver	Fountain Hills, AZ

Term Expiring 2022

Dr. Anthony Dockery	La Puente, CA
Mr. Chuck Doremus	Bakersfield, CA
Mrs. Margaret Hollis	Garden Grove, CA
Dr. Stacy Johnson	Hemet, CA
Dr. Robert Mohn	Riverside, CA
Rev. Charlie Moulton	Corona, CA
Dr. Mike Procter	Anchorage, AK

Mr. Gary Vick	Salinas, CA
Dr. John Wells	Murrieta, CA

Term Expiring 2023

Mr. Richard Yu	Alhambra, CA
Mr. Josh De La Rosa	Riverside, CA
Mr. Nathan Granillo	Redlands, CA
Mr. Tom Hixson	Jurupa 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

Term Expiring 2024

Mr. Walt Crabtree	Escondido, CA
Mrs. Dawn Dwyer	Orangevale, CA
Mrs. Marni Jimenez	Riverside, CA
Mrs. Sherri Maxson	Phoenix, AZ
Mr. Pat Pavlian	Highland, CA
Dr. Gus Reyes	Cedar Park, TX
Mrs. Erica Ward	Alameda, CA
Mr. Jim Williams	Clovis, CA
Mrs. Anne Yip	Fullerton, CA

Ex Officio

Dr. Bill Agee	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 and Vice President for Academic Affairs
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
Paul Eldridge; B.S., M.A., J.D.	Vice President for University Advancement
Pamela Daly; B.S., M.A., Ph.D.	Vice President for Online and Professional Studies

Emeriti

Persons listed as *Emeriti* are retired employees given an honorary title of their last position with California Baptist University by the Board of Trustees.

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.	Professor - Psychology
Robert K. Jabs; B.A., B.S., M.B.E., Ph.D.	Professor - Business Administration
Raquel Lebrede; B.A., M.A., Ph.D.	Professor - Spanish
Edwin A. Reed; B.A., B.D., M.A., Th.M.	Professor - History
Wayne Swindall; B.A., M.Div., Th.M., Ph.D.	Professor - Philosophy
Mary Crist; A.B., M.Ed., Ed. D.	Professor/Administrator - Education
Dawn Ellen Jacobs; B.A., M.A., Ph.D.	Professor/Administrator - English
Timothy Luther; B.A., M.A., Ph.D.	Professor - Political Science

CBU Pillars

CBU Pillars is a classification created by the Board of Trustees to memorialize contributions of deceased individuals previously designated as *Emeriti*.

Ken Futch; B.A., M.A., Ph.D.	Professor - English
------------------------------	---------------------

Norene Murphy Hokett; B.A., M.A.

Professor - Communication Arts

LeVern B. Young; B.S., M.S., Ph.D.

Professor - Natural Science

Directory

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Amanie Abdelmessih

Professor of Mechanical Engineering

B.S., M.S., Alexandria University; Ph.D., Oklahoma State University.

Jordan Adams

Assistant Professor of Kinesiology

B.S. Biola University; D.P.T., Midwestern University.

Jenny Aguilar

Assistant Professor of Psychology

B.S., University of Phoenix; M.A., California Baptist University; Psy.D., The Chicago School of Professional Psychology.

Elaine Ahumada

Professor of Public Administration

B.A., M.P.A., D.P.A., University of La Verne.

Keanon Alderson

Professor of Business

B.S., California Baptist University; M.B.A., University of Redlands; Ph.D. Capella University.

Noemi Alexander

Assistant Professor of Public Administration

B.A., M.P.A., California State University, Long Beach; Ph.D., Claremont Graduate University.

Berniece Bruinius Alspach

Associate Professor of English

B.A., Florida State University; M.A., California Baptist University; Ph.D., Claremont Graduate University.

Akua Amankwaah

Associate Professor of Nutrition and Food Sciences

B.S., University of Ghana; M.S., Bowling Green State University; Ph.D., Purdue University.

Mark Anklam

Professor of 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

Associate Professor of Biology

A.A., A.S., Riverside Community College; B.S., Ph.D., University of California, Riverside.

Richard Ardito

Associate Professor of Accounting

B.S., M.B.A., California Baptist University; D.B.A., Liberty University.

Liza Arellano

Assistant Professor of Social Work

B.A., California Baptist University; M.S.W., California State University, San Bernardino.

B

Jong-Wha Bai

Professor of Civil Engineering

B.S., Yonsei University; 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.

Gretchen C. Bartels

Associate Professor of English

B.A., Wheaton College; M.A., Ph.D., University of California, Riverside.

Walter Beaumont

Associate Professor of Music

B.M., M.M., Texas Christian University; D.M.A., Boston University.

Allan Bedashi

Professor of Physician Assistant Studies

B.S., B.S., George Washington University; M.P.A.S., University of Nebraska; M.S.H.P.E., Western University of Health Sciences; D.H.Sc., Nova Southeastern University.

Kristin Beinschroth

Visiting Professor of Radiologic Sciences

A.A., Victor Valley College; B.S. California State University, Northridge; M.P.H., California Baptist University.

Michael Berger

Professor of Graphic Arts

B.F.A., M.F.A., California State University, Fullerton.

Aine Bergin

Associate Professor of Psychology

B.A., M.S., California Baptist University; Psy.D., Alliant International University.

Russ Bermejo

Lecturer of Social Work

B.S., University of California, Los Angeles; M.S.W., California State University, San Bernardino.

Dennis Bideshi

Professor of Biology

B.A., M.A., California State University, Fullerton; Ph.D., University of California, Riverside.

BC Biermann

Associate Professor of Graphic Arts

B.A., University of Missouri, Columbia; M.A., Maryville University; M.A., Knox Theological Seminary; Ph.D., Universiteit van Amsterdam.

Joel Bigley

Associate Professor of Business

B.S., B.S., John Brown University; M.S., University of Arkansas; Ed.D., Pepperdine University.

Jim Bishop

Associate Professor of Criminal Justice and Business Law

B.S., California State University, San Bernardino; J.D., University of the Pacific.

W. Daniel Blair

Associate Professor of American Sign Language

B.G.S., Samford University; M.Div., Beeson Divinity School; Ph.D., University of Alabama.

