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EEO Statement

California Lutheran University admits qualified students of any race, color, gender, sexual orientation, religion, national or ethnic origin, marital status, disability, medical condition, or veteran status to all of the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, gender, sexual orientation, religion, national and ethnic origin, marital status, disability, medical condition, or veteran status in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other university administered programs. California Lutheran University will maintain a policy of non-discrimination for students in compliance with all current and future federal regulations.

The information provided in this catalog reflects an accurate picture of California Lutheran University at the time of publication. The University reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs.

Admission Office

60 West Olsen Road #1350
Thousand Oaks, CA 91360-2700
805-493-3135
877-CLU-FORU (258-3678)
FAX 805-493-3114
E-mail: cluadm@callutheran.edu
www.callutheran.edu

University Profile

Mission Statement

California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the University encourages critical inquiry into matters of both faith and reason. The mission of the University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation and committed to service and justice.

Academic Excellence

California Lutheran University is a selective comprehensive institution offering undergraduate and graduate degrees in the liberal arts and sciences and professional fields. Central to the University's academic excellence is a dedicated teaching faculty, who come to CLU from some of the finest universities in the country.

CLU's highly regarded graduate programs include doctorates in educational leadership, higher education leadership and clinical psychology, and master's degrees in business administration, computer science, education, psychology, information systems and technology, economics, and public policy and administration. A number of post-graduate credential and certification programs are also offered, including an online MBA and credential programs in financial planning.

Through its College of Arts and Sciences, School of Management and Graduate School of Education, CLU offers 36 undergraduate majors, 31 minors, and professional preparation programs in specified fields of study. In addition to its traditional undergraduate program, the University offers an evening bachelor's degree program for adults (ADEP).

Technology and the Quest for Knowledge

Perhaps CLU's greatest strength in delivering technology is a commitment to helping our students use technology effectively. The University offers a federated search tool that searches all of our databases without going to each database, freeing students to spend more time assessing and analyzing rather than locating information.

With a commitment to enhancing students' experiences by providing the very best technological resources, CLU replaces lab, classroom and faculty computers on a three-year cycle. Students have ubiquitous Internet access (wired and wireless) on the Thousand Oaks, Woodland Hills and Oxnard campuses. The University has doubled its Internet bandwidth every year since 2007.

Over the past two years, CLU has experimented with e-book readers in English, Business, Education, Oxford Study Abroad and Psychology programs. During the spring 2011 semester, new pilot projects incorporating iPads began in Religion and the Honors Capstone Seminar with plans for Political Science, French and Drama during fall 2011.

Our information specialists have created an easy-to-use website and subject guides to help students get started with their research. Qualified professional librarians regularly team up with faculty to lead class sessions aimed at enhancing student research skills and helping students identify the best resources for class projects.

Every classroom and large meeting room has an LCD projector and an Internet-ready computer, and the Center for Teaching and Learning assists faculty with the integration of technology into their teaching. CLU uses the latest in course management systems (Blackboard 9.1), which extends access to course materials and activities to the student's iPhone, iTouch, iPad, Android, or other Windows smartphone.

CLU has 13 general computer labs: seven Windows labs and two Mac general computer labs on the Thousand Oaks campus, two Windows labs in Oxnard, one Windows lab in Woodland Hills, and a mixed Windows and Mac lab for student use in Pearson Library. There are also 11 departmental specific labs on the Thousand Oaks campus. These labs are more than Internet gateways. They give students access to a variety of productivity tools including advanced statistical tools, Web page design applications, and advanced graphics and video editing software.

Pearson Library was renovated in spring 2009 with all new study chairs and movable lounge furniture, large screen monitors in the study rooms to facilitate group study and practicing presentations, and seven collaboration carrels for group study. The library has a core collection of 131,290 volumes, 100,934 e-books, approximately 446 print journal subscriptions, 22,000 microfilms, a popular DVD collection, and access to more than 155 electronic databases providing access to more than 43,536 full-text journals.

Through WorldCat, students have access to more than 40 million records of every type of material, including manuscripts written as early as the 11th century, cataloged by OCLC member libraries. The CLU library has lending agreements with other libraries around the world, making it possible for students to access resources through the interlibrary loan program.

Prime Locations

CLU's main campus is located in the City of Thousand Oaks, situated midway between Santa Barbara and Los Angeles. This convenient location puts students within reach of a variety of cultural and recreational experiences, the beach and mountains, airports and the international business community.

The University's proximity to the 101 technology corridor provides a highly skilled workforce the opportunity to pursue bachelor's and master's degrees near their places of employment.

CLU has established off-campus centers in Oxnard and Woodland Hills to better serve working adults who live in and around Los Angeles, the San Fernando Valley and northern Ventura County.

Off-campus Centers

For more than two decades, CLU has provided the opportunity to complete graduate and teacher preparation course work in locations convenient to the working adult student. Graduate courses that are offered at the off-campus centers are identical to those offered on the main campus, and the various degree program requirements are also the same. A site coordinator is available at each of the off-campus centers to provide support and assistance to students and faculty.

Oxnard Center
The Palms
2201 Outlet Center Drive
Suite 600
Oxnard, CA 93036
(805) 485-6426

Woodland Hills Center
5901 Desoto Ave.
Woodland Hills, CA 91367
(818) 888-6414

For information regarding offerings at these centers, please consult the Graduate Schedule of Classes published each semester, email clugrad@callutheran.edu or visit www.callutheran.edu/graduate.

The Thousand Oaks Campus

The main campus spans 225 acres set against scenic Mt. Clef Ridge in the city of Thousand Oaks. At the heart of the beautifully landscaped campus is Kingsmen Park, surrounded by the University's academic and residential facilities.

CLU's Scandinavian heritage is evident in the names on several of the major buildings: Pearson Library/Preus-Brandt Forum, Ahmanson Science Center, Samuelson Chapel, Hansen and Pederson administration buildings, Soiland Humanities Center, Spies-Bornemann Center for Education and Technology, and Swenson Center for the Social and Behavioral Sciences.

All 14 residence halls on campus are coed, divided by floor or section, and offer recreational areas, kitchen and laundry facilities, and security systems. Individual rooms are equipped with voice mail, computer hook-ups, free cable and air conditioning. Each suite of rooms has a private bathroom.

The athletics complex on the north side of campus continues to grow with venues for intercollegiate and intramural sports, exercise science classrooms and laboratories, and athletic and fitness areas.

The University's 20-year master plan envisions a new student union building, performing and visual arts center, science facility, enlarged library, an administrative center and additional residence halls.

Growth in the 21st Century

- **Mogen Hall**, nicknamed The Apartments and occupied by students in fall 2000, was the University's first new building of the 21st century. The three-story residence hall houses 120 students in 30 two-bedroom apartment-like suites.
- **Spies-Bornemann Center for Education and Technology**, dedicated in October 2002, incorporates a distance-learning classroom, television studio, computer labs and faculty offices. The 23,000-square-foot facility, designed to afford maximum interaction between students and faculty, houses undergraduate, professional and graduate programs.
- **George "Sparky" Anderson Baseball Field** was inaugurated in January 2006 with the legendary Hall of Famer throwing out the first pitch. Ullman Stadium, with grandstand seating for more than 300 spectators, was completed the following year.
- **Gilbert Sports and Fitness Center**, dedicated in October 2006, houses two major gymnasiums, an events center, a 9,000-square-foot fitness center, athletic training facilities, a dance and aerobics studio, sports medicine facilities and faculty offices.
- **Samuelson Aquatics Center** hosted its first competition in March 2007. The center's 50-meter pool, diving well and diving boards accommodate competitions in swimming, diving and water polo.
- **Hutton Field**, home to the Regals softball team, was dedicated in March 2008.
- **Ron and Sue Poulson Tennis Center**, completed in January 2009, includes six lighted tennis courts featuring Plexipave® professional surfacing.
- **Trinity Hall**, a 220-bed, 80,000-square-foot residence hall, welcomed students in September 2009.
- **Swenson Center for the Social and Behavioral Sciences**, CLU's first LEED-certified structure, opened in fall 2010 and houses classrooms and faculty offices.
- **The Fredrickson Family Early Childhood Center** was completed in spring 2011. The 4,738-square-foot facility is more than double the size of the "House on the Hill," which it replaces. The popular preschool has served CLU employees as well as community members for 36 years.
- **KCLU Broadcast Center**, dedicated in May 2011, includes four state-of-the-art production rooms, one of which is the National Public Radio station's first dedicated newsroom, plus a classroom and lab facilities to train broadcast journalism students.
- **William Rolland Stadium** is the newest addition to the athletics complex on north campus. The two-story stadium with 2,000 fixed seats, artificial turf and outdoor sports lighting will accommodate football, soccer and intramural matches. The 16,000-square-foot facility, which will open in fall 2011, also houses the William Rolland Gallery of Fine art.

History

In 1959 the Pederson Ranch, nestled against the rolling hills of the Conejo Valley, began its transformation to today's dynamic learning community of California Lutheran University.

Richard Pederson, the son of Norwegian immigrants, donated his scenic ranch "to provide youth the benefits of a Christian education in a day when spiritual values can well decide the course of history." The ranch now forms the heart of the Thousand Oaks campus.

California Lutheran College welcomed its first students in 1961. The young college's early commitment to excellence led to its being granted accreditation by the Western Association of Schools and Colleges (WASC) during its first academic year.

In 1986 the name was changed from California Lutheran College to California Lutheran University to better reflect its breadth of undergraduate, graduate and professional programs.

Educational Objectives

As a comprehensive university rooted in the Lutheran tradition, CLU views liberal learning, professional preparation, and character development as mutually supportive pillars of its educational excellence.

The liberal arts establish the essential foundations for defining challenges, integrating perspectives, and articulating solutions, all of which comprise the cornerstone of lifelong learning. Professional programs provide the theoretical and practical framework for students to excel in specialized careers.

Finally, a CLU education must instill in students both the habits of heart and the convictions that will lead them to use their knowledge for service in their immediate communities and in society.

With varying degrees of emphasis, these basic elements undergird all of CLU's educational activities. They are delivered to students through academic and co-curricular programs, but also through pedagogical practices and the culture that permeates the campus.

The success of our academic and co-curricular programs will ultimately be measured not only by what our students learn but also by how they live out what they experience at CLU. The distinction of a CLU education is that its graduates are exceptionally well prepared for meaningful lives directed by a sense of vocation, leadership and service.

Accreditations/Affiliations

CLU is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the University is authorized by the California Commission on Teacher Credentialing to offer credentials.

The University is a member of the National Association of Independent Colleges and Universities (NAICU), Association of Independent California Colleges and Universities (AICCU) and Council of Independent Colleges (CIC). CLU's program in Financial Planning has been registered with the Certified Financial Planner (CFP) Board of Standards Inc.

CLU is also a member of the Association of American Colleges and Universities (AAC&U), Council for the Advancement and Support of Education (CASE), National Association of College and University Business Officers (NACUBO), the Lutheran Educational Conference of North America (LECNA) and the National Association for College Admission Counseling (NACAC).

CLU is one of 28 colleges and universities affiliated with the Evangelical Lutheran Church in America (ELCA).

For information regarding WASC accreditation, contact:

Western Association of Schools & Colleges

985 Atlantic Ave., Suite 100

Alameda, CA 94501

Phone: (510) 748-9001

Email: wascsr@wascsenior.org (<http://catalog.callutheran.edu/grad/universityprofile/mailto:wascsr@wascsenior.org>)

Admission

Admission to Graduate Study

California Lutheran University seeks graduate students who possess qualities of intellect and character which will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, creed, color, age, sex, gender, sexual orientation, national origin, religion, disability, medical condition, marital status, or veteran status. An otherwise qualified individual will not be excluded from admission solely by reason of differing physical ability.

California Lutheran University maintains a Graduate and Adult Admissions Office staffed with admission counselors who are available to assist students with graduate admission planning. Prospective graduate students, including those seeking advanced credentials in education, should contact the Graduate and Adult Admissions Office at (805) 493-3127 or (800) CLU-GRAD for an admission packet and enrollment information or go to www.callutheran.edu/admission/graduate.

The decision to admit a student to graduate study is made by the appropriate program director and the graduate admission committee. All persons seeking admission to graduate study will meet with an admission counselor and/or an adviser in the proposed major before a final admission decision is made.

Note: Admission decisions are based on the overall consideration of each application. The elective choices, academic major and relative difficulty of undergraduate work are considered.

Regular Graduate Standing Admission Requirements

Applicants are admitted to regular graduate standing when the following requirements are met:

1. The applicant has completed the bachelor's (or higher) degree at a regionally accredited college or university. Normally, a minimum grade point average of 3.0 (on a 4.0 scale) is required.
2. The applicant has an acceptable score on the Graduate Record Examination or Graduate Management Admission Test, when required.
3. The applicant has completed all prerequisite courses required for the program in which the advanced degree is sought, and has completed all specific departmental or program admission requirements.

4. The applicant's completed admission portfolio has been reviewed and the applicant has been recommended for acceptance by the program adviser and/or the graduate admission committee.

Provisional Acceptance

1. With the approval of an adviser during the interview/advisement process, an applicant may be permitted to enroll in graduate level courses on a provisional basis before all file materials have been received. The candidate must submit an application and application fee along with transcript information prior to enrollment. Students who are eligible for provisional admission must complete all the requirements for admission to regular graduate standing during the first semester of enrollment or upon the completion of six credits. Students will not be permitted to enroll for subsequent semesters if all admission requirements have not been completed.
2. Applicants that have not completed a bachelor's degree but have no more than 12 units remaining for degree completion may be provisionally admitted for one semester for foundational courses only. A grade point of 3.0 must be earned in the bachelor's degree program.
3. Students who are provisionally admitted are not eligible for financial aid until they have been placed on regular standing.
4. Students may be admitted for graduate study on a conditional basis subject to special conditions which are determined by the program director. Students who successfully complete the special requirements during their first 12 units of study will be placed on regular standing. Students not meeting these conditions will not be permitted to continue in the program.

Provisional Acceptance - 4 + 1 Program

CLU Undergraduates that have not yet completed a bachelor's degree and are in the final year and have no more than 24-30 credits remaining toward the degree may be provisionally admitted. Students may complete a maximum of three courses or nine credits as graduate credit in provisional admission status. A cumulative grade point average of 3.0 must be earned in the bachelor's degree program. This policy applies to graduate courses taken as graduate credit only.

Students must enroll in a full-time course load of undergraduate course work while in provisional admission status. Traditional undergraduates are allowed to take graduate course work in the Fall, Spring or Summer semesters only. ADEP students are allowed to take graduate course work in the Fall, Winter, Spring or Summer terms.

Special Status Admission Requirements

Special Status standing is intended for those students who wish to enroll in graduate level courses but are not seeking a CLU graduate degree or credential. For example, Special Status is available for students who wish to take courses for transfer to another institution. Students applying for Special Status should meet with an admission counselor and academic adviser and submit the following materials to the Graduate and Adult Admissions Office:

1. Application for admission
2. Paper application fee of \$50 or online application fee of \$25
3. Official transcript verifying bachelor's degree (or higher) with an acceptable GPA

If a person who has been admitted to Special Status later decides to apply for Regular Graduate Standing, all admission requirements as described under regular graduate standing must be met. No more than 12 credits may be taken under Special Status and later applied to the master's degree. Grades lower than 'B' cannot be applied to the degree.

General Application Procedures

International applicants should also refer to "Admission Procedures for International Applicants" (below) which describes additional requirements for applicants who are not citizens or permanent residents of the United States.

1. Application for Admission to Graduate Study
Applicants must complete an application for admission and submit the nonrefundable \$50 application fee (or \$25 fee for online applications).
2. Transcripts
An official transcript from the college or university granting the applicant's bachelor's degree is required. Official transcripts reflecting records of any graduate work previously undertaken or completed should also be sent.
Only degrees granted by regionally accredited U.S. institutions will be considered for acceptance. Applicants who are U.S. citizens or permanent residents and hold non-U.S. degrees must have their transcripts evaluated for equivalency to a U.S. bachelor's degree by an equivalency evaluation agency. Equivalency evaluation agency referrals are available from the Graduate and Adult Admissions Office.
Students undertaking work for teaching credentials must also submit official transcripts, including transcripts which reflect all undergraduate course work taken at any college or university.
3. Letters of Recommendation Depending on the academic program, two to three letters of recommendation by associates who can attest to the candidate's suitability for graduate work are required. Recommendation forms are provided in the admission packet or online at www.callutheran.edu/admission/graduate.

4. **Personal Statement** Persons applying for admission to a graduate program must submit an essay of no more than two typewritten pages, describing their reason for pursuing a graduate degree with California Lutheran University. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills, specify examples of leadership and discuss career goals. Applicants may also provide pertinent information that will assist program directors in selecting candidates who can most benefit from and contribute to the program.
5. **Test Scores** Applicants with academic records which do not satisfy items A-D listed below under "Waiver of Test Requirement" must submit appropriate test scores to demonstrate their potential to successfully complete a program of graduate study. Those seeking a program in Education, Psychology, or Computer Science should submit scores for the Graduate Record Examination (GRE). Applicants for the Master of Business Administration should submit scores for the Graduate Management Admission Test (GMAT). Applicants for the MSIST and MPPA programs may submit either GRE or GMAT scores. Applicants who are U.S. citizens or permanent residents who earned degrees from universities outside the U.S. may be required to take either the GMAT or GRE depending upon the requirements for the individual program to which they applied.
6. **Waiver of Test Requirement** The GRE or GMAT admission requirement may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - C. A minimum of nine credits of graduate course work completed with a 3.5 grade point average; or
 - D. A previously earned master's degree.

Candidates who meet any of the above criteria and wish to have the test score requirement waived should complete and submit the "Petition to Waive the GRE or GMAT" form which is included in the admission packet.

7. **Admission Interview**
Applicants must arrange to meet with an admission counselor and/or program adviser prior to registering for courses.
8. **Specific Department or Program Requirements**
Some of the University's advanced degree programs and the Teacher Preparation Program have requirements for admission in addition to the general requirements for admission to graduate study which are listed here. Applicants should consult the section of this catalog which pertains to their program to determine if any additional admission requirements exist.
9. **Notification of Admission Decision**
Candidates are notified of the admission decision soon after their admission portfolio is complete and all of the requirements of the admission process are satisfied.

Admission Procedures for International Applicants

International students seeking admission to graduate studies at CLU should submit the following:

1. A completed International Student Application along with the \$50 paper application fee or \$25 online application fee.
2. An English translation of official transcripts sent directly from the institution granting the bachelor's degree, as well as transcripts of any graduate work previously undertaken. Photocopies sent directly by the applicant are not acceptable. A detailed transcript evaluation is required. This can be done through a credentials evaluation agency. For further information, please contact the CLU Graduate Admission Office.
3. An official copy of the test results of the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 570 for the paper-based test, 230 for the computer-based test and 88 for the Internet-based test. Students may be required to enroll in English classes after arrival in the United States if it is deemed necessary. Students who are graduates of an accredited college or university in the United States, or who have a degree from a college or university outside the United States in which the language of instruction is English, may request that the TOEFL requirement be waived.
4. Required admission tests appropriate to the degree program (GRE or GMAT). This requirement cannot be waived.
5. A current statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending California Lutheran University.
6. A personal statement of no more than two typewritten pages, describing the reason for pursuing a graduate degree with California Lutheran University. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills, specify examples of leadership and discuss career goals. Applicants may also provide pertinent information that will assist program directors in selecting candidates who can most benefit from and contribute to the program.
7. Depending on the academic program two to three letters of recommendation.
8. A \$250 nonrefundable deposit toward the student's first semester tuition to be sent after notification of official acceptance. This must be received at least 45 days prior to the start of classes as confirmation of the student's intent to enroll. Once the deposit is received, the Form I-20 will be mailed to the student which will enable the student to secure a visa from the nearest United States embassy or consulate.

Financial Aid

Introduction

Financial assistance is available to graduate and credential students who have been officially admitted into their programs and maintain satisfactory academic progress toward their degree. To qualify for assistance, students must complete the Free Application for Federal Student Aid (FAFSA) and the CLU Graduate Financial Aid Application each academic year.

Minimum Enrollment Requirements

The minimum enrollment requirements for financial aid include at least half-time enrollment for student loans and half-time enrollment, with financial need, for CLU graduate/credential scholarships. To be eligible for financial assistance, students must also be enrolled for the specified number of semesters (terms) each academic year in order to receive aid for those terms. The following guidelines apply to the graduate/credential programs at CLU.

Credential Programs

Full-time 12 Credits

Half-time 6 Credits

Graduate Programs

Full-time 6 Credits

Half-time 3 Credits

Graduate Scholarships

Graduate scholarships are offered to graduate/credential students based on financial need and half-time enrollment. The average scholarship award (including the summer term) ranges from \$250 - \$500 per term. In order to qualify for priority consideration, you must be officially admitted and have all required financial aid paperwork completed no later than 60 days before the start of your first term of enrollment.

Graduate Assistantships

Each semester, a limited number of assistantships are offered to qualified graduate/credential students. The program was established as a method to provide qualified graduate/credential students with professional development experience, while attending their graduate/credential program.

A graduate assistantship provides a tuition remission award of up to five credits per semester in exchange for the student's assistance in an academic area or administrative office. Students are required to work 40 hours for each credit earned. Assistants are under direct and assigned supervision of regular faculty members or administrators. Typical duties include educational research, editing educational materials, assisting in classroom or laboratory instruction, administrative responsibilities, assisting with the production of written reports or documents, or other appropriate assignments. Because of the time required to perform this service, students who are employed full time usually do not qualify for the award.

Information about all requirements and the application process for graduate assistantships is available on the CLU website at:

http://www.callutheran.edu/financial_aid/grants_scholarships/graduate/assistantships.php.

Congregational Partnerships in Education (CPE) Award

This award allows any religious congregation to assist outstanding full-time graduate/credential students who have demonstrated a commitment to the life and work of their church. CLU will match gifts from the congregation in support of a student up to \$2,500 per academic year. More information about the CPE Award is available on the CLU website at: http://www.callutheran.edu/university_ministries/church_relations/cpe.php

Assumption Program of Loans for Education

K-12 teacher candidates may apply for the Assumption Program of Loans for Education (APLE) which offers loan assumption benefits in return for four years of teaching service in specific qualifying areas. To qualify, you must have completed at least 60 semester units of undergraduate study and continue to be enrolled at least half time through the end of each term. You must be a U.S. citizen or eligible non-citizen, a legal California resident, in good academic standing, and have a valid Social Security number. You must have a student loan awarded. You also must not have completed the course work necessary to obtain a preliminary teaching credential. Applications should be downloaded from the CLU website at: http://www.callutheran.edu/financial_aid/grants_scholarships/graduate/grants.php.

As a result of the 2012-13 Budget Act, the California Student Aid Commission will not accept 2012-13 applications for the APLE program. The Commission will continue to accept and process other forms and documentation to administer program benefits for existing participants who are in the program. Please refer to www.csac.ca.gov (<http://www.csac.ca.gov>) for future updates regarding the APLE program.

Federal Subsidized Stafford Loan

This fixed interest rate loan is available ONLY to credential students depending upon family income level and financial need as determined by the FAFSA. Effective July 1, 2012, graduate students are no longer eligible to receive subsidized Stafford loans. The loan is certified by the school and funded by the U. S. Department of Education. The maximum for a given academic year is \$5500 for credential only students. The federal government pays the interest on the subsidized Stafford Loan while the individual is enrolled in school on at least a half-time basis. After the loan has been applied to charges owed, any remaining proceeds from the Stafford Loan will be issued after the end of the add/drop period or later for students who do not meet the priority deadline.

Federal Unsubsidized Stafford Loan

This fixed interest rate loan is available to students as determined by the FAFSA. The loan is certified by the school and funded by the U.S. Department of Education. The borrower is responsible for interest that accrues while in school. Borrowers may not exceed the total Federal Stafford limits set by the federal government. A student must be enrolled at least half time to receive student loans. After the loan has been applied to charges owed, any remaining proceeds from the Stafford Loan will be issued after the end of the add/drop period or later for students who do not meet the priority deadline.

Veterans' Benefits and Responsibilities

Veterans or their eligible dependents may be entitled to education benefits from the Department of Veterans Affairs to be used at California Lutheran University. Students who receive VA benefits are responsible for promptly notifying the VA Specialist in the Office of the Registrar of changes in academic program, course load, address, marital or dependant status, and of withdrawal from one or more courses. For more information about benefits, contact Veterans Affairs.

Satisfactory Academic Progress

Good academic standing is defined as maintaining a cumulative grade point average of 3.0 or better. In order to receive financial aid, students must also achieve a 67 percent completion rate of their coursework each academic year in order to remain eligible for financial aid. This is measured in terms of:

Hours completed/Hours attempted = Percent completion rate

Graduate/credential students must complete their academic programs with 150 percent of the established program length. Students are not eligible for financial aid for the period in excess of 150 percent of the academic period normally required to complete their program of study.

Refunds

Students who receive federal aid are subject to Federal Return of Title IV funds policies. These policies state that a student is only eligible for the percentage of aid that corresponds to the percentage of the term in which a student was enrolled. Students who withdraw prior to the end of the term will have their financial aid adjusted accordingly and may owe funds depending on the date of withdrawal.

Student Consumer Rights and Responsibilities

Education is a significant investment. To help students make good choices and decisions, CLU provides a variety of information on academic programs, facilities, dropout rates, full cost of attendance, refund policies and financial aid programs.

Student Rights

Students have the right to ask:

- What financial assistance is available, including information on all federal, state and institutional financial aid programs.
- What the deadlines are for submitting applications for each of the financial aid programs available.
- What the costs and refund policies are.
- What criteria are used to select financial aid recipients.
- How the University determines student financial need. This process includes how costs for tuition and fees, housing, food, books and supplies, personal and miscellaneous expenses, etc., are considered in establishing the budget.
- What resources (such as other financial aid, assets, etc.) are considered in the calculation of student need.
- How much of a student's financial need, as determined by the University, has been met.
- For an explanation of the various programs in the student aid package. If a student believes he or she has been treated unfairly, reconsideration of the award may be requested.
- What portion of the financial aid received must be repaid and what portion is grant aid. If the aid is a loan, students have the right to know the interest rate, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan, and when repayment is to begin.
- How the University determines whether students are making satisfactory academic progress and what happens if they are not.

Student Responsibilities

Students have the following responsibilities:

- To review and consider all information about the University's programs before enrolling at CLU.
- To pay special attention to the application for student financial aid. It should be completed accurately and submitted on time. Errors can result in delays in the receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- To return all additional documentation, verification, corrections and/or new information requested by either the Financial Aid Office or the agency to which the application was submitted.
- To read, understand and keep copies of all forms they are asked to sign.
- To accept responsibility for all signed agreements.
- To notify the institution of changes in the student's name, address, or school status, if the student has a loan.
- To know and comply with the University's refund procedures.
- To report any change in status or resources while receiving aid. Failure to do so may result in denial of further financial aid. If receipt of additional resources results in a determination of less financial eligibility than was computed when the award for the year was originally made, then the award will be adjusted. If funds in excess of the revised eligibility figure have already been received, then the student is responsible for the immediate repayment of those funds. Similarly, if circumstances change to increase financial need, consideration will be given for an increased award if funds are available.

For further information, contact the CLU Office of Financial Aid at (805) 493-3115.

University Costs

The following costs are for the 2012-2013 academic year. Changes in costs will be listed on class schedules. The University reserves the right to change tuition and fees at any time.

Graduate Tuition

Activity	Cost
MBA	\$725 per credit
MS-IST	\$725 per credit
MS-ECON	\$745 per credit
IMBA	\$725 per credit
Financial Planning	\$745 per credit
CFP Certificate Program	\$550 per credit
MA-E/MS-E/TPP/Credential	\$630 per credit
MPPA	\$630 per credit
MS-Psych	\$645 per credit
MSCS	\$725 per credit
EdD	\$805 per credit
PsyD	\$875 per credit

Fees (Fees are non-refundable)

Activity	Cost
Application Fee	\$50
Audit Fee	One half the tuition listed above
Late Registration Fee (for registrations submitted after the first class meeting)	\$50
Late Transaction Fee (for employer reimbursement applications and/or employer policy received after the second week of the semester)	\$50
Transcript Fee	See www.callutheran.edu/registar
Thesis/Dissertation Binding Fee (minimum of three copies required)	\$40/copy
Counseling Psychology Practicum Fee	\$800/semester
MFT and Clinical Student Comprehensive Exams	\$250
Ed.D Orientation Fee (non-refundable)	\$200

PSYC 577 Thesis Continuation Fee	\$100/semester
PsyD Assessment Lab Fee (Fall and Spring of Year 2)	\$500/semester
PsyD Practicum Fee (Fall and Spring of Year 2)	\$800/semester
PsyD Portfolio Fee	\$50/year
Graduation Fee (prior to filing deadline)	\$75
Graduation Fee (after filing deadline)	\$100

Graduate Housing

Private apartments and rooms are available for rent in the surrounding communities. CLU's Director of Student Life may be contacted for housing assistance. Limited on-campus housing within the residence halls may be available for unmarried graduate and fifth-year students.

The Residence Life Office is able to assist graduate students in finding off-campus housing in the Conejo Valley area.

Payment Options

1. Payment in Full

Tuition is payable in full at the time of registration or during the first week of the semester using one of the following methods:

- A. Personal check payable to CLU; or
- B. WebChecks and ACH payments made through TOUCHNET, our E-Commerce provider.

2. Monthly Payment Plan

Pay via ACH on an Automatic Monthly Payment Plan

- Enrollment fees apply
- No Interest
- Plans available for 15-week, 11 week and 8-week terms
- Employer Reimbursement participants do not qualify Email stuaccts@callutheran.edu (<http://catalog.callutheran.edu/grad/universitycosts/> <mailto:stuaccts@callutheran.edu>) or call (805) 493-3180 to speak to a CLU representative who will help you estimate your costs.

Financial Responsibility

CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for the tuition charges. To officially drop a class and be eligible for a tuition adjustment, students must either complete and submit an add/drop form or complete the change online using WebAdvisor. The add/drop form will be dated by the site coordinators at off-campus centers or by the Registrar's Office on the Thousand Oaks campus.

WebAdvisor can be used to change your schedule through the first two weeks of the term. It is strongly suggested that you print a confirmation of the change for your records. In addition, you will receive a confirmation email at your CLU net address, confirming the acceptance of the change in your registration status.

If, at any time, proof is required of a successful change in your enrollment, a copy of the confirmation and email will be required. The withdrawal date officially determines the tuition charges as follows:

Education and Psychology Programs

- 1 class meeting - no charge
- 2 class meetings - 20% charge
- 3 class meetings - 40% charge
- 4 class meetings - 60% charge
- 5+ class meetings - 100% charge

All 11-week Semester Programs

Withdrawal during the first two weeks of class is at no charge. Withdrawal after the second week is full charge. Reduction in fee calculation is based on one class per week and may vary for classes that meet on Saturdays or on a staggered schedule. A variation of this reduction policy may occur if the student has federal financial aid. Fees are not refundable. Please note that the dates used for reduction of charges are not the same dates used by the Registrar's Office as last date for withdrawing from a class.

Financial Obligations

Academic records will not be released and students will not be permitted to register for classes if financial obligations for a previous semester have not been met. For information regarding student accounts or billing procedures, students should contact the CLU Business Office at (805) 493-3176.

Employer Tuition Reimbursement

Students who receive tuition reimbursement from their employer may delay payment for up to **six** weeks after the last day of the term. To take advantage of this deferred payment plan, it is your responsibility to:

- Submit a confirmation letter or company policy from your employer one time, prior to the start of your first term.
- Submit a completed Employer Reimbursement application prior to the term you begin your enrollment and annually each fall term thereafter.
- Statements are only available electronically
- If the application and/or company policy are received in the Student Accounts Office after the second week of the term, a \$50 late transaction fee will be assessed.
- If your employer does not provide 100 percent reimbursement, you are responsible to pay the difference prior to the first class meeting.
- If your employer reimbursement plan has a maximum annual limit, CLU will cancel your deferral when that limit is reached. You will be responsible for payment of all tuition charges exceeding your policy limit prior to the first class meeting.

Applications are available on campus or under "Forms" on the Student Accounts Web page. The form may be downloaded and faxed to (805) 493-3886 or completed online and transmitted electronically to the Student Accounts Office.

Students are ultimately responsible for payment of their fees, tuition and costs. Payment of your account is expected when your employer reimburses you or no later than **six** weeks after the end of the term.

If full payment has not been received within **six** weeks from the end of the term, interest of 1.25 percent will accrue monthly on the entire unpaid balance. A hold will be placed on your account to prevent the release of transcripts and future registrations until your balance has been paid.

Rights and Responsibilities

Upon registration, the student agrees to accept the responsibility and legal obligation to pay all tuition costs, room and board fees (if applicable), and other special fees incurred or to be incurred for the student's education.

The University, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in campus publications.

A student's failure to pay all university bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, including statements of honorable dismissal, transcripts of records, diplomas or registrations. The student shall also be denied admittance to classes and the use of university facilities.

Information regarding student account balances will be released to the student only. To release financial information to a third party, students must provide written authorization to the Student Accounts Office.

Academic Policies

Student Responsibility

It is the responsibility of each student to take the initiative to plan his or her own program and to meet graduation requirements in accordance with the University's policies described in the catalog. As changes occur, it is the student's responsibility to remain current. Advisers will assist the student in the task.

Student Access to Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, (FERPA, also known as the Buckley Amendment) is a federal law which allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records.

The law basically says that no one outside the institution shall have access to the student's education records nor will the institution disclose other than Directory Information from those records without the student's written consent, except in an emergency.

A copy of the full text of the law is available at the Registrar's Office. The only non-directory information California Lutheran University releases to a third party is academic standing, released only to parents of dependent students placed on academic probation or suspension.

Campus personnel who are allowed access to educational records are those who are acting in the student's educational interest. This group is defined by the University to include personnel in the Registrar's Office, Enrollment and Student Life, Financial Aid, Institutional Research and university officials with a legitimate educational interest as determined by the registrar. Faculty advisers are included under the latter category.

California Lutheran University's FERPA policy allows university employees to release Directory Information to anyone, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.). The items defined as Directory Information at California Lutheran University are the following:

- name
- campus residence hall
- campus box number
- campus telephone number
- date/place of birth
- dates of attendance
- degree date
- degrees awarded or anticipated
- honors
- major
- previous institution most
- recently attended
- participation in recognized
- campus activities or sports
- height and weight of members of athletic teams
- photograph
- email address

Students have the right to have Directory Information withheld completely. This means we will not release any information from the education record, including the items listed above, without prior written consent. If a student withholds Directory Information, his or her name will not appear in the student directory. To request Directory Information be withheld, the student must complete a "Disclosure of Directory Information" form and file it with the Registrar's Office. The form remains in effect through the end of the academic year and must be resubmitted annually.

Statement on Academic Freedom

It is fundamental to the health of an academic institution and ultimately to the health of a society at large that individual persons and groups of persons exercise their responsibility and freedom to search for the truth and to speak the truth as it is discovered.

In a collegial community, the corporate person of the university institution and the persons of the faculty, administration and the student body bear mutual responsibility to exercise professional competence and to extend to one another the trust and respect which foster an environment for the exercise of academic freedom.

California Lutheran University endorses the principles of academic freedom. CLU's complete policy on academic freedom is contained in the Faculty Handbook.

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of the University's dedication to academic excellence is its commitment to academic honesty.

Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, a grade of "F" in a course or various forms of academic probation.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions as determined appropriate by the Provost.

Attendance at Classes

Regular attendance at all classes is essential. Students are expected to be punctual, do the work assigned and not be absent without good cause.

Registration Information

Course Load

Requirements for graduation are measured in terms of semester credit hours. Normally, each credit hour earned will require one hour of class time per week for 15 weeks during the semester (or its equivalent).

The class hours per week are appropriately adjusted for the 11-week and 8-week online programs. The student spends two or three hours in preparation for one hour of class time.

Most courses are assigned three credits. Six or more credits is considered full time in all graduate degree programs. Four to five credits are considered $\frac{3}{4}$ time. Three credits is considered half time. Less than three credits is considered less than half time.

Registration Procedures

Registration procedures are outlined on the Registrar's Office website at www.callutheran.edu/registrar. Students who are enrolled in an online program should also refer to instructions on the website at ww2.callutheran.edu/cif. To be officially enrolled in class, students must have their financial standing cleared by the Business Office and admission requirements cleared by the Graduate and Adult Admissions Office. Student registration is contingent upon remaining in good academic standing.

Course Additions

Students may not add courses after the second class meeting of the semester. To add a course after initial registration, students should submit an Add/Drop form to the Registrar's Office or use WebAdvisor which can be found at www.callutheran.edu.

Withdrawal from Courses

Students may withdraw from courses any time prior to the final day to withdraw, although significant financial cost is involved. The deadline for the last date to withdraw from courses may be found on the Registrar's Office website at www.callutheran.edu/registrar. The University does not automatically drop students who register for a course and then choose not to attend. The student must submit an Add/Drop form to the registrar. After the last day to add/drop courses, it is not possible to withdraw from a course through WebAdvisor. A grade of "W" will be assigned for all courses dropped after the last day to add/drop courses.

Tuition refunds are based on the date on which the registrar receives the Add/Drop form. Unofficial drops or withdrawals, or those submitted after the last day to withdraw will result in a grade of "NC" (no credit) for the course and no refund will be given. Reduction of fees policies are outlined in the section on University Costs.

Audit

A student may audit a course with the approval of the instructor. The student will earn no credit and receive no grade and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of "AU" on the student's transcript must be verified by the instructor. The charges for auditing are listed in the section of this catalog titled University Costs.

Grading Policies

Grades and Grade Points

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based on CLU and transferable course work. The CLU grade point average (CLU GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based on CLU course work. CLU policy does not allow for rounding up decimals when computing the GPA. When the GPA is recorded, it is truncated at the third decimal.

Only courses with grades of "C" (2.0) or better will be counted toward the total number of credits required for the degree. Courses resulting in a grade of C- or below must be repeated. A "B" (3.0) average is required for continued enrollment in the graduate program and for receiving the master's degree. Graduate grades and grade points are assigned according to the following grading scale:

Grade	Grade points per attempted credit hour earned
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
WF	0.0
UW	0.0

The following grades are not used in computing the GPA:

Grade		Grade points per attempted credit hour earned
IN	Incomplete	No grade points, no credit given
IP	In Progress	No grade points, no credit given
P	Passing	No grade points, credit given
NC	No Credit	No grade points, no credit given
W	Withdrawal	No grade points, no credit given
AU	Audit	No grade points, no credit given
NR	No Report	No grade points, no grade report submitted by faculty

A grade of "IN" (Incomplete) may be assigned only in the case of a student who, for illness or other circumstances beyond his or her control, has missed a final examination or major piece of work. A student may not make up the Incomplete by repeating the course. Make-up work must be evaluated by the instructor who assigned the original grade of Incomplete. If not made up within one year's time, an "IN" automatically becomes an "NC." A student may petition in writing to extend an "IN" beyond one year if there are extenuating circumstances.

"IP" (In Progress) is given for theses, practica, internships and courses wherein the work has been evaluated and found to be satisfactory to date, but the assignment of a grade must await its completion. "IP" carries no credit until replaced by a permanent grade. The "IP" grade may be replaced by the appropriate final letter grade within one calendar year from the start of the class. "IP" grades which have not been resolved will be changed to "F" (undergraduate) or "NC" (graduate) at the time the student's degree is posted.

Academic Probation and Disqualification

A minimum 3.0 CLU GPA and cumulative GPA are required of all students enrolled in a graduate program or enrolled in the teacher preparation program. Students whose CLU or cumulative GPA falls below 3.0 will be placed on academic probation. Students on academic probation must bring their CLU GPA and cumulative GPA up to 3.0 in the following semester. Students who fail to maintain a 3.0 CLU and cumulative GPA are subject to academic disqualification from the University.

Repeated Courses

Students may repeat a course, unless otherwise specified, regardless of the grade received. Grades of C- or lower, however, cannot be used to meet degree program requirements and must be repeated. In calculating the GPA, grades for the initial attempt and all subsequent repeats will remain on the student's academic record; however the higher grade will replace the lower grade in calculating the GPA. Credit for the course will be given only once and all repeated courses must be completed at CLU.

Grade Reports and Transcripts

Grades for all courses, including those that may have ended prior to the last day of the semester, are processed at the semester's closing date. Grades are available online through WebAdvisor at www.callutheran.edu. Grade reports will not automatically be mailed to students.

Official transcripts of a student's complete record must be requested on-line through <http://iwanmytranscripts.com>. The transcript charge is \$5 per copy for an official transcript. Students who attended the University since Fall 1989 may request either paper or digital copies. Procedures for requesting a transcript may be found on the Registrar's Office website at www.callutheran.edu/Registrar.

The University reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the University.

Grade Challenges and Changes

The normal presumption in the administration of grades at California Lutheran University is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work.

If a student believes that a grade was assigned in error, he or she should approach the instructor immediately. If the instructor believes that the grade was assigned in error, he or she will submit a grade change form identifying the reason for the change. Grade Changes must be submitted within one semester following the term in which the initial grade was earned.

If a student believes that a particular grade was assigned in a manner that was arbitrary or unjust or that crucial evidence was not taken into account, the student may file a grade challenge. The challenge must be presented in writing to the instructor by the end of the semester in which the disputed grade was given. If an agreement cannot be reached, then the student may present a written appeal to the department chair or program director who is the instructor's immediate supervisor. If the conflict cannot be resolved at the departmental level, then the student may appeal in writing to the appropriate dean, who will follow the process described in the Faculty Handbook.

Transfer of Credit

Students may petition to transfer up to six semester credits of graduate course work taken at other regionally accredited colleges or universities to their program at CLU. Nine units may be transferred if the student has completed a previous master's degree. Transfer work must be:

1. graduate level (applicable to a graduate degree at the institution granting credit)
2. completed within the seven-year time limit
3. completed with a grade of at least "B"
4. documented by official transcripts from the institution
5. listed on a "Petition for the Transfer of Credit"
6. approved by the appropriate program director and dean. Transfer of credit from CLU to another institution requires approval of the receiving institution.

Second Master's Degree

A person seeking to earn a graduate degree at CLU who has already earned a graduate degree may petition to transfer up to nine credits of equivalent course work into the second degree program. The candidate must present satisfactory official evidence of course work completed in the first graduate program that would equate to the courses exempted in the CLU program. The final determination of degree requirements will be made by the program director and the appropriate dean.

Modification of Academic Requirements

Students who wish to modify courses or program academic requirements may submit a "Graduate Petition Form," available on the CLU website at www.callutheran.edu/registrar/forms, to the appropriate graduate office. All requests are reviewed by the appropriate program director and dean. Waiving a course does not grant credit. It simply means the student does not have to enroll in the course and may substitute an elective course, if necessary.

Independent Study

Independent study is research in an area not covered by course work listed in the CLU catalog and is always listed with the appropriate department number as "Independent Study." Approval of independent study must be obtained by completing the appropriate request form available from the Registrar's Office. The form must be signed by the student, instructor and appropriate program director and submitted to the Registrar's Office by the last day to add a class. Standards and work requirements for independent study are the same as those for a course which is part of the regularly scheduled curriculum.

Academic Limits

A student's program is limited to a maximum combination of 12 credits of course waivers, transfer of credit, credit by examination, tutorial work and independent study.