Mark Blincoe

Professor of History

B.A., Whitworth University; M.A., University of Pennsylvania; Ph.D., University of Minnesota.

Cynthia Boes

Professor of Communication

B.S., Corban College; M.A.I.S., Oregon State University; Ph.D. Pennsylvania State University.

Joseph Bolin

Associate Professor of Music

B.M., Southern Illinois University; M.M., D.M.A., University of Texas, Austin.

Danette Bonillo

Assistant Professor of Communication Sciences and Disorders

B.A., M.A., California State University, Long Beach; Ed.D., Concordia University, Irvine.

Janet Bonome

Associate Professor of Public Health

B.S., University of California, Riverside; M.P.H., Dr.P.H., Loma Linda University.

Brian Bovee

Assistant Professor of Computer Information Technology

B.A., California State University, San Bernardino; M.A., California State University, Chico.

A. Greg Bowden

Professor of Organizational Leadership

B.A., San Diego State University; M.S. Pepperdine University; Ed.D., University of San Diego.

William Boyer

Assistant Professor of Exercise Science

B.S.H., M.S.H., University of North Florida; Ph.D., University of Tennessee, Knoxville.

Karen Bradley

Professor of Nursing

B.S.N., University of Phoenix; M.S.N., Loma Linda University; D.N.P., University of San Francisco.

Angela Brand

Professor of Music

B.M., Auburn University; M.M., M.Ed., Bowling Green State University; D.M.A., Claremont Graduate University.

Elizabeth Brandt Flater

Associate Librarian

B.S., University of Wisconsin, Eau Claire; M.L.I.S., University of Wisconsin, Milwaukee.

Philip M. Breitenbucher

Assistant Professor of Social Work

B.A., California Baptist University; M.S.W., California State University, San Bernardino.

Victoria Brodie

Assistant Professor of Public Relations

B.S., University of Phoenix; M.A., California Baptist University; Ed.D., Pepperdine 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.

Tom Brooks

Lecturer of Music

B.M., University of Missouri, St. Louis; M.A., Ph.D., Friends International Christian University.

Stephen Brown

Associate Professor of Behavioral Sciences

B.S., M.S.W., Jackson State University; Ed.D., University of La Verne.

Julianna Browning

Professor of Accounting

B.S., University of Southern California; M.S., Liberty University; M.B.A., California Baptist University; Ph.D., University of California, Riverside.

James R. Buchholz

Professor of Mathematics and Physics

B.A., Indiana State University; M.S., Texas A&M University; Ph.D., University of California, Riverside.

Lisa Bursch

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.

Krysten Burton

Assistant Professor of Architecture

B.A., University of California, Riverside; M.Arch., University of California, Los Angeles.

John Butler

Assistant Professor of Electrical and Computer Engineering

B.S., M.S., Ph.D., University of California, Riverside.

Kelsie Byrd

Assistant Professor of Nursing

B.S.N., California Baptist University; M.S.N., Colorado Technical University.

C

Virginia Cadenhead

Assistant Professor of Nursing

B.S., Texas Christian University; M.A., Southwestern Baptist Theological Seminary; M.S.N., University of Texas, Tyler.

Tracy Calpin Taylor

Assistant Professor of Communication Sciences and Disorders

B.S., M.A. Kent State University.

Grasiela Campbell

Assistant Professor of Nursing

B.S.N., M.S.N., California Baptist University.

Pedro Caro

Assistant Professor of School Counseling

B.A., M.S., San Diego State 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

Associate 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.

Sabrina Chang

Assistant Professor of Nursing

B.S., University of California, Riverside; M.S.N., California Baptist University.

Catherine Chang-Letherer

Associate Professor of Physician Assistant Studies

B.A., University of California, San Diego; M.H.S., Quinnipiac University; M.B.A., Western Governors University.

Crystal Chavez

Visiting Professor of Kinesiology

B.S., M.S., California Baptist University.

J. Alex Chediak

Professor of Physics and Engineering

B.S., Alfred University; M.S., Ph.D., University of California, Berkeley.

Jeong-Kyun Choi

Professor of Social Work

B.S., M.S.W., Yonsei University; Ph.D., University of California, Los Angeles.

Seunghyun Chun

Professor of Electrical and Computer Engineering

B.S., Yonsei University; M.S. University of Southern California; Ph.D., University of Texas, Austin.

Karlyssa Chung

Assistant Professor of Physician Assistant Studies

B.A., University of California, San Diego; M.P.A.S., Western University of Health Sciences.

Soojin Chung

Assistant Professor of Intercultural Studies

B.A., University of Virginia; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Boston University.

Anthony Chute

Professor of Church History

B.Min., B.A., Brewton-Parker College; M.Div., Beeson Divinity School; Ph.D., Trinity Evangelical Divinity School.

Larry Clement

Assistant Professor of Engineering

B.S., M.S., University of Oklahoma; M.A., Fuller Theological Seminary.

Adamson Co

Professor of Theology

B.A., California State Polytechnic University, Pomona; M.Div., The Master's Seminary; J.D., University of California Hastings Law School; Ph.D., Trinity Evangelical Divinity School.

Angela Coaston

Associate Professor of Nursing

B.S.N., University of Phoenix; M.S.N., Western University of Health Sciences.

Greg Cochran

Professor of Christian Studies

B.A., M.A., Louisiana Tech University; M.Div., Ph.D., Southern Baptist Theological Seminary.

Angela Coes

Assistant Professor of Nursing

B.S.N., University of Nevada, Las Vegas; M.S.N., Walden University.

Debra Coleman

Associate Professor of Nursing

B.S.N., MSN.Ed., University of Phoenix; Ph.D., Azusa Pacific University.

Noel Cooper

Assistant Professor of Psychology

B.A., Eastern Nazarene College; M.A., Psy.D., Fuller Theological Seminary.

Ricardo Cordero-Soto

Professor of Mathematics

B.S., Universidad Metropolitana; M.A., Ph.D., Arizona State University.

Anthony Corso

Associate Professor of Computer Information Systems

B.A., Cogswell Polytechnical College; M.B.A., University of Phoenix; Ph.D., Claremont Graduate University.

Jennifer Costello

Assistant Professor of Social Work

B.S., Ashford University; M.S.W., University of Southern California; D.B.H., Arizona State University.