Students have seven years to complete a master's degree program after initial registration for courses. Under special circumstances, prior to the end of the seven-year period, students may petition for an extension of time. A student is considered to not have been continuously enrolled if she or he does not register for classes for one calendar year. Continuous enrollment or re-entry into a program requires normal progress toward a degree. Students who do not enroll continuously must meet with a university adviser prior to subsequent enrollments to determine if changes in the program have occurred. These students must also complete, with their adviser, a new program advisement form and admission application. Such students are subject to new program requirements and a review of course recency and transfer credit.

Comprehensive Examinations

Comprehensive exams are part of the degree requirements of some master's programs. In addition, several programs include a comprehensive exam as an optional degree requirement. Given several times each year, these exams permit students to demonstrate their mastery of the knowledge and skills presented throughout their degree programs.

Students should see their program advisers for additional information about test schedules, formats, and preparation.

Thesis or Project

Students in the graduate programs in Computer Science, Education, Psychology, and Public Policy and Administration may be required or may elect to do a thesis or project as part of their degree program. Students registering for 599, 599A or 599B have one year to complete all thesis work. If more than one year is required, a student must re-register for the 599 Thesis course.

To be eligible for graduation in a given semester, a student must submit a minimum of three signed copies of the thesis or project for binding at least 15 days prior to the end of that semester.

Completion of a Degree Program

Students may graduate at various times during the year, depending on the program in which they are enrolled. MBA, MPPA, and MSCS students may graduate any one of four times during the year: May, August, November or February. Students in the Education or Psychology programs may graduate in May, August or December. The commencement ceremony is held once each year in May. Candidates for August graduation may participate in the May ceremony if they are within six credits of degree completion. Upon completion of all degree requirements, students are mailed an official copy of their transcript listing the degree earned. This is normally sent eight weeks after the semester ends. Diplomas are usually available within eight to 12 weeks of the end of the semester.

Prior to the semester in which candidates plan to complete the master's degree program, they should complete the following:

1. Make arrangements to take the comprehensive examination, if their program requires one
2. Submit the "Application for Degree" to the Registrar's Office. Refer to the Registrar's Office website at www.callutheran.edu/registrar for application deadlines.
3. Meet with an adviser to ensure all requirements are met (optional).
4. Education students must complete an exit interview with the appropriate program director.

Academic Programs

System of Course Descriptions

Courses of study and descriptions are arranged according to course numbers within the departments. All graduate courses and some upper division undergraduate courses are listed in this catalog. Other undergraduate courses may be applicable to a master's degree. For a complete listing of CLU undergraduate courses, consult the University's undergraduate catalog. The course value in semester credits is indicated within parentheses after the course title.

Course Numbering System

Courses numbered 300-499 are upper division undergraduate level courses normally taken by juniors and seniors; however, approved courses in the 400-level may count as graduate credit if completed after admission to the graduate program.

Courses numbered 500-599 are graduate level. Not every university department offers a graduate program; however, all departments may offer the following graduate courses: 582 Selected Topics (1-4), 590 Independent Study (1-4).

Courses numbered 600-799 are doctoral level.

Courses numbered 800-899 are professional development courses designed to meet professional needs and to update and expand professional knowledge and skills. This upper division credit is available only to those who have at least a bachelor's degree. Credit is not applicable toward a degree and is based on 15 hours of satisfactory participation in an organized continuing education program. With prior approval from the Director of Adult Education, credit may be applied toward a credential. Courses are normally graded on a Pass/No Credit basis.

Courses numbered 900-999 are Continuing Education Units (CEU). The CEU is a means for measuring and recording noncredit, postsecondary level study. A CEU is based on 10 contact hours of satisfactory participation in an organized continuing education program. These courses are not designed for application to a degree or credential, but rather for recording of noncredit course work.

Previous numbering

Prior to fall semester 2001, 600-699 numbered courses were offered for noncredit only and were ungraded. Prior to fall semester 2009, 700-799 numbered courses were offered for noncredit only and were ungraded. Participants in these courses were not able to claim credit or challenge the course for credit at a later date.

Prior to the fall semester 1975, all continuing education courses were numbered with upper division numbers (300 and 400 series) and a prefix of "C." These courses were applicable to credentials for persons eligible for Fisher credentials and were applicable to a degree at CLU when indicated on the transcript record.

From fall 1975 through summer 1977, continuing education courses were numbered in an 800 level series. These courses were upper division level and normally enrolled students had baccalaureate degrees. Although the courses were designed primarily for professional improvement or advancement and not applicable to a degree or credential, persons could apply them to a credential where appropriate and with approval of the Chair of the Education Department. Application of the courses to a degree was at the discretion of the department involved.

Graduate Programs

California Lutheran University offers master's degrees and credential programs both on campus and at off-campus centers. Information regarding specific locations and class schedules for each semester is available on the CLU website at www.callutheran.edu. The programs are as follows:

- **Doctorate in Educational Leadership**
- **Doctorate in Higher Educational Leadership**
- **Doctorate in Clinical Psychology**
- **Master of Arts**
 - Educational Leadership

- **Master of Education in Teacher Leadership**
- **Master of Science**
 - Clinical Psychology
 - Computer Science
 - Counseling and Guidance (with specializations in):
 - Pupil Personnel Services
 - College Student Personnel

 - Counseling Psychology (with an emphasis in):
 - Marital and Family Therapy

 - Education of the Deaf
 - Economics
 - Information Systems and Technology
 - Special Education

- **Master of Business Administration**
 - (with professional tracks in):
 - Arts Management and Administration
 - Econometrics
 - Entrepreneurship
 - Finance
 - Information Technology
 - Management
 - International Business
 - Macroeconomics
 - Management and Organizational Behavior
 - Marketing
 - Nonprofit & Social Enterprise
 - Sustainable Business

- **Master of Business Administration in Financial Planning**
- **Master of Public Policy and Administration**

Credentials

- **Teaching**

- Preliminary Multiple or Single Subject
- Clear Multiple or Single Subject
- **Administrative Services**
 - Preliminary
 - Clear
- **Pupil Personnel Services**
 - Clear (School Counseling and Child Welfare and Attendance Authorizations)

*Must complete PPS at CLU to be eligible for CWA Authorization

- **Education Specialist**
 - Preliminary (Deaf and Hard of Hearing Specialty)
 - Clear (Deaf and Hard of Hearing Specialty)
 - Preliminary (Mild to Moderate, Moderate to Severe Specialties)
 - Clear (Mild to Moderate, Moderate to Severe Specialties)
 - Level II (Mild to Moderate, Moderate to Severe Specialties)

Certificates

- Financial Planning
- Post MBA Certificate Program Series

Authorizations

- Autism
- Computer Concepts
- Reading

Undergraduate Programs

California Lutheran University offers 36 major and 34 minor programs of study within the University's three schools: School of Management, Graduate School of Education and College of Arts and Sciences.

Adult Degree Evening Program (ADEP)

ADEP is a bachelor's degree program designed to meet the needs of part-time returning adult students who wish to complete their degree while juggling the time demands of work, family and other commitments. The bachelor's degree received through the ADEP program is the same high quality as that awarded in CLU's traditional undergraduate program; however, classes are held in the evenings and on Saturdays to accommodate the working adult. See the Adult Degree Evening Program section of the Undergraduate catalog for additional information.

Institutes and Centers

The following CLU centers and institutes enhance scholarly activities, research opportunities and community outreach:

California Institute of Finance

For more information, contact the School of Management
(805) 493-3360

Center for Academic Service Learning

For more information, contact
Silva Karayan
(805) 493-3387

Center for Economic Research and Forecasting

For more information, contact the School of Management
(805) 493-3360

Center for Equality and Justice

For more information, contact Adina Nack or Sam Thomas
(805) 493-3477

Center for Faith and Culture

For more information, contact Guy Erwin
(805) 493-3239

Center for Leadership and Values

For more information, contact the School of Management
(805) 493-3360

Center for Teaching and Learning

For more information, contact Joan Wines
(805) 493-3377

Community Counseling Services

For more information, contact Christopher Christian, CLU MFC Center
(805) 493-3390

Online Master of Business Administration in Financial Planning

The online MBA in financial planning is an accelerated program where students earn their MBA and become eligible to sit for the CFP® Certification Examination. The course work is fully online and has a financial services focus and dedication. Courses are offered year round in five 8-week terms. For convenience and schedule flexibility, the online program is available to students as their schedules permit. Courses are taught by dedicated field experts and tenured faculty. The accelerated nature of the program allows students to complete their MBA in about a year and a half if desired. The financial planning program is registered with Certified Financial Planner Board of Standards, Inc.

Continuing and Professional Education

- Information Systems
- Information Technology
- Professional Development
- Opportunities for Educators

Continuing and Professional Education programs at California Lutheran University bring adult professionals together to share their wealth of experience and talents. For more than two decades, professionals have taken these courses for professional training and personal enrichment in the unique learning environment of personal support and service for which California Lutheran University is known.

These programs extend the unique cultural and scholarly resources of the University to professional and community audiences and involve the University in collaborations with external organizations to present programs and events which are not normally part of either an undergraduate or graduate degree program. Courses are offered on the Thousand Oaks main campus and at several off-campus locations to accommodate adults pursuing course work on a part-time basis.

Formal admission to the University is not required for enrollment, and there is no limit to the number of courses a person may take. These low-cost courses are normally graded on a Pass/No Credit basis. Varied program formats include evening and weekend courses, seminars and one-day exam preparation courses. For further information on any Continuing and Professional Education program, call (805) 493-3130 or email cpe@callutheran.edu.

Student Affairs

California Lutheran University provides a stimulating environment in which students learn and live as part of a community of scholars. Opportunities for individual growth are enhanced by campus involvement. CLU offers a broad range of opportunities so that students may pursue individual interests, as well as dedicate themselves in service to others.

Within CLU's community there are opportunities for worship, as well as cultural, social, recreational and service-oriented activities. Support services are also available to ensure students receive the assistance needed to have a successful and enriching experience. At CLU, each student is expected to contribute to the common good, promote the welfare of the institution and strengthen CLU's academic life.

Campus Activities

A variety of activities are open to graduate students for free including athletic and cultural events. Please note, however, that events funded by ASCLU student fees are open to full-time traditional undergraduate students only.

Cultural Opportunities

CLU is an exciting place to be, with enthusiastic young artists preparing for careers in drama, music and the visual arts. Each year these students exhibit their fresh talents through numerous plays, concerts, recitals and exhibitions. In addition to on-campus talent, visiting artists enrich CLU's array of cultural offerings. Most events on campus are free to CLU students.

Cultural Events Series

CLU's Cultural Events Series features a variety of talented guest lecturers and performers. Dance troupes, authors, poets and musicians are examples of the entertainment one can expect. Recent noted lecturers have included photojournalist Val Mazzenga and authors Tim O'Brien, Kao Kalia Yang and Lisa See.

Included in the fall lecture series are the Harold Stoner Clark lectures. Fascinated by a philosophical sense of wonder about what lies just beyond the reach of scientific research, the late Harold Stoner Clark endowed this annual lecture series. Ecologist Sandra Steingraber, theologian Nancey Murphy, theoretical physicist Brian Greene and philosopher David Chalmers are among recent featured speakers.

Festivals and Special Events

The dynamic campus community is host to colorful celebrations throughout the year. Diverse cultures are explored and celebrated through a variety of annual events including Festival de Encuentros, the Asian Festival and national Black History Month.

Art Collections

CLU's collections include the La Boyteaux Collection of New Guinea Art, the Lou Grubb Collection of Native American Art and European Paintings, the Rev. Patty Hundley Photographic Archive, the Brosius Collection of Philippine Island ethnic materials and other contemporary works. In addition to CLU's own collection, the Kwan Fong gallery regularly displays art and special exhibits.

Recreation and Athletics

Intercollegiate

CLU competes in the Southern California Intercollegiate Athletic Conference (SCIAC). Founded in 1915, the SCIAC was one of the first athletic conferences formed in the United States. Membership includes:

- California Institute of Technology
- Claremont-Mudd-Scripps Colleges
- University of La Verne
- Occidental College
- Pomona-Pitzer Colleges
- University of Redlands
- Whittier College

CLU is also a member of the National Collegiate Athletic Association (NCAA), Division III.

The men's intercollegiate program includes:

- baseball
- basketball
- cross country
- football
- track and field
- soccer
- tennis
- golf
- water polo
- swimming and diving

Women's intercollegiate sports include:

- basketball
- cross country
- golf

- softball
- soccer
- track and field
- tennis
- volleyball
- water polo
- swimming and diving

Intramural Sports and Fitness

With emphasis on campus-wide participation, CLU's coed intramural sports program includes:

- basketball
- flag football
- softball
- volleyball
- innertube waterpolo
- indoor and outdoor soccer

In addition, there are many individual events including tournaments, outdoor recreation activities and a variety of other activities.

Recreational Facilities

There are a variety of campus recreational facilities available to graduate students enrolled in a minimum of six semester credits per semester. They include the Forrest Fitness Center and Soiland Recreation Center in the Gilbert Sports and Fitness Center, Samuelson Aquatics Center, and the Paulson tennis courts.

Service Opportunities

CLU is committed to preparing its students to serve their communities, both local and global. As an extension of this commitment, there are several organizations that provide students with opportunities to serve others.

Community Service Center (CSC)

The Community Service Center organizes service projects and provides a learning environment beyond the classroom. Involvement in the center's programs promotes leadership, social responsibility and an understanding and appreciation of differences.

The CSC coordinates a campus wide Service Day in the fall semester. In addition to helping with student matching and placement with local service organizations, the Center coordinates a number of weekend and longer service trips in Southern California and beyond. A primary focus of the CSC is on co-curricular service learning.

Student Service Organizations

Habitat for Humanity and other student clubs are active in service projects from building homes for the poor to providing necessities to children in Mexican orphanages.

Worship Services

The Lord of Life Student Congregation gathers weekly for Renovation Sunday Night Worship. This worship of Word and Sacrament recalls the many ways God works to change us. Lord of Life is the student congregation on campus and welcomes all to worship and a variety of activities. LOL is a worshipping, caring, witnessing and learning community that is open to all students regardless of their denomination.

Wednesday Evening

Wednesday nights at 9:11, Common Ground is held. During this service of meditation and communion, students share their faith convictions, sing, and are offered a time of prayer.

University Chapel

Thursday mornings from 11:25am - 12:00pm, the CLU community is invited to a worship service in Samuelson Chapel to nurture the spiritual life on campus and engage the dialogue with faith and reason. At the service, Christian faith is articulated and celebrated within the context of the university community.

Meditation Chapel

People of all backgrounds are invited to use the Meditation Chapel located adjacent to Samuelson Chapel. It is open 24 hours a day for prayer and reflection.

Campus Pastors

The Campus Pastors provide worship leadership and pastoral care for the University. They are available for personal, vocation, and spiritual counseling.

Support Services

California Lutheran University provides students with the necessary support services to enhance their educational experience and create an environment that is encouraging, caring and conducive to their success.

Career Services

Career Services provides an array of individualized services and programs to students and alumni at no charge. We provide assistance in job and internship searches, including hundreds of weekly listings on part-time and full-time positions for all majors/programs at all career levels. Career Services works with more than 10,000 employers and will help you target the employers you want to work for. We help with resume writing, interviews, and salary negotiations. We also do graduate school advising for general programs and Pre-Med/Health and Pre-Law students. Complete a profile at www.clupostings.com (<http://catalog.callutheran.edu/grad/studentaffairs/http://www.clupostings.com>) to access all services.

Website: http://www.callutheran.edu/career_services/

Facebook: <http://www.facebook.com/CLUCareerServices>

Twitter: <http://twitter.com/CLUCareer>

Teacher Placement

The School of Education provides a Teacher Placement Service to assist students and alumni in obtaining appropriate positions. For a fee, CLU's Teacher Placement Service will establish and maintain an individual placement file which includes copies of teacher training experience data as well as recommendations of university instructors and supervising teachers. At your request, copies of the placement file are forwarded to prospective employers.

In addition, the School of Education's annual Job Fair provides a forum for representatives of area school districts to meet with and interview students and alumni seeking employment in the teaching field.

For an additional fee, students and alumni can subscribe to a monthly bulletin of job listings. Interested students should contact the School of Education at (805) 493-3420 for further information.

Multicultural and International Programs

The Multicultural and International Programs Office provides support services to foreign students (on student or exchange visitor visas). Services include local transportation assistance for new students to the campus; an international student orientation program; personal, academic and immigration advisement; cultural events; workshops; advisement to international/multicultural student clubs; and the coordination of a friendship program with American families in the community.

In addition, the office provides programs and services to Latino, African-American, Asian-American and Native American students. Support services include orientation for new students, academic advising, financial aid and scholarship information, personal and career advising. Cultural programs are provided throughout the year to highlight the contributions of people of color.

The University recognizes the benefits of exchange between students of various cultures and backgrounds and encourages interaction among its diverse student body. It also recognizes that students of other cultures require services as they adjust to life at the University. These support services are provided by the Multicultural and International Programs Office located in the modular offices located between Swenson Center and F Building.

The Writing Center

The Writing Center, in the Pearson Library, helps students develop their writing abilities. Trained composition tutors are available to help students at all stages of the writing process. The staff at the center assists students in focusing, developing and organizing papers, as well as polishing and editing the final draft.

Accessibility Resource Program (ARP) for Students with Disabilities

The Center for Academic and Accessibility Resources (CAAR) is committed to providing equal educational opportunity to qualified CLU students with disabilities who choose to self-identify.

Located in the Pederson Administration Building, CAAR provides reasonable accommodations to students with various disabilities. Our staff works together with the student, administrators, and faculty to facilitate access to classrooms, programs and events located on campus and CLU off-site centers.

Accommodations and services are determined on documentation and individual need including priority registration, note taker service, extended test-time, alternative test location, books on tape, adaptive technology lab, and resources and referrals.

All services and accommodations are provided in a confidential manner that promotes independence, self-advocacy and accountability. In addition, these services are provided in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, university policy, and state requirements.

Please call our Accessibility Resource Coordinator, (805) 493-3260, or visit our website at www.callutheran.edu/caar for more information.

Counseling

Counseling Center

Counseling Services provides individual and group counseling and therapy to help students cope with the full range of human concerns. Professional master's and doctoral level interns under the supervision of licensed mental health professionals assist students with developmental issues, loneliness, anxiety, stress, family and roommate conflicts, other relationship problems, issues of sexual anxiety, depression, suicidal feelings, alcohol and drug abuse, and eating disorders.

Community Counseling Center

The counseling services of the Community Counseling Center are available to individuals of all ages, to couples, and to families. Assistance is provided in a variety of areas including assessment, personal growth, premarital counseling, couple conflict, family discord, sexual adjustment, substance abuse, separation, divorce, child and adolescent counseling, and personal loss. Fees for counseling services are determined on a graduated basis according to client income. The policy of the center is to provide relatively low cost services.

The center functions as a training facility for second-year graduate students in marriage and family counseling. Training is supervised by a licensed psychologist and/or a licensed marriage, family and child counselor.

Research in areas of family studies and human development is conducted at the center. The center is also a resource for meeting the educational needs of the community in areas such as parenting skills, parent-child relationships, communication skills and personal effectiveness. Faculty, staff, and community professionals participate in the design and delivery of the educational component of the center.

Pastors

The campus pastors are available for personal and spiritual counseling. Family crises, relationship issues, and vocational questions are among the many issues students may need to address.

Health Services

Student Health Center

Health Services is available to all full-time or residential CLU students.

Services are provided by a Physician Assistant and/or staff nurses. Services available include: diagnosis and treatment of acute medical problems; first aid for medical emergencies; education and treatment related to human sexuality, including annual women's health exams, pregnancy testing, contraception, and testing and treatment for sexually transmitted infections; laboratory tests; medical referrals as needed; and immunizations. There are charges for office visits, labs, procedures, medications, and physicals. Some over-the-counter and prescription medications are available at Health Services or a prescription can be written for the student to bring to a local pharmacy.

More information can be viewed at www.callutheran.edu/health

Campus Policies

Standards of Conduct

The Standards of Conduct are part of the California Lutheran University commitment to holistic student development. It is the University's purpose to assist students in developing a personal set of values and ethics, managing emotions, making decisions and following through on commitments, becoming more independent, recognizing interdependence and accepting the consequences of personal actions and decisions.

The Standards of Conduct were not established to be judgmental, but rather to ensure individual responsibility and an environment that contributes to a learning community.

The CLU community assumes that each student who enters the University possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; a well-developed concept of, and commitment to, honor, morality and integrity; and a respect for law and the rights of others. This assumption prevails unless a student negates it through misconduct.

The Standards of Conduct shall apply to conduct that occurs on university premises, at university-sponsored activities, and to off-campus conduct that adversely affects the university community and/or the pursuit of its objectives.

Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and between the terms of actual enrollment (even if their conduct is not discovered until after a degree is awarded). The Standards of Conduct shall apply to a student's conduct even if the student withdraws from the University while a disciplinary matter is pending.

Public postings or displays of information pertaining to and/or in direct violation of university policy are subject to disciplinary action. This includes but is not limited to websites, Facebook, Myspace, blogs, online messaging, and other sources on or off line.

The Vice President for Student Affairs/Dean of Students shall decide whether the Standards of Conduct shall be applied to conduct occurring off campus on a case by case basis.

The University adopts only such policies and procedures that seem necessary for the welfare of the educational community. Each student associated with California Lutheran University is expected to be familiar with and to follow all policies and procedures promulgated by the University.

Failure to abide by the policies and procedures as outlined in the Standards of Conduct may result in disciplinary action and sanctions.