Mark Cox

Lecturer, Psychology

B.A., California State University, San Bernardino; M.S., California Baptist University.

Robert G. Crosby

Associate 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; Ph.D., Claremont Graduate University.

Jennifer Cruz

Assistant Professor of Music

B.M., Eastman School of Music; M.M., D.M.A., University of Southern California.

D

Steven Dahlgren

Assistant Professor of Music

B.A., M.M., Azusa Pacific University.

Dirk Dallas

Associate Professor of Graphic Arts

B.A., California State University, San Bernardino; M.F.A., Savannah College of Art and Design.

Dirk Davis

Professor of Organizational Leadership

B.A., M.A., California State University, San Bernardino; M.S., North Central University; Ed.D., Pepperdine University.

Kenya Davis-Hayes

Professor of History

B.A., M.Ed., Campbell University; Ph.D., Purdue University.

Mark Deharo

Associate Professor of Radiologic Sciences

B.S., Loma Linda University; M.H.A., University of Phoenix; D.H.Sc., A.T. Still University.

Christina Denis

Instructor of Early Childhood Studies

B.A., University of New Hampshire; M.S., Boston University; Ed.D., Capella University.

Amy Dennis

Assistant Professor of Social Work

A.A., Grossmont College; B.A., California State University, San Marcos; M.S.W., University of Texas, Arlington.

Angela Deulen

Associate Professor of Psychology

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

Khamla Dhouti Martinez

Assistant Professor of Spanish

B.A., Washington & Lee University; M.A., Middlebury College; Ph.D., University of Texas, Austin.

Jolene Dickert

Professor of Athletic Training

B.A., Whitworth College; M.A., San Diego State University; Ed.D., University of the Pacific.

Anthony Donaldson

Professor of Engineering

B.S.E.E., M.S.E.E., Texas Tech University; M.A., Asbury Theological Seminary; Ph.D., Texas Tech University.

Thomas Donovan

Assistant Professor of Psychology

B.A., Psy.D., Biola University.

Sydney Dreves

Assistant Professor of Kinesiology

B.A., M.S., Point Loma Nazarene University.

Susan Duemer

Associate Professor of Architecture

B.A., M.Arch., Judson University.

Scott Dunbar

Associate Professor of Human Resource Management

B.S., University of California, Riverside; M.B.A., Loma Linda University; D.B.A., Liberty University.

Robin Duncan

Assistant Professor of Education

B.S., Samford University; M.S., University of Alabama; Ed.D., Samford University.

Marion Dunkerley

Associate Professor of Nursing

B.S.N., Biola University; M.A., Azusa Pacific University; M.S.N., University of Phoenix; Ed.D., Regent University.

Amanda Durall

Instructor of Kinesiology

B.S., University of Tennessee; M.P.H., East Tennessee State University.

E

Michael Eaton

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.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.

Stephen Emerson

Librarian

B.A., Westmont College; M.Div., Fuller Theological Seminary; M.L.I.S., San Jose State University; Ph.D. Vanderbilt University.

Gabriel Estrada

Visiting Professor of Christian Ministries

B.A.T., California Baptist University; M.Div., Beeson Divinity School.

F

Lindsay Fahnestock

Assistant Professor of Public Health

B.S., California Baptist University; M.P.H., Dr.P.H., Loma Linda University.

Shari Farris

Associate Professor of Education

B.A., M.A.T., M.Ed., Whitworth University; Ed.D., University of Washington.

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.

Wayne Fletcher

Associate Professor of Health Sciences

B.S., Colorado State University; M.B.A., University of Denver; Ed.D., University of California, Los Angeles.

Anabel Flores

Assistant Professor of Biology

B.S., California Baptist University; Ph.D., University of Michigan.

Kendra Flores-Carter

Assistant Professor of Social Work

B.A., California State University, Dominguez Hills; M.S.W., California State University, Long Beach; D.S.W., University of Tennessee, Knoxville.

Jan Flournoy

Assistant Professor of Nursing

B.S.N., University of Maryland; M.S.N., California State University, Dominguez Hills; D.N.P., Western University of Health Sciences.

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.

L. Alan Fossett

Professor of Chemistry

B.S., Northwest Nazarene College; Ph.D., University of California, Davis.

Thomas Frederick

Professor of Psychology

B.S., M.A., Geneva College; M.A., Ph.D., Fuller Theological Seminary.

Laura Freeman

Professor of Psychology

B.S., University of Wisconsin, Madison; M.A., Psy.D., Biola University.

Lisa Friesen

Assistant Professor of Kinesiology

B.A., University of the Pacific; M.S., James Madison University.

Joshua Fuller

Assistant Professor of Industrial and Organizational Psychology

B.S., Central Michigan University; M.A. Pepperdine University; Ph.D., Seoul National University.

G

Jeffrey Gage

Professor of Nursing

M.P.H., University of Otago, Christchurch; Ph.D., University of Missouri.

Ana Gamez

Associate Professor of Psychology

B.A., M.S., California State University, Los Angeles; M.B.A., West Texas A&M University; Ph.D., Loma Linda University.

Lizbeth Gaona

Assistant Professor of Social Work

B.A., University of California, Los Angeles; M.S.W., California State University, Los Angeles; Ph.D., University of Southern California.

Edward Garrett

Associate Professor of Kinesiology

B.A., Point Loma Nazarene University; M.A., Colorado Christian University; M.A., University of Phoenix; Psy.D., University of the Rockies.

Levi Garrett

Assistant Professor of Kinesiology

B.S., M.S., California Baptist University; D.H.Ed., A.T. Still University.

Marcia Gay

Assistant Professor of Nursing

B.S.N., University of New Mexico; M.B.A., University of California, Riverside; M.S.N., California State University, Dominguez Hills.

Kenneth George

Assistant Professor of Finance

B.A., M.B.A., University of La Verne; M.S., Claremont Graduate University; Ph.D., Northcentral University.

John Gill

Associate 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

Professor of Kinesiology

B.S., University of Oklahoma; M.S., University of Montana; Ph.D., University of New Mexico.