General University Policies

The following are prohibited:

1. Verbal abuse, harassment, intimidation, or in any way threatening the well-being of another individual.
2. The physical abuse of any person or conduct that threatens the health or safety of any person on or off university property.
3. Reckless, disorderly, rude, or lewd conduct on university property or at official university functions. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on university premises without his or her prior knowledge, or without his or her effective consent. This includes, but is not limited to, surreptitiously taking pictures or video of another person.
4. Attempted or actual theft or unauthorized possession of university property or other property on campus.
5. Attempted or actual burglary or attempted burglary of university property or other property on campus.
6. Attempted or actual theft or unauthorized possession of a university vehicle or other vehicles on campus.
7. Misusing, destroying, vandalizing, or attempting to destroy or vandalize university property or other property on campus.
8. Unauthorized entry or use of university facilities.
9. Failure to comply with the directions and/or requests of a university official (i.e., Campus Safety and Security, Area Residence Coordinator, Resident Assistant, or university employee or staff member) in the performance of his or her duty. This includes evasiveness, running, hiding and giving a false name.
10. Creating a fire, safety, or health hazard of any kind. This includes personal hygiene, cleanliness of shared living spaces and personal property, activating a fire alarm without the existence of a fire or a similar emergency situation, failing to evacuate the building during a fire alarm and/or abusing fire and safety equipment.
11. Creating excessive noise or disturbing the peace.
12. All forms of academic dishonesty. (See "Academic Policies")
13. Knowingly furnishing false information to the University, forgery, alteration or misuse of university documents, or university instruments of identification.
14. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, public functions or other activities of the University, including interference with the freedom of movement of any member or guest of the university community.
15. Actions violating university policies by a student's guest.
16. Abuse of the Student Judicial System. (See "Student Judicial System")

Alcohol and Other Drug Information

The specific guidelines governing the use of alcohol and other drugs on the campus are included in the policy section of this handbook. However, it is important to understand the context within which those policies are created. The Drug-Free Schools and Communities Act of 1991 outlines clear expectations of universities in preventing the illegal use of drugs and alcohol on our campuses. In addition, the abuse of alcohol and other drugs continues to be a major problem on campuses across the country. The majority of traffic accidents, vandalism, suicides, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of state and local statutes regarding alcohol and drugs are summarized below.

University Policy on Alcohol

1. Campus standards do not allow alcoholic beverages, including empty alcohol containers on campus.
2. All persons in the presence of alcohol confronted by a university official (i.e., Resident Assistants, Graduate Assistants, Coordinators for Residence Life, and Campus Safety and Security) will be documented for a policy violation. All alcohol and items containing alcohol will be disposed of and/or confiscated. Beer bonges and/or other paraphernalia used in the consumption of alcohol may be confiscated and/or destroyed.
3. Use or possession of alcohol by students off campus is subject to local laws and university discipline.
4. Undesirable behavior both on and off campus resulting from on- or off-campus use of alcohol is subject to university discipline.
5. Hosting groups or parties where large numbers of persons and/or large quantities of alcohol are present is a flagrant violation of the alcohol policy and is subject to increased sanctions.
6. Possession of a keg on campus is a flagrant violation of the alcohol policy and is subject to increased sanctions. The University reserves the right to confiscate and hold all kegs, party balls, taps and other alcohol paraphernalia.
7. No alcohol related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors. Bottle caps are not allowed on ceilings or walls.
8. Due to the risks involved to the health and safety of CLU students, competitive drinking events and games are prohibited both on and off campus. Planning or participating in such events will result in university disciplinary action for organizers and participants.

The following are exceptions to this policy:

Faculty and professional staff members who live on campus are allowed to have alcohol in their residence, but may not serve alcohol to or in the presence of undergraduate students.

Graduate students who live in university-owned residences segregated from undergraduate student housing, are allowed to have alcohol in their residence, but may not serve alcohol to or in the presence of undergraduate students.

Alcohol is allowed and may be served in the President's residence to guests other than undergraduate students at his or her personal discretion.

Communion wine at on-campus worship services is allowed.

Alcohol is allowed on campus and may be served at special events where specific permission is sought and granted by the President of the University (or designee). These special events include, but are not limited to, wedding receptions, dinners for Regents or other guests of the University, and receptions held on campus by external organizations.

Distilled spirits are not permitted at approved special events and all non-distilled spirits provided must be served by catering services holding license to do so. On-campus university residential facilities will not be considered for this exception.

Alcohol Policy Violation Sanctions

Following is a list of the minimum sanctions for violations of the University Policy on Alcohol. The University reserves the right to impose further sanctions up to and including expulsion/dismissal from the University.

1st Violation Disciplinary warning, participation in an alcohol education program, students under 21 years of age are informed that parents/guardians will be notified if further violations occur

2nd Violation Residence hall probation, parents/guardians of students under 21 years of age notified

3rd Violation Residence hall suspension, university probation, parents/guardians of students under 21 years of age notified

4th Violation Suspension from the University, parents/guardians of students under 21 years of age notified

During each alcohol related policy violation, the student is required to sign an Alcohol Policy Review Form acknowledging awareness of the university policy on alcohol, and acknowledging that future Alcohol Policy Violations will result in a minimum of the above outlined sanctions. Failure to sign a Policy Review Form in an alcohol related incident may result in a Student Life fine and/or a disciplinary hold on the student's account.

University Policy on Drugs

1. The use, possession, manufacture, cultivation or trafficking of any controlled substance, including but not limited to amphetamines, barbiturates, narcotics, LSD, marijuana and/or other hallucinogenic agents is a violation of state and federal laws and is a violation of California Lutheran University policy. Violation of the California Lutheran University policy on drugs can result in suspension, dismissal or expulsion from the University. All drugs and paraphernalia will be confiscated and/or destroyed.
2. The use or possession of prescription drugs without a valid and current authorized prescription is a violation of California Lutheran University policy.

3. Paraphernalia includes any object that contains the residue of a controlled substance and any object that is used in the cultivation, manufacture, consumption or distribution of a controlled substance. Examples of paraphernalia include, but are not limited to, a marijuana pipe, bong or blow tube, a scale used for measuring quantities of an illegal drug, rolling papers, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.
4. Being under the influence of prescription drugs without a valid and current authorized prescription or being under the influence of controlled substances is considered a violation of this policy.
5. No drug related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.
6. California Lutheran University will not tolerate drug sales and/or distribution. California Lutheran University reserves the right to expel any student for the sale and/or distribution of any controlled substances or prescription drugs.

University Policy on Smoking

1. In accordance with the City of Thousand Oaks Municipal Code and university standards, no smoking is allowed in any building on the CLU campus or within 20 feet of any entrance to any building.
2. Hookah and Hookah components are strictly prohibited on campus.
3. Specifically designated smoking areas will be determined by the Area Residence Coordinator of each residence hall complex.

University Policy on Student Harassment

The University seeks to create and maintain an academic environment in which all members of the community are free from harassment based on race, color, religion, age, national origin, disability, marital status, sexual orientation, or sex.

California Lutheran University espouses values that infuse the academic and residential life of its campus. Undergirding community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role stereotyping and social or sexual innuendo weaken the health of the community.

Furthermore, harassment compromises the integrity of a liberal arts education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out the ideals of a liberal education.

In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated on our campus.

Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living, or campus environment. Forms of harassment include, but are not limited to:

1. Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes, but is not limited to, unwanted phone calls, hang-ups, unwanted voice mail messages, obscene calls.
2. Non-verbal/Visual: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.
3. Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, assault.

Sexual Harassment

Any sexual advances, requests or demands for sexual favors and other physical, verbal or visual conduct of sexual nature constitute sexual harassment when:

1. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, creating an intimidating, hostile or offensive work, learning, living, or campus environment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
3. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic program.

The University Policy on Student Sexual Harassment includes, but is not limited to, the following behaviors:

1. Verbal: Conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments, obscene phone calls or voice mail or email messages, and threats and demands to submit to sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss, and offers of preferential treatment in return for sexual favors and/or retaliation for having reported or threatened to report harassment.

2. Non-verbal/Visual: Conduct such as derogatory and/or sexuality-oriented posters, photographs, cartoons, drawings or gestures, exposure (i.e., “mooning,” “streaking”), other lewd behaviors.
3. Physical: Conduct such as assault, unwanted touching, blocking normal movement or interfering with work or study.

Any student who feels subject to such harassment, or becomes aware of an actual or potential incident of sexual harassment, should report the incident immediately, either verbally or in writing, to any one of the following people:

- Leanne Neilson
Provost/Vice President for Academic Affairs
Administration Building
(805) 493-3145
- Bill Rosser
Vice President for Student Affairs/Dean of Students
Student Union Building
(805) 493-3553
- Susan Tolle
Director of Human Resources
Welcome Center Building
(805) 493-3185

CLU will respect the complainant’s right to confidentiality in both informal and formal procedures. The complainant will be supported and any attempted reprisals will not be tolerated.

Many additional policies exist for students at California Lutheran University. To access additional policies, go to www.callutheran.edu/StudentLife and follow the link to the Online Student Handbook. To request a paper copy of the policies, contact the Office of Judicial Affairs at judaaffairs@callutheran.edu or (805) 493-3220.

Residence Life

The University is a residential institution with approximately 1,400 full-time undergraduate students residing on campus. There are suites available that are shared by two or three students. Students seeking housing should contact the Office of Residence Life in Mt. Clef Hall at (805) 493-3220.

Graduate Students

On-campus housing is available for graduate students. These suites have single bedrooms as well as full kitchens. Graduate rooms are available on a first-come first-served basis. Please contact the Residence Life Office for more information and to fill out a housing application.

Campus Dining

The Centrum Café, located in the Orville Dahl Centrum adjacent to Alumni Hall, offers a variety of entrees, sandwiches, pizza, soup, and salads. Open 8 a.m. to 11 p.m. Monday through Thursday and 8 a.m. to 7 p.m. on Fridays for the convenience of evening students.

Jamba Juice is conveniently located in the courtyard near Ahmanson Science Center, Soiland Humanities Center and Spies-Bornemann Center for Education and Technology. It is open from 9 a.m. to 8:30 p.m. Monday through Thursday and 9 a.m. to 4 p.m. on Fridays.

Faculty Profiles

California Lutheran University’s distinguished faculty come from some of the top institutions in the country and are dedicated to helping students achieve success. Small classes make it possible for faculty members to develop close mentoring relationships with students, and CLU maintains a campus environment conducive to faculty and student interaction. The quality of this interaction sets CLU apart from other institutions of higher education. Since the University opened its doors to the first students in 1961, the quality of the faculty has been considered the institution’s greatest asset and one of the reasons the University was awarded accreditation by the Western Association of Schools and Colleges early on. Through the years, that tradition of faculty excellence has been maintained.

Ali Akbari

Professor of Business Administration, 1984
M.A., Ph.D., University of Southern California

A former researcher for the National Science Foundation, Ali Akbari has been active professionally – publishing articles, presenting papers, serving on professional programs and consulting. He has published two textbooks in economics: *Explorations in Macroeconomics* and *Economic Way of Thinking*. As Director of the CLU Center for Economic Research, Dr. Akbari developed an economic and business forecasting model that provides quarterly forecasts of economic activities in the major cities of Ventura County.

Gerhard Apfelthaler

Professor of International Business and International Management, 2009
M.B.A., Ph.D., Vienna University of Economics and Business Administration

A native of Austria, Gerhard Apfelthaler started his career at the Vienna University of Economics in Austria. After having served as an Austrian Trade Commissioner to the United States and as a Commercial Attaché at the Austrian Embassy in Singapore, he successfully built international business programs at two different universities in Austria before joining CLU. He teaches and publishes in the areas of international business, international market entry and cross-cultural management. He has published extensively on these topics and is a member of the Academy of Management, the Academy of International Business, the Strategic Management Society and the University Accreditation Board of Oman.

Michael J. Arndt

Professor of Theatre Arts, 1982
B.A., Augsburg College
M.F.A., University of Minnesota

Besides teaching theatre courses in acting, directing and theatre history, Michael Arndt directs many of CLU's theatre productions. His recent CLU productions have included *Pericles: Prince of Tyre*, *Anatomy of Gray*, and *The Threepenny Opera*. Professor Arndt is also active in professional theatre and is founder and artistic director of the Kingsmen Shakespeare Company, a professional theatre company of CLU. Recent Kingsmen productions he has directed include *Macbeth*, *King Lear* and *Othello*.

Chad L. Barber

Assistant Professor of Biology, 2011
Ph.D., University of California, Los Angeles

Chad Barber most recently worked as a postdoctoral fellow at UCLA, conducting research in immunology. He also has been teaching at Pepperdine University. He earned a B.S. in biology at Pepperdine, an M.S. in biology at California State University, Northridge, and a Ph.D. in molecular biology at UCLA. His research interests range from radiation biology to immunology, including "cell-cell interactions modulating signal transduction pathways" and various facets of immune cell development and function.

Somnath Basu

Professor of Business, 1999
B.A., University of Delhi
M.B.A., Marquette University
Ph.D., University of Arizona

Somnath Basu is a professor of finance and Director of the California Institute of Finance at CLU. He is widely published and an award-winning teacher. He has significant consulting experience with U.S. Fortune 100 companies, advising institutional money managers and in developing proprietary finance and planning software. Dr. Basu serves on various boards and committees including the CFP (chaired the Model Curriculum Revision Committee) Board of Standards and the Financial Planning Association. He is co-author of *Investment Planning for Financial Professionals* (McGraw Hill, 2006).

Robert Beilin

Senior Lecturer in Graduate Psychology, 2009
B.A., M.A., Ph.D., University of California, Los Angeles

Robert Beilin is a licensed Marriage and Family Therapist and School Counselor. He has made presentations at the Association of Family and Conciliation Courts Southwest Regional and California Chapter Conference, the Ventura County Family Law Bar Association, and the Tenth Annual Forensic Mental Health Conference at Patton State Hospital among others. Beilin is a member of the American Association for Marital and Family Therapy, the Collaborative Family Law Professionals of Ventura and other professional organizations.

William J. Bersley

Associate Professor of Philosophy, 1980
B.A., Concordia Senior College, Ft. Wayne
M.Div., Concordia Theological Seminary, St. Louis
Ph.D., University of Colorado

Problems, logic, history of philosophy and philosophy of religion are among the topics Bill Bersley teaches at CLU. He received an NDEA Fellowship for his doctoral work at the University of Colorado and previously served as a parish pastor and campus pastor at Black Hills State College. Dr. Bersley enjoys running, tai chi chuan, singing, playing the guitar and drumming.

William L. Bilodeau

Professor of Geology, 1990
B.A., University of California, Santa Barbara
Ph.D., Stanford University

Prior to joining CLU's faculty, Bill Bilodeau taught for eight years at the University of Colorado, Denver, where he developed both an extensive knowledge of the local geology and a love for the Rocky Mountains. His research has centered on the regional structural geology, tectonics and sedimentary geology of parts of Colorado and Arizona. Dr. Bilodeau believes that geology is best learned in the field, so he includes many overnight

field trips in his class activities. Outside the classroom, he enjoys hiking, camping, cross-country skiing, reading science fiction and visiting an occasional Saturday morning garage sale.

James Arthur Bond

Associate Professor of English, 2004
B.S., Ball State University
M.S., Ph.D., Indiana University

Jim Bond was the recipient of the William Riley Parker Teaching Award at Indiana University. He has considerable expertise in the areas of writing theory and pedagogy, American literature and periodicals, literacy and print culture studies, the Vietnam War in literature, children's literature, and English education. He has published two articles on prominent 19th-century periodicals for the multi-volume project *American History through Literature, 1870-1920* (Scribner's, 2006). Dr. Bond is also a Reader for the AP English Language Exam for Educational Testing Service and a Reviewer for the AP Course Audit.

Elizabeth Brennan

Associate Professor of Special Education, 2011
Ph.D., Kent State University

Beth Brennan holds a B.A. in social work from Colorado State University and an M.Ed. and Ph.D. from Kent State University in Ohio. Her research interests include the history and foundations of children with disabilities, disability labels and service provision, and behavioral supports for students with autism. Her most recent academic appointment was as associate professor at Saint Mary's College of California. Prior to that, she was a research coordinator for the Early Childhood Institute on Inclusion at San Francisco State University, where she also taught education courses. Brennan was a recipient of the Alice H. Hayden Award, presented annually to one U.S. doctoral student who demonstrates potential for leadership in teaching, scholarship and service on behalf of people with significant disabilities.

Michael E. Brint

Professor of Political Science and Uyeno-Tseng Professor of International Studies, 2000
B.A., University of California, Santa Cruz
Ph.D., University of Oxford, England

Michael Brint, Uyeno-Tseng Professor of Global Studies, created CLU's Study Abroad Program to Oxford, which pairs a traditional study abroad model with extensive European travel seminars. Previously, he was Director of the Integrated Program in Humane Studies and Associate Professor of Humane Studies at Kenyon College and also has served as a visiting professor at Stanford University, assistant professor of government and foreign affairs at University of Virginia, and Thomas Jefferson Professor at Cambridge University, England, as well as Chief Administrative Officer for Laureate Inc., an organization to improve institutional information, collaboration and student learning through the use of information technology.

Christopher (Chris) Brown

Assistant Professor of Mathematics, 2008
B.S., M.S., University of Missouri, Rolla
Ph.D. University of Colorado, Boulder

Before coming to CLU, Chris Brown was a visiting assistant professor of mathematics at The College of William and Mary, and also has held visiting positions at Kenyon College, the University of Northern Colorado, and the University of Colorado, Boulder. The subject of his doctoral dissertation was *Connectedness and Reflections in Symmetry Algebras of Differential Equations*, and his research interests include dynamics and game theory, with applications to ecology and finance. He is especially interested in problems of conservation and management in Caribbean marine turtle populations.

Lisa Buono

Interim Director of Adult Degree Evening Program
Assistant Professor in Education, 2005
B.A., University of California, Santa Barbara
M.A., Ed.D., California Lutheran University

Lisa Buono teaches a variety of courses in both the Pupil Personnel Services and the College Student Personnel programs in the Department of Counseling and Guidance, and serves as Field Work Coordinator for the department. Through a collaborative effort, she also taught distance-learning courses to counseling candidates in the Federated States of Micronesia. Prior to CLU, Buono taught at UCLA in the MFA Producer's Program.

Barry Burns

Instructor in Multimedia, 2005
B.F.A., University of Houston

Barry Burns has been teaching part time at CLU for more than 12 years. His prior experience in multimedia includes animation, art, broadcast, graphic communication, music and photography. He owned and managed the graphic design firm Fortuna Design. As an illustrator, he has been published in eight books on neuroscience including *The Human Brain* by Jackson Beatty of UCLA. In addition to teaching, Burns has a passion for painting and sculpture.

Kristine D. Butcher

Professor of Chemistry, 1989

B.S., California Polytechnic State University, San Luis Obispo
Ph.D., Stanford University

Kristine Butcher teaches a variety of chemistry courses, including general, physical and inorganic chemistry. Her current research examines the electronic structure and bonding properties of metallic carbides using molecular orbital calculations. Dr. Butcher is a member of the American Chemical Society and the National Science Teachers Association. She enjoys music, baseball and beachcombing.

Nathan Carlson

Assistant Professor of Mathematics, 2009
B.A., Oberlin College
M.A., Ph.D., University of Kansas, Lawrence

Prior to joining the CLU faculty, Nathan Carlson held a postdoctoral position at the University of Arizona, which emphasized both research and teaching. His publications and research are in the area of point-set topology. However, his interest in math pedagogy has led him to work with middle school teachers as well as with university colleagues in the field. His work with curriculum and pedagogy led to a University of Arizona Math Department Teaching/Service award.

Peter Carlson

Visiting Assistant Professor of Religion, 2011
Ph.D., Claremont Graduate University

Peter Carlson's B.A. in communication from Wheaton College led to a career in television production. Subsequently he earned his M.A. and Ph.D. in the history of Christianity from the Claremont School of Theology and Graduate University, respectively. Focusing on medieval and early modern Christianity, his research investigates the "intersections of material texts and religious practice." Currently, he is researching the "Customal and Martyrology (as well as the rest of the library) of an obscure English monastic college known as the Boni Homines, or Good Men, in an effort to demonstrate the religious and educational roles that this unique order played in late medieval English society."

Penchusee (Penny) L. Cefola

Associate Professor of English, 1987
B.A., Prasanmit College of Education, Bangkok, Thailand
M.S., Ph.D., Georgetown University

Penny Cefola earned her master's and doctorate in applied linguistics. She has taught linguistics and writing in Thailand, Korea, and China and is an active member of the American Association for Applied Linguistics (AAAL). She enjoys the atmosphere of a small university such as CLU and, as the founder and advisor of CLU's Asian Club and Friends, she has a special interest in motivating and encouraging minority students to strive for academic excellence. Dr. Cefola's textbook Let's Do Linguistics: Applied Linguistics for Language Teachers is used in her linguistics and language acquisition classes.

Xiang Chen

Professor of Philosophy, 1992
B.A., M.A., Zhongshan University
M.S., Ph.D., Virginia Polytechnic Institute and State University

Xiang Chen teaches courses in the philosophy of science, logic, technology, and values and contemporary philosophy. His specialties include the philosophy and history of science and Oriental philosophy, and he has written numerous articles for academic journals on these and other philosophy-related topics. A native of China, Dr. Chen formerly taught philosophy at Zhongshan University in Canton, China, and at Virginia Polytechnic Institute and State University.

Barbara Collins

Professor of Biology, 1963
B.S., Bates College
M.A., Smith College
M.S., Ph.D., University of Illinois

Barbara Collins' main interests are botany and ecology. She loves teaching and enjoys leading field trips to the chaparral, deserts and mountains of Southern California. She teaches a summer course on the wildflowers of the Sierras, has extensively studied the flora of Southern California, and has assisted in several environmental impact studies. Dr. Collins is the author of 10 textbooks, some of which are used in local colleges and universities. Her latest effort has been the production of a wildflower website that includes more than 3,000 photos of California plants indexed to common, scientific and family names.

Carol Lynn Coman

Associate Professor of Business Administration, 1986
B.S., M.S., California State University, Northridge

Professor Coman teaches courses at both the undergraduate and graduate levels, and her continuing research has been on assessment. Her work on assessment has been published, and she is frequently asked to present the results of her research at national and international conferences. In addition

to on-campus courses, Coman leads International Business Seminars (IBS) that involve students in travel throughout Western Europe and visits to business entities during the course. Outside of her work at CLU, Coman also is a management consultant, specializing in financial and tax matters.