Marina Girju

Associate Professor of Marketing

B.S., B.A., Politehnica University and Academy of Economic Studies; M.B.A., Southern Methodist University; Ph.D., University of Texas, Dallas.

Christina Gonet

Visiting Professor of Christian Ministries

B.A., Biola University; M.Div., Golden Gate Seminary.

Christina Gonzalez

Associate Professor of Business

B.S., Pepperdine University; M.B.A., California Baptist University; Ed.D., University of Southern California.

Creighton Goodman

Associate Professor of Aviation Science

B.S., Loyola University; M.A., Trident University; D.P.A., California Baptist University.

Julie Goodman-Bowling

Associate Professor of Anthropology

B.A., Biola University; M.A., California State University, Fullerton; Ph.D., University of Nevada, Reno.

Mark Gordon

Associate Professor of Mechanical Engineering

B.S.E., Calvin College; M.S.E., Ph.D., University of Michigan.

Nolan Gouveia

Lecturer of Business

B.S., M.B.A., California Baptist University.

Tim Gramling

Assistant Professor of Business

B.A., Harvard University; M.S., University of North Carolina, Chapel Hill; L.P.D., Northeastern University.

Ted Grant

Visiting Professor of Physics

B.S., B.S., University of California, Riverside; M.S., Ph.D., University of California, Irvine.

Aaron Greene

Assistant Professor of Architecture

B.Des., University of Florida; M.Arch., Massachusetts Institute of Technology.

Anna Grigorian-Routon

Assistant Professor of Psychology

B.A., University of California, Riverside; M.A., California Baptist University; Psy.D., Pepperdine University.

Dan Grissom

Associate Professor of Christian Ministries

B.S., University of Cincinnati; M.S., Ph.D., University of California Riverside.

Beth A. Groves

Associate Professor of Public Administration

B.A., Central Michigan University; M.P.A., California State University, Long Beach; D.P.A., University of La Verne.

Sandra Jeannette Guignard

Associate Professor of Organizational Leadership

B.S.B.A., M.B.A., California State Polytechnic University, Pomona; Ed.D., Pepperdine University.

Jacqueline Gustafson

Professor of Psychology

B.A., M.A., Northwest University; Ed.D., Seattle University.

H

Teresa Hamilton

Associate Professor of Nursing

A.D.N., Golden West College; B.S.N., M.S.N., California State University, Fullerton; Ph.D., University of Wisconsin-Milwaukee.

Virgo Handojo

Professor of Psychology

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, Lincoln.

Virginia Hart-Kepler

Assistant Professor of Nursing

B.S.N., California State University, Los Angeles; M.N., University of California, Los Angeles; Ph.D., University of San Diego.

Andrew Harveson

Associate 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.

Krystal Hays

Assistant Professor of Social Work

B.A., University of California, Irvine; M.S.W., Ph.D., University of Southern California.

Carolyn Heine

Associate Librarian

B.A., Westmont College; M.L.I.S., University of British Columbia.

Keith Hekman

Professor of Mechanical Engineering

B.S.E., Calvin College; M.S.M.E, Ph.D., Georgia Institute of Technology.

Froylene Heredia-Miller

Associate Professor of Social Work

B.A., University of California, Riverside; M.S.W., University of Southern California.

Lisa Hernandez

Professor of Mathematics

B.A., M.S., Ph.D., University of California, Riverside.

Dayna Herrera

Professor of Nursing

B.S.N., M.S.N., University of Phoenix; D.N.P., Rush University.

Dinah Herrick

Associate Professor of Nursing

B.S.N., Azusa Pacific University; M.S.N, University of Phoenix; Ph.D., Azusa Pacific University.

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.

Nathanael Heyman

Professor of Biology

B.S., Lee University; Ph.D., University of Arizona.

John Higley

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., B.A., Hardin-Simmons University; J.D., Texas Tech University School of Law.

Trever Hoehne

Lecturer 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.

Mercy Homer

Assistant Professor of Communication Sciences and Disorders

B.S.Ed., M.S.Ed., State University of New York, Fredonia.

Tran Hong

Assistant Professor of Computer Science

B.S., California State University, Long Beach; M.B.A., University of Phoenix; Ed.D., California State University, Fullerton.

Damon Horton

Assistant Professor of Intercultural Studies

B.S., Calvary Bible College; M.S., Calvary Theological Seminary.

Tad Hove

Assistant Professor of Business Administration

B.S., Devry University; M.B.A., California Baptist University; M.A., Ph.D., Fielding Graduate University.

Ying Hu

Professor of Chemistry

B.A., B.S., Dailan University of Technology; Ph.D., Bowling Green State University.

Morris Hunter

Assistant Professor of Radiologic Sciences

A.A., Antelope Valley College; B.V.E., M.Ed., California State University, San Bernardino.

I

Kyungsoo Im

Associate Professor of Computer Science

B.S., Georgia Institute of Technology; M.S., Kennesaw State University; Ph.D., Clemson University.

David Isaacs

Visiting Professor of English

B.A., California State University, San Bernardino; M.A., Simon Greenleaf University; M.A., Trinity International University.

Nathan Iverson

Associate Professor of Psychology

B.A., Trinity Lutheran College; M.A., Ph.D., Seattle Pacific University.

J

Shanna James

Assistant Professor of Nursing

B.S., West Coast University; M.S.N., Walden University.

Andres Jaramillo

Lecturer of Music

B.M., Corpas University; M.M., Eastern Washington University; D.M.A., University of Southern California.

Thomas Jernejcic

Associate Professor of Computer Information Technology

B.A., California Baptist University; M.S., Ph.D., Dakota State University.

Susan Jetton

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.

Deanna Jung

Associate Professor of Nursing

A.D.N., Santa Ana College; B.S.N., California State University; M.S.N., University of California, Los Angeles; D.N.P., Duke University.

Helen Jung

Professor of Civil Engineering

B.S., M.S., Ph.D., University of California, Los Angeles.

K

Keelan Kaiser

Professor of Architecture

B.S., M.Arch., University of Nebraska, Lincoln.

Ellen Kaminski

Assistant Professor of Business

B.A., M.P.A., California Baptist University; D.B.A., Creighton University.

Lisa Kennelly

Assistant Professor of Nursing

B.S.N., M.S.N.Ed., Western Governors University.