Jonathan Cordero

Assistant Professor of Sociology, 2005
B.A., University of California, Berkeley
M.A., Ph.D., University of California, Santa Barbara

Jonathan Cordero is a culture sociologist whose primary areas of research explore the intersection between culture and religion. Other areas of research interest include social theory, aesthetics, racial and ethnic relations, and social justice. He teaches courses in social theory, culture, religion, and racial and ethnic relations and is actively engaged in supporting diversity efforts on campus and in the community. Dr. Cordero is an award-winning professor who has published numerous articles on the topic of religion and popular culture. He is currently working on a book about sacrifice in American culture.

Michael Cosenza

Associate Professor in Education, 2006
B.A., Queens College of the City University of New York
M.Ed., California Lutheran University
Ed.D. candidate, California Lutheran University

Michael Cosenza's specialty is preparing candidates to become public school teachers, and he teaches courses in instructional methods with a focus in mathematics, science and technology integration. He also oversees candidate assessment including the administration of the California Teaching Performance Assessment (CaTPA) program and conducts seminars that prepare teacher candidates for the CaTPA. Prior to joining the CLU faculty, Cosenza taught for the Moorpark Unified School District. In addition to teaching he serves as the Professional Development School Coordinator and manages an elementary and single subject partnership with both the Moorpark Unified and Conejo Valley Unified School Districts.

Lynn Creighton

Senior Lecturer in Art, 2009
B.S., Temple University
B.A., M.A., California State University, Northridge

Lynn Creighton is an internationally recognized and exhibited sculptor who is known for her clay and bronze female figures. William Zimmer, contributing art critic for New York Times, wrote that her art suggests that "she has glimpsed through hallowed means that the core of life, its heart and spirit as well as its root, is women's special gift and responsibility." She has taught at CLU as an adjunct for the past five years and has also taught at a number of local universities and colleges.

Jamshid Damooei

Professor of Economics, 1987
B.Sc., University of Tehran, Iran
M.Phil., University College London, England
M.Sc., Ph.D., Economics University of Surrey, England

Jamshid Damooei's scholarly work embraces a broad spectrum of current social and economic issues.. During the last 10 years, he has become more focused on the study of California's economy and authored a number of reports and studies on economic analyses of social issues. Recently, Dr. Damooei's research studies have primarily been conducted within CLU's Center for Leadership and Values, of which he is co-director. He is a former Director General of the Ministry of Economic Affairs and Finance in Iran and senior economist for the United Nations Development Programme (UNDP). Currently, he is a consultant for the United Nations and most recognized for his expertise on economic and institutional capacity building in East Africa and the Middle East.

Rainer Diriwächter

Associate Professor of Psychology, 2005
B.A., West Virginia University
M.A., Ph.D., Clark University

Rainer Diriwächter is a native of Switzerland and has a strong background in the history of German psychology. He has published several articles and book chapters that highlight the contributions of "Ganzheitspsychologie" - the German holistic approach to psychology. His recent books include the international volume *Striving for the Whole: Creating Theoretical Syntheses* (Transaction Publishers) and *Innovating Genesis: Microgenesis and the Constructive Mind in Action* (Information Age Publishing), both published in 2008. Dr. Diriwächter is editor of the newly founded *Journal of Integrated Social Sciences* (JISS.org) and serves as an editorial board member for two peer-reviewed journals. He is faculty adviser to Psi Chi (the national honor society in psychology) and the Interdisciplinary Research Council.

Sharon D. Docter

Professor of Communication, 1992
B.A., J.D., University of California, Los Angeles
Ph.D., University of Southern California

An attorney with a doctorate in communication theory and research, Sharon Docter brings a special dimension to the Communication Department. Along with working in securities and general business litigation, she has studied regulations of broadcasting, cable television and telephone companies.

Her current research examines the regulation of new technologies such as the Internet. Docter teaches courses in media law, public speaking, communication theories, argumentation and business law.

Harry A. Domicone

Professor of Business, 1993
B.G.S., Ohio University, Athens
M.B.A., California Polytechnic State University, San Luis Obispo
Ph.D., University of Cincinnati

With special research interests in the strategic management of international entrepreneurship, Harry Domicone serves as Director of the International MBA Program and teaches a variety of management and other business courses. He currently consults in the areas of new venture development and family and closely held businesses. He is a member of several professional organizations, including the Academy of Management, the Strategic Management Society and the Academy of International Business.

Deborah Erickson

Associate Professor of Education, 2002
B.A.E., M.A., Pacific Lutheran University
M.A., California State University San Bernardino
Ed.D., University of the Pacific

Deborah Erickson teaches in the master's programs in Educational Administration and Curriculum and Instruction as well as in the doctoral programs. Her research interests are in the areas of the principalship, mentoring, and faculty induction. Previously, an elementary teacher, reading specialist and principal, she also served as Director of Curriculum and Student Services for the San Carlos School District. She has an extensive background in staff development and has worked as a consultant to urban charter schools.

R. Guy Erwin

Professor of Religion and History, 2000
B.A., Harvard College
M.A., M.Phil., Ph.D., Yale Graduate School of Arts and Sciences

Guy Erwin is the first full-time holder of CLU's first endowed chair, the Gerhard and Olga J. Belgum Chair of Lutheran Confessional Theology. He also serves as Director of the Segerhammar Center for Faith and Culture. In addition to a survey course in the history of Christianity, Dr. Erwin teaches seminar courses on medieval, Reformation and early modern history and theology, including the life and thought of Martin Luther. Almost all of his courses are cross-listed in both religion and history. He also offers instruction on liturgy and worship in cooperation with the Music Department and occasionally teaches ecclesiastical Latin as a tutorial. Erwin is a native of Oklahoma and an active member of the Osage Tribe of Indians.

Karolyne Fogel

Associate Professor of Mathematics, 1999
B.S., Santa Clara University
Ph.D., University of Texas, Austin

Karolyne Fogel's mathematical specialty is algebraic number theory. While her research is related to Stark's Conjecture, she is particularly fond of elliptic curves, a mathematical construct that played a vital role in Andrew Wiles' 1994 proof of Fermat's Last Theorem (which remained unsolved for 350 years). Her more recent interests include the mathematics of voting, and mathematics education, particularly at the elementary school level. She is an avid fan of astronomy and has been known to spot Venus during the daytime.

Julia Lambert Fogg

Associate Professor of Religion, 2003
B.A., Colgate University
M. Div., Yale Divinity School
Th.M., Candler School of Theology, Emory University
Ph.D., Emory University

Julia Fogg teaches New Testament, Early Christianity, Christianity in culture, and Islam. In her research, Dr. Fogg explores the ways in which culture and social practices shape community expressions of faith. Although she specializes in Pauline studies, she pursues her interest in Liberation Theology, interfaith conversations and creative pedagogies such as service-learning and often leads the Turkey Travel course. Fogg is also developing a model for bilingual, Latino/Chicano urban ministry in Pasadena.

Robert Fraise

Distinguished Educator in Residence, School of Education, 2006
B.S., California State University, Los Angeles
M.S., California Lutheran University
Ph.D., University of California, Santa Barbara

As Distinguished Educator in Residence in the School of Education, Robert Fraise oversees CLU's growing Ed.D. programs. Dr. Fraise has worked in the field of K-12 public education for almost 33 years. During much of that time, he served in leadership positions in three districts, most recently as

Superintendent of the Conejo Valley Unified School District. As a higher education administrator, he enjoys helping prepare school leaders who are able to meet the challenges in today's K-12 education system.

Gregory K. Freeland

Professor of Political Science, 1991
B.A., M.A., Ph.D., University of California, Santa Barbara

Greg Freeland is Chair of the Department of Political Science, Director of the Center for Equality and Justice and faculty adviser to Model United Nations. He has worked on the New Sanctuary Movement for immigrant rights and delivered papers on the topic. Dr. Freeland is an active member of the American Political Science Association, the Western Political Science Association, and the Caribbean Studies Association. He received the John Randolph Haynes and Dora Haynes Foundation 2009 Faculty Fellowship for a study on "Redistricting by Citizen Task Force: An Analysis of the Impact on Ventura County" and previously received grants from the National Endowment for the Humanities for summer fellowships. Freeland is President of the Board of Directors of Central Coast Alliance United for a Sustainable Economy (CAUSE).

Michael Gagliardo

Assistant Professor of Mathematics, 2011
Ph.D., University of Texas at Austin

Michael Gagliardo earned his B.S. in mathematics at Southwestern University and his M.A. and Ph.D., also in mathematics, at the University of Texas at Austin. Subsequently he taught at Jacksonville University in Florida, where he won the Excellence Award in Teaching and was heavily involved in the development of a curriculum using inquiry-based methods. His research interests include differential geometry, integrable systems, Lie groups and wavelets.

Kenneth Gardner

Professor of Theatre Arts, 1985
B.A., State University of New York, Brockport
M.F.A., Ohio University

In addition to his interest in theatre, Kenneth Gardner has produced a television show, has had two TV scripts optioned and worked as a script analyst for Meyers-Shyer Productions at Disney Studios. He has written and directed several original pieces with CLU students including Mark Twain and the Ghost at the Stagecoach Inn, a children's musical that was a semi-finalist in a national playwriting contest. Gardner has directed the department's Summer Theatre Workshop for Youth and has directed on the Equity Waiver circuit in Los Angeles.

Daniel M. Geeting

Professor of Music, 1984
B.A., California State University, Fresno
M.M., University of Southern California
D.M.A., University of Oregon

As Director of Instrumental Music, Dan Geeting conducts the University Symphony and Wind Ensemble, and directs the Jazz Ensemble. As a clarinetist, he has played on sound tracks for motion pictures and television and has performed extensively as a recitalist. His latest recording project is a compact disk of the clarinet music of the renowned British composer Arnold Cooke. He has also recorded the clarinet works of another major British composer, Gordon Jacob. Both recordings are on the PROdigital label.

Marylie Gerson

Associate Professor of Psychology, 2001
B.A., College of William and Mary
M.A., Ph.D., Princeton University

Marylie Gerson teaches a wide variety of undergraduate and graduate courses including clinical, developmental, social and research psychology. She combines a background in university teaching with experience as a licensed clinical psychologist and strong research interests, leading to a number of professional publications in the field. Dr. Gerson's love of mentoring brought her to the CLU community, where her goal is to excite and guide students in the many aspects of psychological inquiry.

Michael Gerson

Assistant Professor of Graduate Psychology, 2008
B.A., California State University, Northridge
M.A., California State University, Dominguez Hills
Ph.D., California Graduate Institute

Michael Gerson brings nearly 30 years of experience to CLU as a graduate level instructor and clinician in clinical psychology and marriage and family therapy. Dr. Gerson has also taught courses at University of California, Los Angeles, Phillips Graduate Institute, California School of Professional Psychology, California Graduate Institute, and Loyola Marymount. He is licensed as a psychologist, marriage and family therapist, and psychoanalyst, and has served as an expert witness in criminal, child abuse, and domestic violence cases.

Rahuldeep Gill

Assistant Professor of Religion, 2009
B.A., University of Rochester
M.A., Ph.D., University of California, Santa Barbara

Rahuldeep Gill specializes in Sikh, Hindu and Muslim traditions, and has expertise in the Punjabi, Hindi, Urdu, Sanskrit, Persian and German languages. His dissertation is based on the works of the 17th century Sikh commentator Bhai Gurdas Bhalla. Through his writings, Dr. Gill "investigates the role of religious literature in defining communal identity and its implications for the interaction of religion and politics."

Bruce Gillies

Assistant Professor of Business, 2005
B.S., University of the State of New York
M.S., M.A., U.S International University
Psy.D., Alliant International University

Bruce Gillies holds a doctorate in industrial/organizational psychology. His varied career includes 21 years of active duty in the Navy as well as leadership positions at colleges and universities. At CLU, he teaches courses in both the MBA and undergraduate programs. With research interests in athletic team dynamics, sports psychology and leadership, Dr. Gillies has assisted the athletic department through the use of mental skills training, team dynamics and communication, and leadership trait identification.

Herbert E. Gooch III

Professor of Political Science, 1987
B.A., University of California, Berkeley
M.B.A., M.A., Ph.D., University of California, Los Angeles

Herb Gooch is Director of the Master's in Public Policy and Administration Program and Assistant Provost for Graduate Studies. He also chairs the Lutheran Colleges Washington Semester consortium based in Washington, D.C. He teaches in both the graduate MPPA program and the undergraduate Political Science Department and is a frequent commentator in the media on local and national political events and trends. His interests include foreign travel, politics and movies.

Monica Gracyalny

Assistant Professor of Communications, 2011
Ph.D., Arizona State

Monica Gracyalny completed her Ph.D. in communication at Arizona State University and earned her B.A. and M.A., also in communication, at the University of Wisconsin, Milwaukee. Her research interests are interdisciplinary, as attested by her dissertation, which develops "a theoretical model specifying how the experience and expression of remorse lead to forgiveness in close relationships."

Joan Griffin

Dean of the College of Arts and Sciences, 2007
A.B., Washington University
M.A., Ph.D., Harvard University

Joan Griffin came to CLU from Augsburg College in Minneapolis where she served as Associate Dean for General Education and as a faculty member in the English Department. In addition to chairing the Faculty Senate, she held leadership roles in the Honors Program and co-authored the institutional vision statement. Prior to Augsburg, Dr. Griffin taught at Wartburg College and Lakeland College and served as a teaching fellow at Harvard.

Sandra Grunewald

Assistant Professor of Business, 2004
B.A., Augsburg College
M.B.A., California Lutheran University

Sandra Grunewald teaches a wide variety of accounting, tax, and audit classes. She also has a CPA practice in Ventura, and provides accounting, tax and consulting services for her clients, as well as training in the use of QuickBooks and other accounting software programs. Before coming to CLU, she owned Pacific Legal Arts College, a vocational school with branches in Oxnard, Camarillo, Bakersfield and Los Angeles. Grunewald is a graduate of the Ventura Police Academy and worked for the Port Hueneme Police Department for two years.

Veronica Guerrero

Assistant Professor of Business, 2005
B.S., Cal Poly, San Luis Obispo
M.B.A., California State University, San Jose
Ed.D., Pepperdine University

Veronica Guerrero has more than 12 years of experience in marketing communications for companies such as BBDO, GRC International, 3Com and BearingPoint (formerly KPMG Consulting). She recently completed her doctorate in organizational leadership.

Dan Hamilton

Assistant Professor of Business, 2009

B.S., University of California, Davis
M.S., Ph.D., University of California, Santa Barbara

Dan Hamilton is Director of Economics in the CLU Center for Economic Research and Forecasting (CERF). He began working professionally with economic forecast models in 1997 with the Wharton Econometric Forecasting Associates (WEFA) Group formed by Nobel Prize winner Lawrence Klein. In 2000, he joined the UCSB Economic Forecast Project with Bill Watkins. While with UCSB, Hamilton built and maintained a variety of forecast models in Eviews, including models of the United States, California and Oregon.

Grady Hanrahan

Associate Professor of Chemistry, 2007
B.S., Indiana State University
M.S., Southern Illinois University
Ph.D., University of Plymouth (England)
Postdoctoral research - Louisiana Universities Marine Consortium

Grady Hanrahan is the John Stauffer Endowed Professor of Analytical Chemistry. With experience in directing undergraduate and graduate research, he has taught in the fields of analytical chemistry and environmental science at California State University, Los Angeles. His research is focused on four main areas: bio- and environmental analytical method development; modeling of chemical species in environmental systems; chemometric experimental design, optimization and data analysis; and application of neural networks and evolutionary computing techniques for solving complex chemical problems.

Paul Hanson

Professor of History, 1978
B.A., Luther College
Ph.D., University of Chicago

Twice a Fulbright Scholar in India, Paul Hanson's research has focused on Islamic history in South Asia, especially the relationship of religion and political legitimacy. Other national fellowships and awards have enabled him to study in London, Sri Lanka and Jordan. Winner of the President's Award for Teaching Excellence, Dr. Hanson is known for his extensive use of images from his own travels in his classes. He is currently developing a reference collection of digitized images from Asia. Hanson has served as Co-director of CLU's Global Studies major and Coordinator of the Global Studies Program. He previously taught at St. Olaf College and Agra University in India.

Steven Hawkins

Professor of Exercise Science, 2007
B.S., M.S., Emporia State University
Ph.D., University of Southern California

Following completion of his doctorate in exercise science in 1999, Steven Hawkins joined the faculty of Kinesiology and Nutritional Science at California State University, Los Angeles where he worked until the spring of 2007. He also has an adjunct appointment in the Division of Biokinesiology and Physical Therapy at USC where he has taught graduate level physiology courses since 2002. Hawkins' research focuses primarily on musculoskeletal aspects of aging. He has also been involved in projects investigating skeletal muscle changes in response to acute and chronic exercise, as well as hormonal supplementation in older subjects.

Timothy Hengst

Professor of Multimedia, 2001
B.A., California Lutheran University
M.A., Johns Hopkins University School of Medicine

Tim Hengst, who serves as Director of CLU's Multimedia program, has illustrated more than 50 medical/surgical textbooks and has won numerous national awards in medical illustration, including three Best Illustrated Medical Text awards from the Association of Medical Illustrators. After receiving his graduate degree in medical and biological illustration, Hengst illustrated for Dr. Denton Colley at the Texas Heart Institute and served as Director of Photography and Audiovisual Communications. He joined the faculty of the Art as Applied to Medicine graduate program at Johns Hopkins University School of Medicine serving as production manager in the medical art division and assistant professor in the graduate program. He has a freelance business that offers services in all areas of biomedical communications.

Larkin Higgins

Professor of Art, 1985
B.A., California State University, Long Beach
M.A., California State University, Fullerton
M.F.A., Otis College of Art and Design

In addition to teaching courses in drawing, painting and interdisciplinary arts, Larkin Higgins involves herself with multiple creative media, actively exhibiting and publishing. Her artworks are in several permanent collections. The Boston Globe, Antiques & the Arts Weekly (New York), U-Turn (Chicago), Artweek, and Los Angeles Times are among publications that have included and/or reviewed her artworks. Anthologized by University of Iowa Press, Fossil Press and elsewhere, Higgins also writes poetry and creates visual poetry for exhibits and publication.

Haco Hoang

Associate Professor of Political Science, 2005
B.A., University of California, Santa Barbara
Ph.D., Boston University

Haco Hoang was a Fulbright Scholar at the Institute of Southeast Asian Studies in Singapore and has taught courses on international relations, global studies, terrorism, ethnic conflict and genocide, public policy, and women in politics. Currently, she is the education policy consultant to promote youth environmental activism for Los Angeles Mayor Antonio Villaraigosa's Million Trees Los Angeles initiative. Her policy work and research have been profiled in the Women's Policy Journal of Harvard-Kennedy School of Government, Hispanic Outlook in Higher Education and other outlets.

Andrea Huvad

Professor of Biology, 1991
B.A., Trinity University
M.S., San Diego State University
Ph.D., University of California, Los Angeles

Andrea Huvad's interests are in marine biology, invertebrate zoology and underwater videography. She has focused her recent career on the conservation and preservation of marine ecosystems through education. In addition to research articles and textbook materials, her publications include a series of underwater videos that document coastal marine ecosystems of the Channel Islands and the Hawaiian Islands. Her current research involves a long-term study of how the input of anthropogenic nutrients can determine the diversity and distribution of certain organisms in marine ecosystems. As an administrator, she is interested in the interdisciplinary nature of modern science and how to deliver this to a new generation of university students.

Cynthia Jew

Professor of Education, 2001
B.A., University of Colorado, Denver
M.A., University of Colorado
Ph.D., University of Denver

Cynthia Jew is a licensed psychologist and Certified School Psychologist. Her research expertise and interests include resiliency, family systems and cultural diversity. Author of the Resiliency Skills and Abilities Scale, her current research projects include work with cochlear implant users. Dr. Jew served as a school psychologist in Colorado and as an assistant professor of education at universities in Tennessee, Ohio, Colorado and California. At the University of Redlands, she was Program Coordinator for the School Counseling and PPS Credential Program as well as Project Director for the development of the school psychology program.

Bonnie Johnson

Senior Lecturer in Business, 2004
B.A., California State University, Fullerton
M.B.A., Claremont Graduate University

Bonnie Johnson is an economist with more than 25 years of financial management experience, including seven years at the CFO level. She has worked in various business environments and industries, including financial institutions, entertainment, manufacturing, education, wholesale distribution, staffing, real estate and not-for-profit.

Kapp Johnson

Senior Lecturer in Business, 2006
B.S., University of Wyoming
M.A., Claremont School of Theology
M.Div., Pacific Lutheran Theological Seminary
J.D., University of La Verne College of Law

Kapp Johnson is an ELCA pastor and attorney with a joint appointment in the School of Business and Department of Religion, where he teaches courses in biblical studies and business, economics and Christian ethics. His scholarly interests include biblical legal texts, Ezekiel, hermeneutics and the intersection between faith and the work place.

Edward H. Julius

Professor of Business Administration, 1981
B.A., Rutgers University
M.S., The Wharton School, University of Pennsylvania
C.P.A. Certificate, State of Illinois

Ed Julius' specialty is financial accounting, which he teaches in the traditional undergraduate and ADEP programs. Professor Julius has published numerous learning and teaching aids to accompany accounting textbooks, as well as six highly regarded crossword puzzle books. He has also published four books on rapid calculation, one of which appears in seven languages and was a Book-of-the-Month Club selection for nine consecutive years. His outside interests include vintage jazz, Broadway musicals, pop culture, wordplay, comedy, old movies, bowling and the Boston Red Sox.

Kristopher Karsten

Assistant Professor of Biology, 2011

Ph.D., Oklahoma State University

Kris Karsten describes himself as “an ecologist who integrates evolution, behavior and physiology into research, mostly using lizards as a model system.” After earning his Ph.D. in zoology from Oklahoma State University, he conducted postdoctoral research at Texas Christian University. He also holds a B.S. in biology from Truman State University and an M.S., also in biology, from TCU. As an instructor at the University of Central Oklahoma, he was recognized by the Alpha Lambda Delta Honor Society for teaching service in animal biology. He also won a zoology teaching assistant award at Oklahoma State.