Christopher Kern

Assistant Professor of Photography

B.A., California State University, Fullerton; M.F.A., Academy of Art University.

Brittany Ketenbrink

Lecturer of Chemistry

B.S., M.S., California Baptist University.

Jason Kiker

Assistant Professor of Leadership Studies

B.S., United States Air Force Academy; M.B.A., Regis University.

Jong-Kyung Kim

Professor of Exercise Science

B.S., Kyung Hee University; M.A., M.S., Ball State University; Ph.D., Wayne State School of Medicine.

Mark Kim

Assistant Professor of Data Science and Computer Science

B.S., United States Naval Academy; M.S., Claremont Graduate University.

Namhee Kim

Associate Professor of Communication Sciences and Disorders

B.A., M.A., Yonsei University; Ph.D., University of Texas, Austin.

Sangmin Kim

Professor of Health Science

B.A., M.A., Ed.D., University of Northern Iowa.

Seung-Jae Kim

Professor of Mechanical and Bioengineering

B.S., Han-Yang University; M.S., Pohang University of Science and Technology; M.S., Ph.D., University of Utah.

Yeesock Kim

Professor of Construction Management and Civil Engineering

B.S., Catholic Kwandong University; M.S., Yonsei University; Ph.D., Texas A&M University.

Toni Kirk

Professor of English

B.A., California Baptist University; M.A., California State University, San Bernardino; M.A., California Baptist University; M.A., Ph.D., Pacifica Graduate Institute.

Stephan Kish

Lecturer of Mathematics

B.A., University of California, Riverside; M.Div., Golden Gate Baptist Theological Seminary; D.Min., Gateway Seminary.

Mark Kling

Associate Professor of Criminal Justice

B.S., University of Phoenix; M.P.A., D.P.A., University of La Verne.

Adrienne Knabb

Visiting Professor of Psychology

B.S., San Diego State University; M.A., Azusa Pacific University.

Joshua Knabb

Professor of Psychology

B.S., University of Redlands; M.A., Psy.D., Azusa Pacific University.

Benjamin Knisley

Lecturer of Computer Science and Data Science

B.S., M.S., California Baptist University.

Seong Kong

Professor of Biomedical Engineering

B.S., Kyunghee University; M.S., Yonsei University; Ph.D., University of California, San Diego.

Bon-Jun Koo

Professor of Natural Science

B.S., M.S., Konkuk University; Ph.D., University of California, Riverside.

L

Robert LaChausse

Professor of Public Health

B.A., M.S., California State University, San Bernardino; Ph.D., Claremont Graduate University.

Douglas Lainson

Associate Professor of Business Administration

B.A., Loma Linda University; M.B.A., Biola University; Ph.D., Claremont Graduate University.

Jacob Lanphere

Associate Professor of Environmental Science

B.S., Ph.D., University of California, Riverside.

Anne-Marie Larsen

Professor of Psychology

B.A., University of California, Los Angeles; M.A., Ph.D., California School of Professional Psychology.

Catherine Leach

Assistant Professor of Social Work

B.A., M.A., California State University Dominguez Hills; Ed.D., University of La Verne.

Esther Lee

Associate Professor of Statistics

B.A., Ajou University; M.A., Yonsei University; Ph.D., University of California, Irvine.

Jay Lee

Professor of Construction Management

B.E., M.S.E., Inha University; Ph.D., Purdue University.

Jong Cheon Lee

Associate Professor of Psychology

B.E., Hanyang University; M.Div., M.A., Ph.D., Southwestern Baptist Theological Seminary.

Charles Lee-Johnson

Associate Professor of Social Work

B.A., Morehouse College; M.S.W., University of California, Los Angeles; D.Min., United Theological Seminary.

Matthew Leonard

Assistant Professor of Philosophy

B.A., B.A.T., California Baptist University; M.A., California State University, Los Angeles; M.A., University of California, Davis; Ph.D., University of Southern California.

Nathan Lewis

Professor of Psychology

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

Jiliang Li

Assistant Professor of Civil Engineering

B.Eng., Ph.D., University of Science and Technology; Ph.D., University of Alabama.

Viola Lindsey

Associate Professor of Social Work

B.A., Stillman College; M.S.W., Ph.D., Loma Linda University.

Kristine Lippire

Associate Professor of Visual Arts

B.F.A., California State University, Long Beach; M.F.A., Claremont Graduate University.

Carla Liu

Associate Professor of English

B.A., Hope College; M.S., Nazareth College of Rochester; Ed.D., Alliant International University.

Jessie Lowell

Associate Professor of Psychology

B.A., Chapman University; Psy.D., Loma Linda University.

James J. Lu

Professor of English

B.A., Shandong University; M.A., Institute of American Literature; M.A., Ph.D., Duke University.

Lee Lyons

Professor of Communication Arts

B.A.A., M.F.A., San Diego State University.

Brittany Lytle

Assistant Professor of Social Work

B.A., University of California Riverside; M.S., Columbia University.

M

Nicole MacDonald

Professor of Athletic Training

B.A., Point Loma Nazarene University; M.P.H., Dr.P.H., Loma Linda University.

Travis Maclay

Assistant Professor of Music

B.S., M.A., Liberty University.

Amanda Madrid

Assistant Professor of Nursing

B.S.N., California Baptist University; M.S.N., Grand Canyon University.

Michael Marse

Assistant Professor of Communication Arts

B.A., California Baptist University; M.A. California State University, San Bernardino.

John Marselus

Professor of Aviation Science

B.S., United States Air Force Academy; M.S., Air University; M.A., M.Div., D.Min., Liberty University.

Nia Martin

Assistant Professor of Nursing

B.S.N., McNeese State University; M.S.N., University of Phoenix.

Margaret Matthews

Assistant Professor of Nursing

B.A., Georgian Court College; B.S.N., M.S.N., California Baptist University.

Kristin Mauldin

Assistant Professor of Psychology

B.A., California State University, Hayward; M.A., Ph.D., Miami 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

Associate 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.

Antonio Méjico

Assistant Professor of Social Work

B.A., M.A., Ed.D., University of Redlands.