Louise Kelly

Assistant Professor of Exercise Science, 2008
B.S.C., Ph.D. University of Glasgow

After completing a post-doctoral research fellowship in the Department of Developmental Medicine at the University of Glasgow, Louise Kelly accepted an appointment as a research associate in the Department of Preventive Medicine at University of Southern California. Dr. Kelly’s research and publications speak to her interest in the effects of nutritional, socio-economic and environmental influences on the exercise habits, issues of obesity and related health problems of children. She recently completed two research projects funded by the National Cancer Institute. A grant from the National Center on Minority Health and Health Disparities is supporting a current project titled “Obesity in Minority Youth in Los Angeles: A Generation ‘At Risk.’”

Hala King

Associate Professor of Mathematics, 2002
B.S., M.S., American University of Beirut
Ph.D., Stanford University

Hala King established herself as an effective teacher while serving as a member of the adjunct faculty at CLU. Recognized by her students as a faculty member who “goes the extra mile,” Dr. King has a clear vocation for teaching. Her research interests lie in number theory and geometric analysis. She is committed to providing students with rich learning experiences and is involved in supervising undergraduate research at CLU.

Eric Kinsley

Senior Lecturer in Music, 2009
B.A., California State University Northridge
M.A., California Institute of the Arts
Ph.D., Manhattan School of Music

Eric Kinsley is a performing artist and educator who studied with Albert Fuller at Juilliard, Kenneth Cooper at Columbia, Trevor Pinnock of Guild Hall, and Leonid Hambro in New York City. He has performed and lectured widely in Los Angeles and has toured with the New York Contemporary Band, Pacific Classical Players, and as accompanist for Don Krim and Marlo Partamian. Kinsley has been seen and heard on National Public Radio and Television, as well as recorded concerts and radio shows for the Radio de Strato in Rome, and Sundays at 4 at the Bing Theatre. He has received grants from the NEA and the New York Harpsichord Society, and has written a book on the music of Franz Joseph Haydn.

Steven C. Kissinger

Professor of Psychology, 1991
B.A., University of Wisconsin, Milwaukee
M.A., Ph.D., Kent State University

Steven Kissinger teaches courses in experimental psychology. His research interests include physiology and animal models of learning and memory. His interests are not limited to the lab, however, as he also enjoys building furniture, remodeling houses and restoring antique communications equipment.

Myungsook Klassen

Professor of Computer Science, 1998
B.S., Sogang University, Korea
M.S., Kansas State University
M.S., Ohio State University
Ph.D., Case Western Reserve University

Before coming to CLU, Myungsook Klassen held assistant and associate professorships at Chinese University of Hong Kong and at Soochow University in Taipei. In addition to her established research record and teaching skills, Dr. Klassen has several years of experience working in industry as a programmer and systems analyst. Her doctoral work and specialty lie in artificial intelligence (AI), machine learning and pattern recognition. Her recent research interest is in data mining, bioinformatics and Web mining.

Jodie Kocur

Assistant Professor of Psychology, 2008
B.A., Pepperdine University
M.A., Ph.D., Colorado State University

While completing her doctorate in counseling psychology, Jodie Kocur focused her clinical training on therapy and assessment with children, adolescents and families. She completed a clinical internship at The Help Group in Sherman Oaks where she was a therapist for children with

special needs. She is currently working on completing the requirements for her licensure as a psychologist. Dr. Kocur's research interests include the developmental origins of the experience and expression of anger, as well as the impact of parental physical aggression on children. She runs a research team for students interested in working with her on these topics, but also enjoys mentoring students on their own research studies within the areas of developmental, clinical or counseling psychology.

Julie M. Kuehnel

Professor of Psychology, 1975
B.A., California Lutheran College
Ph.D., University of Texas, Austin

Julie Kuehnel co-chairs the Department of Psychology at CLU and is a coordinator of the Social and Behavioral Sciences Division. She is the second CLC graduate to return to CLU to teach. Her primary focus has been to challenge and engage students in the classroom and to mentor them towards fulfilling their career aspirations. Dr. Kuehnel has published a book on marital therapy, and journal articles and book chapters on behavior therapy. Her most recent book is a text titled *Evil Minds: Understanding and Responding to Violent Predators*, which she uses in her Criminal Psychology course. She is currently working on a supplemental text on the applications of learning theory to relationships. Dr. Kuehnel received the 2010 President's Award for Excellence in Teaching.

Michele LeBlanc

Professor of Exercise Science, 2003
B.S., Indiana University
M.S., University of North Carolina
Ph.D., Indiana University

Prior to her appointment at CLU, Michele LeBlanc held faculty positions at several universities and a research position as a Health Science Specialist in the Physical Medicine and Rehabilitation Gait Lab for the Greater Los Angeles V.A. Hospital. Her research focuses on flail-like motion and its role in many high velocity movements as well as how intersegmental dynamics contributes to human performance. Dr. LeBlanc has been funded by the United States Olympic Committee to serve as the biomechanist for American elite-level javelin throwers. She is currently conducting research on how exercise programs can effectively prevent falls in the elderly.

Kirk M. Lesh

Instructor in Economics, 2009
B.S., University of Colorado, Boulder
M.B.A., University of California, Irvine
Ph.D. candidate, University of California, Santa Barbara

Kirk Lesh is Senior Economist at the CLU Center for Economic Research and Forecasting (CERF). His current research interests include the impact of public unions on governments and real estate. Prior to coming to CLU, he was the Real Estate Economist at the Economic Forecast Project at UCSB, where he prepared and presented annual real estate forecasts for several communities in Central California. Additionally, Lesh served as a consultant on several large, community-orientated projects.

Helen Ahm Lim

Associate Professor of Criminal Justice, 2005
B.A., University of California, Irvine
M.A., Ph.D., Indiana University

Helen Lim's research and teaching interests include hate crimes, criminology, race, gender and crime, and white collar crime. Her current research focuses on hate crimes against Asian Americans. Dr. Lim has held teaching positions at Indiana University and Raritan Valley College.

Lisa Loberg

Senior Lecturer in French, 2005
B.A., California Lutheran University
M.A., Boston College

Lisa Loberg is a half-time lecturer and Director of CLU's Study Abroad Program. She received her bachelor's degree magna cum laude in French and English and was a Pi Delta Phi (French National Honor Society) scholarship recipient for the Study Abroad Program at the Institute for American Universities in Avignon, France. While working on her master's at Boston College, she served as a Teaching Fellow in the Department of Romance Languages and Literatures and received the Donald J. White Teaching Excellence Award. She has also worked for both the Boston College Center for International Studies and The American University of Paris.

Kenneth Long

Associate Professor of Biology, 1989
B.A., San Francisco State University
Ph.D., University of California, Santa Barbara

Kenneth Long teaches courses in vertebrate anatomy and physiology, cell biology and neuroscience. His general research interest is in neuroscience, specifically the cell biology of the vertebrate retina. Dr. Long involves undergraduates in research utilizing anatomical, biochemical and electrophysiological techniques. His outside interests include natural history, acoustic music and t'ai chi.

Maureen Reilly Lorimer

Assistant Professor of Education, 2009
B.A., M.A., Pacific Oaks College
Ph.D., Claremont Graduate University

Maureen Lorimer teaches educational foundations, methods and advanced methods courses in the teacher credential program as well as educational research courses in the M.Ed. program. She has had extensive experience in K-12 education as a classroom teacher, teacher mentor, staff development presenter and program coordinator. Her research interests include using arts education to promote social justice and equity in learning and teaching.

Schannae Lucas

Assistant Professor of Criminal Justice, 2008
B.S., University of California, Irvine
M.A., Ph.D., Washington State University

Shannae Lucas came to CLU from Lewis University, where she was an assistant professor of justice, law and public safety studies. She also has taught at Washington State University. Dr. Lucas' work has taken her to Garden Grove, Calif., where she worked on Monitor II/Special Projects for the Community Correctional Center and to Santa Ana, where she interned for the U.S. Probation and Parole Office. She also has considerable experience as a research assistant at Washington State.

Jacqueline Lyons

Assistant Professor of English, 2011
Ph.D., University of Utah

Jacqueline Lyons earned her B.A. in English and sociology at the University of Wisconsin, Eau Claire, her M.A. in creative writing at Colorado State University and her Ph.D. in literature and creative writing at the University of Utah. Her third volume of poetry won the 2010 Del Sol Poetry Prize; her other poems, essays and criticism have appeared in more than 25 journals and anthologies. She has taught at Washington State University, the University of Nevada, Las Vegas, and Colorado State, and was a Peace Corps volunteer in the southern African nation of Lesotho.

David J. Marcey

Professor of Biology, 1999
B.A., College of Wooster
Ph.D., University of Utah

David Marcey is Fletcher Jones Professor of Developmental Biology and a member of Project Kaleidoscope's F21 (Faculty for the 21st Century). His research in *Drosophila* developmental genetics has been funded by the American Cancer Society, NSF, and the Fletcher Jones Foundation. Dr. Marcey has considerable pedagogical experience with molecular modeling. His modeling website, The Online Macromolecular Museum (www.callutheran.edu/BioDev/omm/gallery.htm), pioneered the use of Web-based tutorials in macromolecular structure. Marcey's tutorials, often co-authored with undergraduate students, have accompanied several prominent textbooks, and he has served on the editorial boards of *Biochemical and Molecular Biology Education* (Elsevier), *biomednet.com*, and Project MERLOT, an online peer reviewed journal of digital learning tools. He currently chairs the Committee of Examiners for the Graduate Record Examination in Biology (Educational Testing Service).

Jose Marichal

Associate Professor of Political Science, 2004
B.S., Florida State University
M.S., Florida Atlantic University
Ph.D., University of Colorado, Boulder

Jose Marichal teaches and writes about public policy, race and politics, civic engagement, the Internet and politics, and community development. His current projects include examining how the Internet affects cross-cultural interaction, exploring the relationship between diversity and civic engagement, and identifying Latino youth understandings of civic leadership.

Maura Martindale

Assistant Professor of Education, 2007
B.A., Annhurst College
M.Ed., Smith College
Ed.D., University of Southern California

Maura Martindale is Director of the Deaf and Hard of Hearing Program. Her specialization is in teaching spoken language to children with hearing loss and parent education. Dr. Martindale taught general education students in public schools in Connecticut before teaching and leading programs at John Tracy Clinic for Deaf and Hard of Hearing Children and in the USC graduate program.

Charles Maxey

Professor of Management, 1991
B.A., M.A., Ph.D., University of Illinois at Urbana-Champaign

Charles Maxey serves as Dean of the School of Business and teaches courses in strategic management, human resources and organizational behavior. Author or co-author of numerous academic articles, he is also active as a business and litigation consultant and labor arbitrator. His previous academic appointments were at Northwestern University, Loyola University of Chicago and the University of Southern California, where he also served as Senior Associate Dean of the Graduate School of Business. Immediately prior to joining CLU's faculty, Dr. Maxey was visiting professor of management at the Sasin Graduate Institute of Business Administration in Bangkok, Thailand.

Michael McCambridge

Associate Professor of Education, 2002
B.S., Ohio University
M.Ed., Pepperdine University
Ed.D., University of San Francisco

With 40 years of teaching and administrative experience at the elementary, middle school, secondary and higher education levels, Michael McCambridge maintains a deep interest in the growth and development of children and adolescents as they mature physically, cognitively, socially and morally. As a university professor, he creates opportunities for teachers and teachers in training to explore how teaching and learning theory inform good practices that result in academic, personal, social, and moral growth and development of K-12 students. Dr. McCambridge was awarded the President's Award for Excellence in Teaching in 2008 and was voted Professor of the Year for 2009 by the senior class.

Robert J. Meadows

Professor of Criminal Justice, 1991
B.S., Northern Arizona University
M.S., Ed.D., Pepperdine University
Ph.D., Claremont Graduate School

Bob Meadows has had years of teaching and research experience in addition to time spent in law enforcement and private industry. His research and teaching interests include violence and victimization and legal issues in criminal justice. He is a member of several editorial boards and has authored a number of articles, research reports and books. His most recent books are *Understanding Violence and Victimization*, now in its fifth edition, and *Evil Minds*, both published by Prentice-Hall.

Marja Mogk

Associate Professor of English, 2004
B.A., University of Michigan
Ph.D., University of California, Berkeley

Marja Mogk's areas of expertise include medical humanities, studies on disability and aging, American and Native American literature, and dramatic and creative nonfiction writing. She is co-author of *Macular Degeneration: The Complete Guide to Saving and Maximizing Your Sight* (Ballantine, 2003).

Wyant Morton

Professor of Music, 1992
B.A., B.B.A., Gonzaga University
M.M., D.M.A., University of Arizona, Tucson

Wyant Morton is Director of Choral and Vocal Activities and Chair of the Music Department. In addition to overseeing the work of the CLU Choir, Morton conducts all of the choral ensembles in the Music Department, teaches conducting and supervises the voice faculty. He also maintains an active schedule as a guest conductor, clinician and adjudicator appearing throughout the United States and Canada and holds memberships in a number of professional organizations. In fall 2009, he launched *Areté*, a professional vocal ensemble in residence at CLU.

Susan Murphy

Professor of Business, 2002
B.B.A., M.B.A., Texas Tech University
Ph.D., University of Illinois at Chicago

Susan Murphy teaches courses in human resources management, organization development and organizational behavior in the MBA, traditional undergraduate and adult degree programs. Dr. Murphy is author of an article on human relations titled "Understanding Social Loafing: The Role of Justice Perceptions and Exchange Relationship." She has served as a reviewer for professional journals and has additional research interests in trust, cross-cultural teams and organizational citizenship behavior.

Nancy Myers

Senior Lecturer in Education, 2005
B.A., University of California, Santa Cruz
M.A., California State University, Los Angeles

Nancy Myers is Coordinator of the Multiple Subjects Program in the School of Education and Director of the California Reading and Literature Project. She also teaches a variety of courses in the Teacher Education Department. Myers has worked in the field of K-6 public education for more than 20 years. As an educator, she is dedicated to empowering future and current teachers to “Be the change you want to see in the world” (Gandhi).

Adina Nack

Professor of Sociology, 2003
B.A., University of California, Irvine
Ph.D., University of Colorado, Boulder

Adina Nack was founding Director of CLU's Center for Equality and Justice. Before coming to CLU, Dr. Nack served as Director of the Sexual Health Education Program at the University of Colorado at Boulder and was an assistant professor of sociology at the University of Maine. She is a medical sociologist who has been active in health education and research since 1994: her research focuses on sexual and reproductive health, social inequality, social psychology, gender and sexuality. Nack's academic articles have been reprinted in more than a dozen anthologies, and she has won awards for her research, teaching, activism and public policy work. Her research-based book on women's sexual health *Damaged Goods?* was published by Temple University Press in 2008.

David Nelson

Assistant Professor of History, 2011
Ph.D., Indiana University

David Nelson comes to CLU from Austin Peay State University, where he was recently recognized for excellence in teaching. He earned his M.A. and Ph.D. at Indiana University, where his major field was pre-modern East Asian history, and his B.A. at Utah State University, majoring in Asian studies and minoring in Chinese. Nelson's research and teaching interests include samurai culture and Japan's relationship with the Asian continent. As a faculty member at APSU in Clarksville, Tenn., he has served as history club adviser and involved his students in community service projects such as the cleanup of a local slave cemetery.

Dru L. Pagliassotti

Professor of Communication, 1998
B.A., University of California, Santa Barbara
M.A., Ph.D., University of Southern California

Dru Pagliassotti teaches news writing, editing, Web publishing and film theory. Her research combines the study of mass media with the sociology of gender and sexuality. She is currently examining the introduction and spread of yaoi manga and male/male romance novels within the West and is co-editor of the academic collection *Boys' Love Manga: Essays on the Sexual Ambiguity and Cross-Cultural Fandom of the Genre*, published by McFarland in 2010. Dr. Pagliassotti also runs The Yaoi Research Wiki (www.yaoidresearchwiki.com) and The Harrow Press (www.theharrowpress.com). Her romantic fantasy *Clockwork Heart* was published by Juno Books in 2008, and her contemporary horror *An Agreement with Hell* was published by Apex Book Company in 2010.

Michael Pearce

Associate Professor of Art, 2005
B.A., Dartington College of Arts
M.F.A., University of Southern California
Ph.D., Plymouth University, England

Michael Pearce is an accomplished oil painter, installation designer, and an award-winning theatrical scenic designer. He is Chair of the Art Department and curator of the Kwan Fong Gallery of Art and Culture, which under his direction hosts continuous exhibitions by well-known outside artists, as well as CLU faculty and students. He considers teaching painting and drawing to CLU students the most rewarding job of his life.

Edlyn Vallejo Peña

Assistant Professor of Education, 2009
B.A., University of California, Santa Cruz
M.Ed., Ph.D., University of Southern California

Edlyn Peña teaches a number of research methods and content courses in the area of higher education. She also serves on a number of dissertation committees for students pursuing the Doctor of Education. Peña served as an assistant professor of clinical education at USC, where, in addition to teaching courses at the master's and doctoral levels, she led workshops for the Doctoral Support Center to advise students through the dissertation process. Her areas of expertise include action research/collaborative inquiry in higher education, faculty development, and equitable educational outcomes for college students.

Chang-Shyh Peng

Professor of Computer Science, 1997
B.S., National Taiwan University
M.S., Ph.D., University of Texas at Dallas

Chang-Shyh Peng develops and teaches a wide spectrum of undergraduate and graduate level computer science courses. He also has considerable experience in working with business to develop curricular offerings that are responsive to the needs of the corporate community. Dr. Peng's interests

include Local Area Network/Wide Area Network, data communication and networking, parallel processing, client/server development and graphical user interface. He has published numerous articles on network simulations and modeling, fuzzy network applications, and design and analysis of algorithms.

George J. Petersen

Dean of the Graduate School of Education, 2010

B.A., M.A., Ph.D., University of California, Santa Barbara

Most recently, George Petersen served as Co-director of the Joint Doctoral Program in Educational Leadership at University of California, Santa Barbara/California Polytechnic State University, San Luis Obispo. His former positions include Chair of the Department of Graduate Studies in the College of Education at Cal Poly and Associate Director of the University Council for Educational Administration, a national research and policy organization. Petersen has extensive experience in program and curriculum development, having designed and taught courses at the undergraduate, master's and doctoral levels. He has also written two books and numerous articles on educational leadership.

Mindy Puopolo

Assistant Professor of Psychology, 2004

B.S., Plymouth State University

M.Ed., Notre Dame College

Psy.D., Pepperdine University

Mindy Puopolo is Director of CLU's Graduate Programs in Psychology. She has held adjunct teaching positions at California State University Northridge, where she earned an award as the Distinguished Faculty Member of the Year, and at Phillips Graduate Institute. Dr. Puopolo's research interests include gender and sexuality, peace psychology, cognitive psychology and attachment theory. Puopolo is a licensed clinical psychologist who specializes in neuropsychological assessment and psychodynamic psychotherapy with an emphasis on object relations theory. She maintains a private practice in Ventura County and serves as a reviewer for the California Board of Psychology's mandatory continuing education program.

Michael Quinlan

Visiting Assistant Professor of Chemistry, 2011

Ph.D., University of California, Berkeley

Michael Quinlan is not new to CLU, having taught in the chemistry department from 1996 to 1997. More recently, he served as general chemistry laboratory coordinator and a research associate at the University of Southern California. Quinlan earned his B.S. in chemistry at West Chester State College and his M.S. and Ph.D. in physical chemistry at the University of California, Berkeley – the latter after a period spent working in industry with SRI International.

Eva Leticia Ramirez

Associate Professor of Spanish, 1996

B.A., M.A., Ph.D., Arizona State University

Eva Ramirez has taught courses on Spanish language, Latin-American culture and civilization, theory of contemporary culture and Mexican literature. A researcher of Mexican and Latin American literature as well as literary and culture theory, Dr. Ramirez has published articles on Mexican literature and literary and nonliterary forms of sociocriticism on Mexico. She also works with the Upward Bound Program as a faculty adviser and a guest lecturer. She holds membership in a number of honorary societies and professional organizations, including Phi Beta Kappa.

Bryan Rasmussen

Assistant Professor of English, 2008

B.A., University of Illinois, Urbana-Champaign

M.A., Ph.D. Indiana University

Bryan Rasmussen is a former Charlotte W. Newcombe Fellow in Religion and Ethics (Woodrow Wilson Foundation) and has served as Managing Editor of the journal *Victorian Studies*. He specializes in British literary and cultural history of the 19th century. His current book project, *Spiritual Ethnographies: Science, Religion, and Ethics in the Nineteenth Century*, explores religion's role in shaping 19th-century social science. Dr. Rasmussen sits on the Advisory Board of CLU's Office of Undergraduate Research and enjoys mentoring students on guided research projects.

Michaela C. Reaves

Professor of History, 1987

B.A., California Lutheran University

M.A., California State University, Northridge

Ph.D., University of California, Santa Barbara

Michaela Reaves specializes in American history, with an emphasis in sociocultural history. Her dissertation work was in the social organization of agrarian societies in California in the 1870s, and she recently published an essay for the Alexander Street Database on fractious farmers. She is working on a paper titled "The Colonial Crone: Women and Menopause in Colonial America." Dr. Reaves received the President's Award for Teaching Excellence in 2004 and has been chosen Professor of the Year three times. In 2008 she collaborated with the Moorpark Unified School District to bring a U.S. Department of Education grant for Teaching American History (TAH) to three local school districts.

Craig Reinhart

Associate Professor of Computer Science, 2002

B.S., California State University, Northridge
M.S., Ph.D., University of Southern California

Craig Reinhart came to CLU from the computer science industry where he directed research in high-level visualization and image processing programs. The author of a number of articles and conference papers, Dr. Reinhart worked at Hughes Aircraft and the Rockwell International Science Center before becoming the manager of a software development company where he patented a number of innovative processes.