Ash Melika

Professor of Anthropology

B.A., The City University of New York; M.A., Columbia University; M.A., New York University; M.Div., Princeton Theological Seminary; Th.M., Gateway Seminary; Ph.D., University of Leicester.

Rebecca Meyer

Professor of Nursing

B.S.N., M.S.N., Mount St. Mary's College; Ph.D., Azusa Pacific University.

Stacy Meyer

Lecturer of Education

B.A., San Diego State University; M.A., Azusa Pacific University.

Jerri Middleton

Assistant Professor of Social Work

B.A.S., Texas Tech University; M.S.W., University of Alabama.

Frank Mihelich

Associate Professor of Theatre

B.A., B.A., California Baptist University; M.F.A., Columbia University.

Amy Miller

Associate Professor of Kinesiology

B.S., California Baptist University; M.S., California State University, Fullerton; Dr.P.H., Loma Linda University.

Kenneth Minesinger

Professor of Law

B.A., California State University, San Bernardino; J.D., Western State University College of Law.

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

Associate Professor of Education

B.S., University of Illinois, Urbana-Champaign; Ed.M., Harvard Graduate School of Education; Ph.D., Vanderbilt University.

Gene Moon

Professor of Music

B.M., University of Central Oklahoma; B.M.Ed., Chapman University; M.A., New York University; D.M.A., University of Oklahoma.

Jeff Mooney

Professor of Old Testament

B.A., Auburn University; M.Div., Beeson Divinity School; Ph.D. Southern Baptist Theological Seminary.

Teresa Taylor Moore

Instructor of Communication

B.A., Ph.D., University of Southern Mississippi; M.A., University of New Orleans.

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 University; Ph.D., Capella University.

Timothy Mosteller

Professor of Philosophy

B.A., University of Southern California; M.A., Biola University; Ph.D., University of Miami.

Deogratius Mshigeni

Assistant Professor of Sociology

B.A., University of Dar es Salaam; M.A., Ph.D., University of Nevada, Las Vegas.

Sophia Mun

Assistant Professor of Behavioral and Social Sciences

B.A., M.A., Korea University; Ph.D., University of Southern California.

Ted Murcra

Associate 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; Ed.D., Concordia University.

N

Jenifer Nalbandian

Associate Professor of Chemistry

B.S., Pepperdine University; M.S., Ph.D., University of California, Riverside.

Michael Nalbandian

Associate Professor of Engineering

B.S., Ph.D., University of California, Riverside.

Bob Namvar

Professor of Economics

B.S., M.S., Pahlavi University; M.A., Indiana University; Ph.D., University of California, Riverside.

Jocelyn Navarro

Assistant Professor of Early Childhood Education

B.A., Life Pacific College; M.S., University of La Verne.

Bryan Ness

Professor of Communication Sciences and Disorders

B.S., M.S., University of Nevada; Ph.D., University of Oregon.

Jennifer Newton

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; M.S., National University of Singapore; Ph.D., University of Waterloo.

Michelle Nielsen-Hernandez

Associate Professor of Mathematics

B.A., Bethel University; M.S., Ph.D., University of Minnesota, Minneapolis.

Matthew Niermann

Associate Professor of Architecture

B.S., M.Arch., University of Illinois, Urbana-Champaign; M.A., Biola University; M.A., Th.M., Gordon-Conwell Theological Seminary; M.S., Ph.D., University of Michigan.

Jee Young Noh

Assistant Professor of Education

B.B.A., Yonsei University; M.Ed., Harvard University; Ph.D., University of Maryland, College Park.

Kathryn Norwood

Professor of Education

B.S., California Baptist University; M.A., M.A., Ed.D., Azusa Pacific University.

O

Geneva G. Oaks

Professor of Nursing

B.S.N., M.S.N., Ph.D., Azusa Pacific University.

David Ogoli

Professor of Architecture

B.Arch., University of Nairobi; M.Phil., University of Cambridge; Ph.D., University of Florida.

Pedro Olvera

Associate Professor of School Psychology

B.A., San Diego Christian College; M.A., Azusa Pacific University; Psy.D., Alliant International University.

Heather Ontiveros

Associate Professor of Physician Assistant Studies

B.S., University of California, Davis; M.A., San Diego State University; D.H.Sc., A.T. Still University.

Monica O'Rourke

Professor of Kinesiology

B.S., California State University, San Bernardino; M.S., California Baptist University; Ph.D., Middle Tennessee State University.

Mandy Ortiz

Assistant Professor of Marketing

B.A., Hamilton College; M.B.A., University of Texas, Austin; Ph.D., University of Alabama, Tuscaloosa.

Mario Oyanader

Professor of Chemical Engineering

B.S., Northern Catholic University; M.S., Hawaii Pacific University; Ph.D., Florida State University.

P

Marilyn Panaro

Lecturer of Natural Sciences

B.S., The State University of New York, Buffalo; M.A., Trinity International University.

Katherine Papineau

Associate Professor of Art History

B.A., Wellesley College; M.A., Ph.D., University of California, Santa Barbara.

Hyun-Woo Park

Professor of Biology

B.S., M.S., Seoul National University; Ph.D., University of California, Riverside.

John Park

Assistant Professor of Psychology

B.S., Andrews University; M.Div., Andrews Theological Seminary; Ph.D., Loma Linda University.

Samuel Park

Associate Professor of Graphic Design and Digital Media

B.A., Art Center College of Design; M.F.A., Liberty University.

Barry Parker

Librarian

B.A., McMaster University; M.Div., Northwest Baptist Theological Seminary; M.L.I.S., University of British Columbia; Ph.D., University of Sheffield.

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

Associate Professor of Public Health

B.A., M.P.H., California State University, Fresno; Dr.P.H., University of California, Los Angeles.

Robert Pate

Professor of Psychology

B.A., Wagner College; M.A., Psy.D., Biola University.

Ken Pearce

Professor of Psychology

B.A., M.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

Professor of Communication

B.A., M.S., California Baptist University; Ed.D., La Sierra University.

Michelle Pearson-LoGiudice

Assistant Professor of Nursing

B.S.N., Western Governors University; M.S.N., Grand Canyon University.

Marshare Penny

Professor of Public Health

B.S., M.P.H., San Diego State University; Dr.P.H., Loma Linda University.

Juliann Perdue

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.