Karen Renick

Professor of French, 1972
Certificat du Lycée Climatique de Gérardmer, France
B.A., Occidental College
M.A., Middlebury College
Ph.D., University of Southern California

Besides teaching intermediate and advanced French courses, Karen Renick has led several classes to France to study the country's culture and civilization. A member of the Paris Advisory Council in conjunction with the Study Abroad programs in France, she also supervises student teachers of French in CLU's undergraduate and graduate programs. Dr. Renick serves as National Editor of the Pi Delta Phi newsletter, member of the Pi Delta Phi Executive Board and liaison with the Délégation du Québec de Los Angeles. She is also a member of several professional organizations.

Daniel Restuccio

Instructor in Multimedia, 2003
B.F.A., Syracuse University

Daniel Restuccio is West Coast Editor of Post Magazine, a trade publication that covers production and post-production in the film and television industry. He is owner and Chief Creative Officer of Realwork Entertainment, which is currently in production on a digital feature project and completing post production on three documentaries. He is a former producer at Walt Disney Interactive and Walt Disney Imagineering and has worked on a number of Disney projects for DisneyWorld's EPCOT Center, Disney/MGM Studios and the DiscoverQuest series. For his high-tech multimedia work for the AT&T InfoQuest Center, he received a CINE Gold Eagle Award, an ITVA Silver Award, and a Bronze Award from the Houston and New York International Film Festivals.

Dennis Revie

Professor of Biology, 1988
B.A., Ph.D., University of California, Davis

Dennis Revie's current research is focused on understanding the replication of several mammalian viruses. The majority of the work focuses on understanding the replication of the Hepatitis C virus (HCV), which causes liver and blood diseases. One student project involved determining if HCV, HIV (which causes AIDS) and Human Herpes Virus 6 (HHV-6) can simultaneously infect the same cells. Another project, done in collaboration with the California Institute of Molecular Medicine (CIMM), involves looking at different strains of Feline leukemia virus (FeLV), a major cause of leukemia in cats. Dr. Revie and his students are also working on other genomics projects, in collaboration with another university and on their own.

L. Jeanne Ricci

Lecturer in Education, 2009
B.A., Northeast Louisiana University
M.A., California Lutheran University

Jeanne Ricci is Coordinator of Teacher Candidate Placement and a part-time faculty member. She has been particularly active in facilitating CLU's partnerships with Moorpark Unified School District, where she worked for many years as a teacher, program coordinator, project director and elementary principal. As principal, she provided strong leadership for Walnut Canyon, a magnet school for the visual and performing arts. Ricci is a member of the Association of California School Administrators and has been honored with a number of professional awards. Before moving to California, she was a classroom teacher in Louisiana, Texas and Florida.

Jane Rider

Assistant Professor of Exercise Science, 2003
B.S., M.S., Truman State University
Ph.D., University of Utah

Jane Rider has taught in the Exercise Science Department since 1996. Her specialty area includes the pedagogy courses. A former coach, Dr. Rider has held a variety of positions at Truman State University, University of Utah, Cerritos Junior College, Chapman University and the Boise Unified School District. Her areas of interest include women in sport, running, strength training and scuba diving.

Linda A. Ritterbush

Professor of Geology, 1981
B.S., M.S., California State University, Northridge
MAGL, Fuller Theological Seminary
Ph.D., University of California, Santa Barbara

Linda Ritterbush teaches courses in geology (paleontology, historical geology, water resources) and in the interdisciplinary environmental science major, for which she is current Program Director. Trilobites (fossil arthropods) are a recurrent fascination for Dr. Ritterbush, who has published on extinction patterns, paleoecology, and functional morphology of Agnostid Trilobites. She also speaks and writes on science and religion topics, including evolution controversies and ethical food production. In her spare time, she enjoys hiking, backpacking, kayaking, food gardening, music and reading.

Mariana Robles-Dalany

Assistant Professor of Education, 2009
B.A., University of Southern California
M.A., California State University, Los Angeles
Ph.D., Claremont Graduate University

Mariana Robles-Dalany is Coordinator of the Liberal Studies Program and teaches education courses. She has taught and served as an administrator in both public and private K-12 schools in California, most recently as Lower School Director of Polytechnic School in Pasadena. As a native Spanish speaker and first generation college graduate, she has a keen understanding of the needs and challenges faced by a growing number of California students as reflected in her dissertation titled "Voices of Success: Narratives of College-Bound Latinas." Her interests are in brain research as it relates to attachment theory, child development, and parenting.

Renee Rock

Senior Lecturer in Business, 2007
B.A., California Lutheran University
M.A., California State University, Northridge

Renee Rock began her career as a grant writing consultant for a local nonprofit organization. After entering an MBA program, she went to work for a venture capital company developing business and marketing plans for high-tech startup companies. In 2002, she started her own communications company and has worked with an impressive list of clients including Toyota, Honeywell and Fleetwood. She recently earned a master's in rhetoric and composition from Cal State Northridge where she has taught composition courses.

Robert (Bob) Rumer

Lecturer in Physics, 2008
B.S., Johns Hopkins University
M.S. University of California, Berkeley

Bob Rumer has had 25 years in design, management and marketing of medical instruments, computers, storage systems and semiconductors. He focuses on teaching introductory-level physics and engineering classes in order to spark student interest in science and technology. Rumer's passion for teaching extends beyond his university courses. He promotes engineering to middle school and high school students, and developed and managed the AP outreach program for physics, chemistry, and calculus in 2007 and 2008.

Jean Kelso Sandlin

Assistant Professor in Communication, 2007
B.A., M.P.A., California Lutheran University

Jean Kelso Sandlin joined the CLU faculty after more than 20 years of professional experience in advertising, public relations and journalism. Most recently, she served as creative director for an agency in the Pacific Northwest. Her expertise includes strategy, copywriting and corporate social responsibility. She has directed campaigns for nonprofit organizations, education, government, waste management, healthcare and "green" retailers. Her research interests include social media, digital literacy, authenticity in new media, storytelling in new media and sustainability.

Sigmar Schwarz

Professor of English, 1972
B.A., Augustana College, Sioux Falls
M.A., Ph.D., University of Southern California

A past Woodrow Wilson Fellow and NDEA Fellow, Sig Schwarz is interested in non-Western and minority studies. He currently teaches a seminar in non-Western writers and emphasizes the Afro-American, Chicano and Native American "voices" in his writing and literature courses. Dr. Schwarz does research on the subjects of romanticism and phenomenology. He is active in the Modern Language Association and the National Council of Teachers of English.

Christine Sellin

Associate Professor of Art, 2006
B.A., University of California, Berkeley
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Christine Petra Sellin completed her advanced degrees in 17th century Dutch art history, and her research concentrates on religious art, literature, and narrative imagination in the early modern northern Netherlands. In addition to scholarly articles, Dr. Sellin published her first book, *Fractured Families and Rebel Maidservants: The Biblical Hagar in Seventeenth Century Dutch Art and Literature*, in 2006 (Continuum Books/T&T Clark, London). Her new

book, *From Unholy to Holy: The Four Female Ancestors of Christ According to the Gospel of Matthew*, (with medievalist Ruth Mellinkoff) is slated for publication in early 2010 (Ruth Mellinkoff Publications, Los Angeles).

Mary Jo Shane

Lecturer in the School of Management, 2011
Ph.D., The Fielding Graduate Institute

Mary Jo Shane earned a B.S. in Commerce from DePaul University, an M.A. in organizational management from Antioch University, an M.A. in organizational development and a Ph.D. in human and organizational systems, both from The Fielding Graduate Institute. She has been an adjunct professor of Management at CLU since 2005. Her research interests include virtual work, virtual teams and organizations, cross-cultural organizational issues, and ethnography.

Michael Shaw

Professor of Physics, 2002
B.S., University of California, Berkeley
M.S., Ohio State University
Ph.D., University of California, Santa Barbara

Michael Shaw performed his post-doctoral studies at the University of Cambridge, England. Prior to his current appointment, he was Manager, Design and Reliability Department, Rockwell Scientific. Dr. Shaw enthusiastically seeks to apply his lifelong fascination for the relationships between the structure and properties of all forms of matter to topics in aerospace, power electronics, biomaterials and astrophysics through individual research projects with undergraduate students in his lab. He has received several awards for his publications and presentations, and has more than 45 publications, including a recently published book.

Dennis Sheridan

Professor of Education, 2006
B.A., Louisiana Tech University
M.Ed., Louisiana State University
M.A., Ed.D., Southwestern Baptist Theological Seminary
Ph.D., University of California, Los Angeles

Dennis Sheridan joined the School of Education faculty as a professor in the doctoral program and as Director of the Higher Education Leadership Program. His career in education began in 1975 as a high school teacher of English and social studies. It then took an interesting turn as he transitioned into the field of College Student Affairs, first at Texas Christian University and then at California Baptist University where he served as Vice President for Student Affairs for 10 years. Prior to CLU, Dr. Sheridan spent 12 years on the graduate faculty at Azusa Pacific University, chairing the Department of Higher Education and Organizational Leadership.

Beth Anderson Smith

Associate Professor of Education, 2000
B.S., Ph.D., University of Colorado
M.A., Point Loma Nazarene College

Beth Anderson Smith teaches and supervises teacher candidates pursuing their single subject credentials and master's in education. She has been a bilingual educator for 25 years, in addition to earning her Ph.D. in social, multicultural and bilingual foundations of education and bilingual teacher certification from San Diego State University. She has taught, supervised and led professional development activities at all educational levels (K-12, adult education and higher education) and has had substantial experience with culturally and linguistically diverse students, families and communities both in California and Colorado.

Terry Spehar-Fahey

Lecturer in Art, 2006
B.A., University of California, Los Angeles
M.B.A., Loyola Marymount University

Terry Spehar-Fahey earned her bachelor's degree in painting, sculpture and graphic arts. She has held various teaching and corporate positions in the arts and in business. For the past 20 years, she has been represented by a number of galleries in California including Gallerie Barjur in Mammoth Lakes and High Studio Art Gallery in Moorpark. Spehar-Fahey teaches drawing, watercolor and visual arts in education hoping to inspire her students with the joy of making art that reflects their unique self. She is interested in the study of creativity, art and neuroscience and in the role that the arts can play in mental health. Her latest work is derived from that interest.

Mark Spraggins

Associate Professor of Music, 1998
B.A., Auburn University
M.A., Butler University
D.M.A., University of Southern California (ABD)

Mark Spraggins is active as a composer, musician, and educator. He has composed works for symphony orchestra, choir, wind ensemble, percussion ensemble and various chamber groups. He has received a number of notable awards for his compositions including first prize in the 2000 MACRO

international choral competition. He has received commissions from the Indianapolis Youth Symphony and Indianapolis Children's theater among others. In addition, his music has been performed live on KUSC Los Angeles (Public Radio). Dr. Spraggins has also written and produced music for television programs on the History Channel and the A&E Network.

Harry Starn Jr.

Executive in Residence in the School of Management, 2009
B.S., United States Military Academy, West Point
M.S., University of Colorado, Boulder

Harry Starn is Executive in Residence in the MBA in Financial Planning Program and serves as Associate Director of the California Institute of Finance. His professional certifications include the Chartered Financial Analyst (CFA) and the Certified Financial Planner (CFP®) designations. Starn has taught in the online MBA in Financial Planning Program since 2005 and has more than 20 years of experience in the financial services industry. He manages the fee-only financial planning practice Action Financial Planning LLC. Prior to starting his own practice in 1996, he worked as a registered representative with Financial Network Investment Corporation and later served as the Manager of Special Directors' Services with Lipper Analytical Services, Inc., a consulting department to the mutual fund industry.

Diana Stephens

Associate Professor in Education, 2006
B.A., California State University, Los Angeles
M.A., University of Redlands
M.A., Ph.D. Candidate, Fielding Graduate University

Diana Stephens teaches a variety of courses focused on the theoretical and practitioner skills of professional school counselors. She supervises counseling candidates in k-12 settings, fostering their skill development as school counseling leaders and regularly participates in regional, state and national conferences conducting professional development workshops and presentations. She serves as a Board Member for the Ventura County School Counselors Association and is a Board Institutional Representative for the California Commission on Teacher Credentialing, assessing school counseling programs throughout the state. As Project Coordinator for a grant-funded partnership between CLU and Ventura Unified School District, Dr. Stephens works collaboratively with the superintendent, principals, teachers and school counselors creating systemic change by infusing social emotional curriculum into schools.

Brian Stethem

Instructor in Art, 2005
B.A., California Lutheran University
M.F.A., California Institute of the Arts

Brian Stethem has been a fine art photographer for more than 20 years and has exhibited throughout California. In addition to his fine art work, Stethem is a commercial photographer, creating portrait, event publication and advertising photographs. He also works as a professional retoucher for a commercial photography studio.

Bruce R. Stevenson

Associate Professor of English, 1996
B.A., California Lutheran University
M.A., Ph.D., University of Colorado, Boulder

Bruce Stevenson serves as Coordinator for the Humanities Division and teaches courses in American literature, history of the novel, literary criticism and early American fiction. His scholarship centers on the post-Revolutionary novel in America and on the ways the discourse of the period articulates social and political anxieties. Dr. Stevenson's most recent project focuses on the Perez Morton/Frances Aphthorp scandal in 1788 Boston and on the ways the scandal impacted the intentions behind the writing of the first American novel, *The Power of Sympathy*. Dr. Stevenson is also the faculty sponsor for CLU's chapter of Sigma Tau Delta, the international English honor society.

Walter K. Stewart

Professor of German, 1979
B.A., California State University, Northridge
M.A., Ph.D., University of California, Los Angeles

A specialist in German language and literature, Walter Stewart also lectures on German and American film genres, film structure and criticism and in selected philosophy courses. Dr. Stewart publishes widely on various subjects including Goethe's works, Nietzsche's philosophy, European and American folklore and structuralism. He also maintains membership in the Goethe Society of North America, the Modern Language Association and other professional organizations.

Russell L. Stockard Jr.

Associate Professor of Communication, 1991
B.A., Harvard College
M.A., Harvard University
M.B.A., University of California, Los Angeles
Ph.D., Stanford University

Russell Stockard's interests include new media, particularly marketing and advertising on the World Wide Web and use of new media by diasporic communities of color; sports-related marketing and media; media management; cultural studies; environmental communication; tourism and Caribbean and Latin American studies. His previous professional experience includes satellite communications, telecommunication and cable television. He is active in the Caribbean Studies Association and formerly served as president of the Southern California Chapter of the National Association of Minorities in Cable. Dr. Stockard has done broadcast journalism in Costa Rica and for KCLU-FM, a National Public Radio affiliate located on the CLU campus.

Jarvis Streeter

Professor of Religion, 1988
B.A., University of Southern California
M.Div., Luther Theological Seminary
S.T.M., Yale University Divinity School
Ph.D., Southern Methodist University

A specialist in historical, systematic and philosophical theology, Jarvis Streeter has particular interests in the Christian doctrines of Christology, soteriology, human nature and sin as well as historical Jesus studies and the relationship between science and theology. He has served as a parish pastor, taught high school in an East African village and worked on an archaeological excavation in Israel. Dr. Streeter also studied as a Research Fellow at Yale University and is a member of the American Academy of Religion.

John Tannaci

Assistant Professor of Chemistry, 2008
B.S., Stanford University
Ph.D. University of California, Berkeley

John Tannaci's research is informed by both his undergraduate field of chemical engineering and graduate work in chemistry. Dr. Tannaci likes to teach chemistry within the context of simple biochemistry and/or technology, and is interested in developing interdisciplinary course materials on organic electronics, semiconductor processing, renewable energy, polymer chemistry and nanotechnology. His interest in science education has prompted him to participate in outreach programs to elementary and middle schools.

Victor Thasiah

Assistant Professor of Religion, 2011
Ph.D., Oxford University

Victor Thasiah earned a B.A. in psychology at University of California, Santa Cruz, an M.Div. at Princeton Seminary and, after a research fellowship in theology at the University of Tübingen in Germany, a Ph.D. in theology at Oxford University. His subsequent career included teaching at Oxford University and Elmhurst College, service in the parish at Holy Cross Lutheran Church in Ojai, an editorship at *The Journal of Lutheran Ethics*, and leadership in the Evangelical Lutheran Church of America as assistant director for studies. In the latter role, he addressed "social issues theologically through policy research and development," led the ELCA "in engaging immigration reform, criminal justice system reform and genetics issues," and organized public discussions and lectures related to science and religion.

Samueal Thomas

Associate Professor of Religion, 2006
B.A., St. John's University
M.A., University of Norte Dame
M.Div., Yale University Divinity School
M.A., Ph.D., University of Notre Dame

Samuel Thomas conducts research on the Hebrew Bible and early Jewish texts and traditions, focusing especially on the Dead Sea Scrolls. His interests also include archeology, the formation of early Christianity in its various manifestations, and the history of Jewish-Christian relations. He is the author of *The 'Mysteries' of Qumran: Mystery, Secrecy and Esotericism in the Dead Sea Scrolls* (Society of Biblical Literature / Brill, 2009). Dr. Thomas is Associate Director of the Center for Equality and Justice, is active in campus sustainability initiatives, and teaches a course in environmental ethics. In addition to his academic work, Thomas cultivates his passion for furniture making, poetry and literature, and service and social justice.

Nathan L. Tierney

Professor of Philosophy, 1990
B.A., University of Melbourne
Ph.D., Columbia University

Nathan Tierney's main area of interest is ethics. Among other courses, he teaches ethical theory and social ethics in the undergraduate program and business ethics in the MBA program. He is the author of several papers on ethics and the book *Imagination and Ethical Ideals* (State University Press of New York, 1994). He is currently writing a book titled *Global Justice in War and Peace*. He serves on the advisory board of the Global Ethics and Religion Forum and is a partner in the ethics consulting service, Philosophy in the Real World.

Cecelia Travick-Jackson

Associate Professor of Education, 2003
B.S., Hampton University
M.Ed., University of Hartford

Ph.D., University of New Mexico

While earning a doctorate in language, literature and sociocultural studies, Cecelia Travick-Jackson focused her dissertation on the role and relationship of religion to academic success among African-American women in academia. With an undergraduate degree in theater and a master's in secondary education, she has more than 20 years of experience as a high school teacher and drama director. At CLU, Dr. Travick-Jackson teaches courses in action research and advises master's students with action research projects.

Diana Tsaw

Assistant Professor of Business, 1994
B.S., California State University, Long Beach
M.B.A., University of Southern California
J.D., Loyola Law School
L.L.M., New York University

Diana Tsaw has served as a human resources manager, a corporate and tax attorney and a senior international banking executive, including assignments in Singapore and Hong Kong. Her experience and areas of expertise include legal matters, organizational behavior and international business.

Janice Tucker

Associate Professor of Education, 2004
B.A., Memorial University of Newfoundland
M.Ed., Mount Saint Vincent University
Ed.D., Indiana University

Janice Tucker teaches courses in the master's and doctoral programs in Educational Leadership that focus on educational policy, organizational change and leadership in the K-12 system. Her prior experience includes classroom teacher and administrator in K-12 schools, curriculum consultant in elementary education and eight years in administration at the district level as Assistant Superintendent of Elementary Education and Assistant Director of Programs (K-12). Dr. Tucker has taught at both Mount Saint Vincent University and Indiana University. In addition to teaching and advising graduate students at CLU, she coordinates the Professional Clear Administrative Services Credential Program and regularly presents papers at national and international conferences.

Gail E. Uellendahl

Professor of Education, 1997
B.A., Queens College
M.S., Hofstra University
Ph.D., New York University

Gail Uellendahl serves as Chair of the Counseling and Guidance Department where she teaches a variety of courses focused on the theory and practice of counseling. She came to CLU with more than 16 years of experience designing and implementing college counseling programs at Queens College of the City University of New York. Dr. Uellendahl has a long history of advocacy for students with disabilities and has received numerous grants and awards for her work in this area. Her current research focuses on school counseling practice. In addition to her duties in the Counseling and Guidance Program, she is a practicing licensed psychologist.

Rafaela Fiore Urizar

Assistant Professor of Languages and Cultures (Spanish), 2011
Ph.D., University of Chicago

Since completing her Ph.D. in contemporary Latin American literature at the University of Chicago, Rafaela Urizar taught at the Catholic University of America. She earned her B.A. in literature at Universidad Católica Nuestra Señora de la Asunción in Paraguay and her M.A. in Spanish languages and literatures at the University of North Carolina at Chapel Hill. Her teaching and research interests include Latin American narratives of dictatorship and post-dictatorship; violence, memory and trauma; contemporary Transatlantic studies; relationships among visual arts, literature and popular culture; and women writers.

Seth Wagerman

Assistant Professor of Psychology, 2007
B.A., California State University, Northridge
M.A., Ph.D., University of California, Riverside

Seth Wagerman has published articles and made presentations on his research regarding the dynamic interaction of persons, situations and behavior. In ongoing research with students, he has attempted to create trait-based templates for all 12 astrological sun signs in order to examine the relationships between astrological predictions, self-reported personality, and the implications of social priming. He is also creating a protocol meant to validate a measure of "Academic Entitlement" across educational institutions of varying levels. Dr. Wagerman acts as adviser to the CLU Psychology Club and Chair of the Student Life Committee.

Bill Watkins

Associate Professor of Economics, 2009
B.S., California State University, Northridge

M.S., Ph.D., University of California, Santa Barbara

Bill Watkins is Executive Director of CLU's Center for Economic Research and Forecasting (CERF) and Director of the new M.S. in Economics program, which he helped to launch. Prior to coming to CLU, Watkins served as Executive Director of the University of California, Santa Barbara Economic Forecast Project. During his tenure, he expanded the project's publications and geographic scope and enhanced its reputation. Previously, he served as an economist in the Monetary Affairs Division of the Board of Governors of the Federal Reserve System in Washington, D.C. Watkins has been widely published in academic journals, traditional media and new media and is quoted regularly by news organizations throughout the world on the issues of demographic trends, economic development, workforce issues, equity and California economics.