Henry Petersen

Associate Professor of Business Administration

B.S., M.S., Ph.D., University of Calgary.

Gene Peterson

Professor of Music

A.A., El Camino College; B.M., M.A., Chapman University; D.M.A., University of Washington.

Anthony Phillips

Assistant Professor of Nursing

B.S.N., California State University, Dominguez Hills; M.S.N., Western Governor's University.

Glenn Pickett

Professor of Music

B.A., California State University, Northridge; M.M., Azusa Pacific University; D.M.A., Claremont Graduate University.

Rosenda A. Pike

Assistant Professor of Education

B.A., M.A., California Baptist University; Ph.D., University of California, Riverside.

Frederick Pontius

Professor of Civil Engineering

B.S., M.S., Ph.D., University of Colorado, Boulder.

Chase Porter

Assistant Professor of Political Science

B.A., Mississippi College; M.Div., Samford University; Ph.D., University of Alabama.

Stephen Posegate

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.B.A., University of North Alabama; M.P.A., Southern Illinois University; Ph.D., University of Nebraska, Lincoln.

Bruce Prins

Professor of Biology

B.A., Point Loma College; Ph.D., University of California, Irvine.

Brett Provance

Professor of Humanities

B.S., California State Polytechnic University, Pomona; M.A., Ph.D., Claremont Graduate University.

Cammy Purper

Professor of Education

B.A., University of Redlands; M.A. Pacific Oaks College; Ph.D., Claremont Graduate University.

Susan Purrington

Associate Professor of Psychology

B.A., Concordia University; M.A., Psy.D., Biola University.

Joseph Putulowski

Associate Professor of Marketing

B.A., California State University, Fullerton; M.B.A., California Baptist University; Ph.D., Northcentral University.

R

Jasmine Reed

Assistant Professor of Nursing

B.S., West Coast University; M.S.N., Walden University.

Brenda Reinebach

Lecturer of 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

Associate Professor of Nursing

B.S.N., M.S.N., California State University, Fullerton; D.N.P., Rush University.

James Rodisch

Instructor of Accounting

B.A., Temple University; M.B.A., University of Phoenix; M.S., Keller Graduate School of Management.

Joshua Rodriguez

Assistant Professor of Music

B.A., Thomas Edison State College; M.M. Cleveland Institute of Music; Ph.D., University of California, Los Angeles.

Mark Rogers

Lecturer of Christian Ministries

B.A., California Baptist University; M.Div., Southern Baptist Theological Seminary; Ph.D., Trinity Evangelical School.

Sandra Romo

Associate Professor of Communication

B.A., M.S., California Baptist University; Ph.D., Regent University.

Michelle Ross

Visiting Professor of Communication Sciences and Disorders

B.A., Washington State University; M.S., Idaho State University.

Erica Roth

Associate Professor of Psychology

B.S., Houghton College; M.S.Ed., St. Bonaventure University; Psy.D., Azusa Pacific University.

Mischa Routon

Associate Professor of Psychology

B.A., M.S., California Baptist University; Ph.D., Fielding Graduate University.

Sherle Rubin

Assistant Professor of Nursing

M.S.N., University of Phoenix.

Megan Ruggles

Assistant Professor of Nursing

B.S.N., M.S.N., Western Governors University.

Stephen Runyan

Associate Professor of Biology

B.S., M.S., Ph.D., University of California, Los Angeles.

Noe Ruvalcaba

Associate Professor of Spanish

B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Riverside.

S

Benjamin Sanders

Visiting Professor of Computer Science and Data Science

B.S., M.S., University of California, Riverside.

Charles D. Sands

Professor of Health Science

B.S., Samford University; M.A., Ph.D., University of Alabama, Birmingham.

Patrick Schacht

Associate Professor of Biochemistry

B.S., Biola University; Ph.D., University of California, Riverside.

Thomas Schneider

Associate Professor of English

B.A., Calvin College; M.A., Ph.D., University of California, Riverside.

Cindy Sendor

Assistant Professor of Communication Sciences and Disorders

B.A., M.A., California State University, Fullerton.

Elisa Shepard

Associate Professor of Psychology

B.A., Ph.D., Biola University.

Mary Sherman

Lecturer of Physical Therapy

B.S.H.A., M.B.A., University of Phoenix.

Lorraine Shields

Associate Professor of Nursing

B.S.N., M.S.N., University of California, Los Angeles; D.N.P, Vanderbilt University.

Robert Shields

Associate Professor of Computer Information Technology

B.S., University of North Carolina, Charlotte; M.A., Pepperdine University; Ed.D., California State University, Fullerton.

Alexandra Shin

Associate Professor of Biology

B.S., George Fox University; Ph.D., Loma Linda University.

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

Professor of Mechanical Engineering

B.S., M.S., Dalian University of Technology; Ph.D., Texas A&M University.

Michael Sill

Associate Professor of Mathematics

B.S., Loyola Marymount University; Ph.D., University of California, Riverside.

Duncan Simcoe

Professor of Visual Arts

B.A., California Baptist University; M.F.A., California State University, Long Beach.

Riste Simnjanovski

Associate Professor of Public Administration

B.A., M.A., University of Redlands; D.P.A., University of La Verne.

Sonya Singh

Visiting Professor of Journalism & New Media

B.A., Pepperdine University.

Jacob Slagill

Assistant Professor of Architecture

B.A., M.Arch., California Baptist University.

Joseph Slunaker

Assistant Professor of Christian Studies

B.A.T., California Baptist University; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Gateway Seminary.

Erin Smith

Associate Professor of Psychology

B.A., Point Loma Nazarene University; M.A., Ph.D., University of California, Riverside.

Daniel St. Marseille

Assistant Professor of Music

B.M., Chapman University; M.M., California State University, Fullerton.

Mary Stahovich

Assistant Professor of Physician Assistant Studies

B.S., University of California, San Diego; M.H.P., Northeastern University.

Owen Staley

Lecturer of English

B.A., M.A., University of California, Berkeley, Ph.D., University of California, Los Angeles.

Jan Stanfield

Assistant Professor of Social Work

B.A., Michigan State University; M.S.W., University of Michigan.

Kyle Stewart

Associate 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.

Amy Stumpf

Professor of Religion and Society

B.A., Pacific Union College; M.A., Ph.D., Loma Linda University.

Dominick Sturz

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

Professor of Public Administration

B.S., California Polytechnic University, Pomona; M.P.A., California State University, San Bernardino; D.P.A., University of La Verne.

Tae Sung

Associate Professor of English

B.A., University of California, San Diego; M.A., Fuller Theological Seminary; M.A., Ph.D., University of California, Irvine.

Satoru Suzuki

Professor of Chemistry

B.S., Grand Canyon University; Ph.D., Arizona State University.

Daniel Szeto

Professor of Biology and Biochemistry

B.S., University of California, Davis; M.S., San Diego State University; Ph.D., University of California, San Diego.

T

Yvonne Thai

Associate Professor of Sociology

B.S., M.A., Ph.D., University of California, Riverside.

Terri Thompson

Associate Professor of Nursing

B.S.N., Oral Roberts University; M.S.N., Chamberlain College of Nursing; D.N.P., Western University of Health Sciences.

Rachel Timmons

Professor of Education

B.S., Concordia Teacher's College; M.A., Michigan State University; Ed.D., La Sierra University.

David Toledo

Assistant Professor of Music

B.M., Northwestern State University; M.M., Ph.D., Southwestern Baptist Theological Seminary.

Stacey Toro

Associate Professor of Nursing

B.S.N., M.B.A., M.S.N., University of Phoenix; D.N.P., California Baptist University.

Nidia Torres

Assistant Professor of Nursing

B.S., University of Phoenix; M.S.N., California Baptist University; D.N.P., University of Arizona.

Erika Travis

Associate Professor of English and Behavioral Science

B.A., M.A., California Baptist University; Ph.D. Claremont Graduate University.

Jennifer Tronti

Assistant Professor of English

B.A., California Baptist University; M.A., Claremont Graduate University; M.A., Pacifica Graduate Institute.

Jones Tsai

Assistant Professor of Biochemistry

B.S., University of California, San Diego; M.S., Ph.D., Columbia University.

V

Phil Van Haaster

Assistant Professor of Mechanical Engineering

B.S., University of Southern California; M.S., University of California, Los Angeles; D.B.A., California Baptist University.

Gaynell Vanderslice

Assistant Professor of Management

B.A., M.B.A., California State University, San Bernardino; Ph.D., Alliant International University.

Veola Vazquez

Professor of Psychology

B.A., California Baptist University, M.A., Ph.D., Biola University.

Laura Veltman

Professor of English

B.A., Calvin College; M.A., Ph.D., University of Wisconsin, Madison.

Andrés D. Vera

Assistant Professor of Christian Ministries

B.S., McMaster University; M.Div., Southern Baptist Theological Seminary.

Candace Vickers

Professor of Communication Sciences and Disorders

B.A., M.S., Chapman University; Ph.D., Claremont Graduate University.

W

Caleb Walder

Associate Professor of Architecture

B.S., M.Arch., University of Illinois, Urbana-Champaign.

Deron Walker

Professor of English

B.A., M.A., Eastern Illinois University; Ph.D., Southern Illinois University.

Doug Wallace

Associate 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

Professor of Behavioral Science and Education

B.S., Stephen F. Austin State University; M.Div., Golden Gate Baptist Theological Seminary; M.Ed., Azusa Pacific University; Ph.D., Claremont Graduate University.

Sam Welbaum

Assistant Professor of Christian Ministries

B.A., California Baptist University; M.A., Biola University; M.T.S., Golden Gate Baptist Theological Seminary; Ph.D., Claremont Graduate University.

Marc Weniger

Professor of Business

B.S., Lewis University; M.B.A., University of Phoenix, M.A., Ph.D., Fielding Graduate University.

Ruth Noemy Wheeler

Lecturer of Music

B.A., Superior Conservatory of Music; M.M. California Baptist 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 Baptist Theological Seminary; D.Min., Gateway Seminary.

Melissa Wigginton

Professor of Health Science

B.S., California State University, San Bernardino; M.S., California State University, Fullerton; Dr.P.H., Loma Linda University.

Shawn Wilhite

Associate Professor of Christian Studies

B.A., California Baptist University; M.Div., Th.M., Master's Seminary; Th.M., Ph.D., Southern Baptist Theological Seminary.

Robert Willett

Associate Professor of Mathematics

B.S., California Baptist University; M.S., Ph.D., 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

Professor of Business Administration

B.S., M.B.A., Azusa Pacific University; Ed.D., Pepperdine University.

Christopher K. Wright

Assistant Professor of Graphic Arts

B.F.A., Virginia Commonwealth University; M.A., M.F.A., Savannah College of Art and Design.

X

Helen Xu

Associate Librarian

B.A., East China Normal University; M.L.I.S., San Jose State University.

Y

James Yoo

Associate Professor of Economics

B.A., Sungkyunkwan University; M.A., Northern Illinois University; Ph.D., Pennsylvania State University.

Karim Youssef

Assistant Professor of Architecture

M.S., University of Montreal; Ph.D., University of Calgary.

Z

Kathryn Zeeb

Assistant Librarian

B.A., California State University, Fullerton; M.L.I.S., San Jose State University.

Effat Zeidan

Assistant Professor of General Education

B.S., American University of Beirut; Ph.D., University of North Carolina, Greensboro.

Jun Zhang

Professor of Industrial Engineering

B.S., M.S., Beijing Institute of Technology; Ph.D., Purdue University.

Xueyan Zhao

Associate Professor of Chemical Engineering

B.S., M.S., Tianjin University; M.S., University of Akron; Ph.D., University of Minnesota, St. Paul.

Qing Zheng

Professor of Electrical and Computer Engineering

B.S., North China University of Technology; M.Eng., National University of Singapore; Eng.D., Cleveland State University.

Shasha Zheng

Associate Professor of Nutrition and Food Sciences

B.E., Southern Yangtze University; M.A., Boston University School of Medicine; Ph.D., University of Illinois, Urbana-Champaign.

Ziliang Zhou

Professor of Mechanical Engineering

B.S., Shanghai Jiao Tong University; M.S. University of Manitoba; M.B.A., University of Michigan; Ph.D., University of Kentucky.