Allison Wee

Associate Professor of English, 2008

B.A., St. Olaf College

Ph.D., University of Minnesota

Allison Wee received her doctorate in English, specializing in British literature from the Victorian and Modernist periods. A literary historian at heart, her research focuses on government censorship, specifically, the uneven application of Britain's 19th-century obscenity law. Her wide-ranging teaching interests include classical literature, contemporary young adult literature, sex and gender studies, and general college writing skills. Before coming to CLU, she taught at several strong liberal arts colleges in the Midwest, including Carleton, Grinnell and Luther.

Sheridan Wigginton

Associate Professor of Languages and Cultures, 2011

Ph.D., University of Missouri

Sheridan Wigginton comes to CLU from Briar Cliff University, where she chaired the Department of Spanish. Previously she taught at the University of Missouri, St. Louis, where she directed the Foreign Language Teacher Certification program while teaching Spanish in the Department of Anthropology, Sociology and Languages. After earning her B.A. in Spanish at Eastern Kentucky University, Wigginton completed an M.A. in Spanish and a Ph.D. in foreign languages curriculum & instruction at the University of Missouri, Columbia. She currently is working on a study of the impact of shifting racial and ethnic ideologies on "representations of 'black identity' in the school textbooks of the Dominican Republic."

Paul Williams

Associate Professor of Business Administration, 1992

B.S., Old Dominion University

M.B.A., Washington University

Ph.D., Claremont Graduate School

Paul Williams, a Chartered Financial Analyst and a Registered Investment Adviser, teaches classes in both the undergraduate and graduate programs, including Corporate Finance, Financial Analysis, Investments, International Finance and Financial Strategy. Prior to joining CLU, he spent more than 20 years with Atlantic Richfield in numerous management positions related to Marketing, Finance and Strategic Planning.

Joan Wines

Professor of English, 1976

B.A., M.A., University of Detroit

M.A., Ph.D., University of Southern California

In addition to her duties as Chair of the English Department, Joan Wines has been the adviser for CLU's award-winning literary publication *Morning Glory* for the past 12 years. She also directs the Writing Center and the Center for Teaching and Learning (CTL). The CTL provides CLU faculty with one-on-one and group support that includes integrating technology into course redesigns and a Thursday Teaching and Learning series. Much of her scholarship is centered in this area. Dr. Wines is active in the Aldous Huxley research community and was an organizer for the 2008 International Huxley Symposium co-convened by CLU and the Huntington Library.

Paul Witman

Associate Professor of Business, 2006

B.S., University of California, Los Angeles

M.S., Ph.D., Claremont Graduate University

Paul Witman teaches Information Technology Management. His research interests are in software development and reuse, information security, Internet value for businesses, and the scholarship of teaching and learning. . Prior to joining the CLU faculty, he served as Director of Integration Engineering for Digital Insight Corp. and as Director of Global Delivery Systems at Citibank.

Akiko Yasuike

Associate Professor of Sociology, 2006

B.A., Kwansai Gakuin University

B.A., Gonzaga University

M.A., California State University, Northridge Ph.D., University of Southern California

Akiko Yasuike is a sociologist whose research interests include gender, families, immigration, ethnic identity and Japanese society. Educated both in Japan and the United States, she brings international and cross-cultural perspectives into class discussions and raises awareness of global and

cultural diversity in students. Dr. Yasuike is currently Program Coordinator of the Gender and Women's Studies minor and Assistant Director of the International Studies program. She is actively involved in the Japanese community in Southern California and serves as a board member for the U.S. Japan Relationship Fund, Inc.

University Governance

California Lutheran University was formally incorporated on Aug. 4, 1959. The governing bodies of the University are the Convocation, the Board of Regents, the President's Cabinet and the Faculty.

President's Cabinet

The President's Cabinet is the senior executive and administrative body of the University. Under the direction of the president, it is responsible for policy making, strategic planning and implementation, budget, and ensuring that institutional energies and resources are focused on accomplishing the mission and vision of the University.

The President's Cabinet consists of the President, the five divisional vice presidents including the Provost and Vice President for Academic Affairs, the Vice President for University Advancement, the Vice President for Administration and Finance, the Vice President for Student Affairs and Dean of Students, the Vice President for Enrollment Management and Marketing. The Cabinet also includes the Director of Church Relations, the Director of Human Resources, the Special Assistant to the President for Diversity and the Associate Vice President for University Relations.

Board of Regents

The 30-member Board of Regents directs the administration through its policy-making role, safeguards the mission and assets of the University, authorizes budgets and strategic plans, elects the president of the University, and approves the appointment of chief administrative officers and faculty.

Convocation

The 85-person Convocation, which ratifies the election of the University's Board of Regents, represents the corporation of California Lutheran University. The Convocation is made up of members of the five synods of Region II of the Evangelical Lutheran Church in America, faculty, students, the university president and members-at-large. Convocators serve as ambassadors, counselors, recruiters and development support for the University throughout a broad geographic area on the Pacific Coast and in the Southwestern region of the United States.

Administration

Office of the President

Chris Kimball, Ph.D.
President and Chief Executive Officer

The Rev. Melissa Maxwell-Doherty '77, M.Div.
The Rev. Scott Maxwell-Doherty '76, M.Div.
University Pastors

Daniel Kuntz, Ed.D. '11
Director of Athletics

Division of Academic Affairs

Leanne Neilson, Psy.D.
Provost and Vice President for Academic Affairs

Joan Griffin, Ph.D.
Dean of the College of Arts and Sciences

Charles Maxey, Ph.D.
Dean of the School of Management

George J. Petersen, Ph.D.
Dean of the Graduate School of Education

Julius Bianchi, M.P.A.
Associate Provost for Information Services

Maria Kohnke, M.S.
Associate Provost for Academic Services and Registrar

Division of Administrative Services

Karen Davis, MBA '95
Vice President for Administration and Finance

Ryan Van Ommeren, M.S.
Associate Vice President for Facility Operations and Planning

Susan Tolle, M.S.
Director of Human Resources

Division of Enrollment Management and Marketing

Matt Ward, Ph.D.
Vice President for Enrollment Management and Marketing

Division of Student Affairs

William Rosser, M.S.
Vice President for Student Affairs and Dean of Students

Division of University Advancement

Steve Wheatly '77, J.D.
Vice President for University Advancement

Division of University Relations

Lynda Paige Fulford, M.P.A. '97
Associate Vice President for University Relations

Board of Regents

Glen Becerra
*Regional Public Affairs Manager
Southern California Edison
Simi Valley, Calif.*

Wallace Brohaugh
*Owner
Brohaugh Vineyards
Paso Robles, Calif.*

Rebecca Cardone '13
*President
Associated Students, CLU
Thousand Oaks, Calif.*

Sue Chen
*Nova Ortho-Med, Inc.
Founder, CEO
Carson, Calif.*

Dennis Erickson, Ph.D.
*Physicist (retired)
Los Alamos National Laboratory
Los Alamos, N.M.*

Julia L. Fogg, Ph.D.
*Faculty Chair
California Lutheran University
Thousand Oaks, Calif.*

Randall Foster
*Vice President (retired)
Women's and Children's Mental Health and Rehabilitation
Cedars-Sinai*

Los Angeles, Calif.

Rod Gilbert
President
TOLD Corporation
Camarillo, Calif.

Jon Irwin
President
Rhapsody
Los Angeles, Calif.

Ted Jensen
Flight Test Engineer (retired)
Hughes Aircraft
Culver City, Calif.

Chris Kimball, Ph.D.
President
California Lutheran University
Thousand Oaks, Calif.

William Krantz
Former Principal
Boston Partners Asset Management
Los Angeles, Calif.

John Larisey '10
Alumni Representative
Moorpark, Calif.

Jill Lederer
President, CEO
Greater Conejo Valley Chamber of Commerce
Thousand Oaks, Calif.

Rick Lemmo
Senior Vice President of Community Relations
Caruso Affiliated
Los Angeles, Calif.

Susan Lundeen-Smuck '88
Vice President, Human Resources
Kythera Biopharmaceuticals, Inc.
Calabasas, Calif.

Ron McDaniel '88
President
California Credit Union
Glendale, Calif.

The Rev. Frank Nausin '70
Pastor
Holy Trinity Lutheran Church
Thousand Oaks, Calif.

The Rev. Dean W. Nelson
Bishop
Southwest California Synod
Evangelical Lutheran Church in America
Glendale, Calif.

Sasan Nikoomanesh, MBA '99
Financial Advisor
Merrill Edge
Simi Valley, Calif.

Kären Olson, '83
President, CEO
Main Tape
Cranbury, N.J.

Jim Overton
Principal Consultant
Oracle
Reston, Va.

Karen Bornemann '70 Spies
Chair of the Board
Author
Denver, Colo.

Mark Stegemoeller
Partner
Latham & Watkins
Los Angeles, Calif.

Deborah Sweeney
President, CEO
My Corporation
Calabasas, Calif.

GayLyn Talbot
Secretary of the Board
Creative Director
Talbot Design Group, Inc.
Westlake Village, Calif.

David Tiede
President Emeritus
Luther Seminary
St. Paul, Minn.

George Ullman Jr. '76
President
Ullman Bros. Land and Cattle Company
Los Angeles, Calif.

Tim Wennes
Senior Executive Vice President
Union Bank of California
Los Angeles, Calif.

Joan R. Young
Vice President, Brokerage Manager
Sotheby's Realty
Westlake Village, Calif.

Honorary Regent

Takashi Uyeno
President
The Uyeno Group
Yokohama, Japan

Convocation of the University Grand Canyon Synod

James Day '69
Lake Havasu City, A.Z.

Judy Day '69
Lake Havasu City, A.Z.

The Rev. Steve Kruse
Scottsdale, A.Z.

The Rev. Brent Maxwell '93
Paradise Valley, A.Z.

The Rev. Richard Rouse
Phoenix, A.Z.

Julia Sieger
Oro Valley, A.Z.

Shari Solberg-Ayers '83
Tempe, A.Z.

The Rev. Steve Talmage
Phoenix, A.Z.

Pacifica Synod

Jennifer Crum '01
Mission Viejo, Calif.

The Rev. Murray Finck
Yorba Linda, Calif.

Brian Foxworth '00
Menifee, Calif.

Jim Gray
Sun City, Calif.

The Rev. John Knudson
Dana Point, Calif.

Tyler Robinson '01
Anaheim, Calif.

The Rev. Dan Roschke '00
Yorba Linda, Calif.

The Rev. Tony Scheer
Garden Grove, Calif.

Steve Saper '98
Pacific Beach, Calif.

Rocky Mountain Synod

The Rev. James Gonia
Denver, C.O.

The Rev. Ben McCracken
Wheat Ridge, C.O.

Scott Moore
Wheat Ridge, C.O.

Sharon Schofield
Buena Vista, C.O.

Kathryn Swanson, M.A. '82
Fort Collins, C.O.

Marge Doyle Versen
Highlands Ranch, C.O.

Lisa Wilson '83

Park City, U.T.

Sierra Pacifica Synod

Dorothy Arata
Napa, Calif.

The Rev. David Beard '75
Pleasanton, Calif.

Greg Egertson '78
San Francisco, Calif.

The Rev. Frank Espegren '82
Sacramento, Calif.

Don Hermansen '69
Redwood City, Calif.

The Rev. Mark Holmerud
Sacramento, Calif.

Ruth Ann Johnson '65
Sunnyvale, Calif.

Marvie Paulson '78
Davis, Calif.

The Rev. Peg Schultz-Akerson '74
Chico, Calif.

Southwest California Synod

The Rev. Edwin McGee II '76
San Gabriel, Calif.

Bonnie Mohr '74
Monrovia, Calif.

The Rev. Frank Nausin '70
Thousand Oaks, Calif.

The Rev. Dean Nelson
Glendale, Calif.

David White '87
Palmdale, Calif.

Convocators at Large

Robert Gappinger '95
Granada Hills, Calif.

Desta Goehner '96
Camarillo, Calif.

Connie Gray
Olympia, W.A.

Karen Ingram '74
Thousand Oaks, Calif.

Melissa Ronning '83
Seguin, T.X.

Susan Ruby '84
Scottsdale, A.Z.
Rebekkah Weinberger '03

Shelton, Wash.

Faculty Members of the Convocation

Tim Hengst

Cynthia Jew Ph.D.

Michael McCambridge, Ph.D

Seth Wagerman, Ph.D.

Allison Wee, Ph.D.

Colleen Windham-Hughes, M.Div. Ph.D.

Honorary Members of the Convocation

Dr. and Mrs. Luther S. Luedtke
Newton, M.A.

Dr. and Mrs. Mark Mathews
Santa Barbara, Calif.

Dr. and Mrs. Jerry H. Miller
Thousand Oaks, Calif.

Former University Presidents

John R. Sladek, Ph.D.
2006-2007

Luther S. Luedtke, Ph.D.
1992-2006

Jerry H. Miller, D.D.
1981-1992

Mark Mathews, D.B.A.
1972-1980

Raymond Olson, D.D.¹
1963-1971

Orville Dahl, Ed.D.¹
1959-1962

¹ Deceased.

Graduate Centers

California Lutheran University has multiple locations where courses are offered. For complete information regarding these sites and the programs offered, please refer to <http://www.callutheran.edu/admission/graduate/>.

School of Management

Programs Offered

The University offers the following degree, and certificate programs through the School of Management:

- **Master of Business Administration** (General MBA or with professional tracks in):
 - Arts Management and Administration (from Fall 2013)
 - Econometrics
 - Entrepreneurship

- Finance
- Information Technology Management
- International Business
- Macroeconomics
- Management and Organizational Behavior
- Marketing
- Nonprofit & Social Enterprise
- Sustainable Business (from Fall 2012)
- **Master of Business Administration in Financial Planning**
- **Master of Science**
 - Computer Science
 - Economics
 - Information Systems and Technology
- **Certificates**
 - Financial Planning
 - Post MBA Certificate Program Series

The Master of Business Administration (MBA)

The MBA program strives to provide a stimulating, intellectually rigorous, ethically sensitive and personally fulfilling program of learning. The course work is relevant to the professional and lifelong learning needs of professionals and managers in business, education, government, religious and service organizations. The program is designed to develop competencies and skills for innovative and responsible leadership.

Professional tracks in the program include Econometrics, Entrepreneurship, Finance, Information Technology Management, International Business, Macroeconomics, Management and Organizational Behavior, Marketing, and Nonprofit and Social Enterprise. A general MBA is also an option.

Goals of the Program

All MBA students will be involved with the common body of knowledge characteristic of all elements of leadership including the following:

1. The ability to solve problems, based on a knowledge of tools, concepts, and theories of each of the functional business disciplines;
2. The ability to transcend functional boundaries, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
3. The ability to apply specialized skills to managerial problems inherent in a rapidly changing global environment;
4. The ability to effectively harness and use information technology;
5. Effective written, oral and presentation skills;
6. The interpersonal and team leadership skills needed to build an organizational environment that is effective and conducive to collaboration;
7. A sense of professional and social responsibility in the conduct of managerial affairs.

Academic Calendar

Students can select a “blended program” combining some traditional campus based courses with some online courses. The on-campus MBA courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. The online MBA courses are offered year round in five 8-week terms. Please note that only select professional tracks are offered in the online format. Depending on admission requirements, some students may complete the program in as few as 12 months, though they may take up to seven years, if they choose. Students who wish to proceed at a slower pace may do so, as long as they complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants (only) should consult the following: www.callutheran.edu/Business

Candidates for admission to the MBA program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - C. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - D. A previously earned master's degree.

Note: All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GMAT and TOEFL scores and have their transcripts evaluated for equivalency to a U.S. bachelor's degree.

Admission Counseling

Prior to enrollment in graduate classes, the applicant must make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students' questions. Counselors are available by appointment.

Provisional Admission

Under some conditions, after meeting with an admission counselor and with the approval of the Program Director, a student may register for classes before completing the entire admission process. However, the Application for Admission, the \$50 application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

International Students

International students have unique admission requirements. They should refer to the admission requirements for international students listed in the general admission section of this catalog or at <http://www.callutheran.edu/business>.

Requirements for the Master of Business Administration (MBA)

The MBA requires 45 semester credits of course work (36 required and 9 elective credits) which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation credit in the MBA and Post-MBA Programs.

Additional course work may be required for individuals whose academic records reflect the need for preparation in the areas of accounting/finance, communication, economics and/or statistics. The requirement for this preparation is determined during the admission process. These courses, which we call Business Foundations, are primarily designed for students who are admitted to the MBA program but do not have sufficient business and/or academic background. Basic knowledge of word processing, spreadsheet and database applications is expected.

Foundation Courses (3 Credits each)

BUS 511	Foundations of Accounting and Finance	3
BUS 512	Foundations of Business Methods and Communication	3
BUS 513	Foundation of Economics	3
BUS 514	Foundation of Quantitative Methods	3

Required (36 Credits)

BUS 521	Statistical Analysis for Managers	3
BUS 522	Management Science ¹	3
BUS 531	Managerial Economics	3

BUS 551	Managerial Accounting	3
BUS 565	Organizational Theory and Development	3
BUS 567	Behavioral Sciences for Management	3
BUS 568	Business Ethics	3
BUS 573	Law for Business Executives	3
BUS 575	Marketing Theory	3
BUS 581	Management Concepts for Information Technology	3
BUS 591	Financial Principles and Policies ²	3
Capstone Course		
BUS 574	Strategic Management: Capstone Course* (Capstone) ³	3
Total Hours		48

- 1 Prerequisites: BUS 521
- 2 Prerequisites: BUS 521, BUS 531, BUS 551
- 3 All required courses must be completed before enrolling in Strategic Management.

The mandatory attendance policy for all courses offered through the Online MBA at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU Online MBA courses consist of synchronous and asynchronous activities. All activities are mandatory and in some way count towards the final grade. While the degree of participation in asynchronous activities (e.g. weekly assignments, threaded discussions, quizzes, etc. as outlined in the syllabus of an online course) is documented by the degree of completion and the quality of the outcomes, the degree of participation in synchronous activities (e.g. a weekly live chat session in a virtual classroom) is documented by the actual presence of a student during such activities. Based on this general policy, the following apply:

- Attendance of synchronous activities (e.g. weekly live chat session in a virtual classroom) is mandatory for all students and in all Online MBA courses.
- Students may be dropped from the course if they do not attend the first synchronous activity of the course (unless discussed with the instructor prior to the activity) and/or if they have not logged into the learning management system (online course) during the first week of the term.
- Students may miss a maximum of two synchronous activities. Attendance of less than 75% of a synchronous activity will be considered as insufficient (i.e. missed). Failure to meet the individual course attendance requirements may result in a grade of F.
- Students can make up for a maximum of two missed synchronous activities. In the case of a live chat session, students must listen to the archived chat session for that week and complete an assignment at the instructor's discretion.
- In addition to these attendance requirements, each instructor will have separate grading policies concerning participation in synchronous activities.

Professional Tracks

The 11 required courses and final capstone course (36 credits) are the same for all professional tracks. The remaining nine credits may be selected from specified elective courses for each track. MBA students may work toward an MBA in a general track, which consists of nine credits of any MBA electives, or they may choose to earn an MBA with a specialization consisting of nine credits in one of nine professional tracks. All prerequisite core courses should be completed before enrolling in track electives. The professional tracks are:

- Arts Management and Administration
- Econometrics
- Entrepreneurship
- Finance
- Information Technology Management
- International Business
- Macroeconomics
- Management and Organizational Behavior
- Marketing
- Nonprofit & Social Enterprise
- Sustainable Business

Elective Courses

Arts Management and Administration

The Arts Management and Administration track is designed to prepare students for the fluxuating world of arts management and administration with both consumers, organizations, and the global society in mind.

Electives

Select three of the following:		9
BUS 519	Business of the Arts	
BUS 523	The Anthropology & Spirituality of Consumption	
BUS 563	Studies in Cultures	
BUS 589	Economics of Arts & Culture	
BUS 598	Fundraising, Board Development and Succession Planning	
Total Hours		9

Econometrics

The Econometrics sequence trains students to use modern statistical techniques to analyze data. The first course covers the classical regression model. The second course covers panel data techniques, instrumental variables, and limited dependent variable models. The third course emphasizes time-series methods. Serial correlation, univariate and multivariate times-series econometrics will be discussed in detail.

Required Prerequisite Core Course

BUS 531	Managerial Economics	3
Electives (all required)		
ECON 510	Econometrics 1	3
ECON 511	Econometrics 2	3
ECON 512	Econometrics 3	3
Total Hours		12

Entrepreneurship

Discover the natural advantages that result from your company's small size, speed, agility, flexibility, sensitivity to customer's needs, creativity, a spirit of innovation so you can successfully compete. You will become excited about the possibilities, the challenges, and the rewards of owning your own business. You will learn the tools necessary to become successful and be able to work at doing something you really love.

Recommended Prerequisite Core Courses

BUS 551	Managerial Accounting	3
BUS 565	Organizational Theory and Development	3
BUS 567	Behavioral Sciences for Management	3
BUS 575	Marketing Theory	3

Electives

Select three of the following:		9
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 529	Executive Roundtable	
BUS 538	Strategic Public Relations	
BUS 543	International Business Opportunities - European Community, Latin America Or Pacific Rim	
BUS 559	Leadership and Managerial Effectiveness	
BUS 561	Human Resources Management	
BUS 569	New Venture Development *	
BUS 570	Consulting to Business	
BUS 572	Marketing Research	
BUS 576	Sales Management	
BUS 577	Negotiation and Conflict Management	
BUS 578	Consumer Behavior *	
BUS 585	Sustainable Operations Management	
Total Hours		21

* Elective also available online.

Finance

The Finance Track develops financial managers who are aware of the external factors and are proficient in applying the most current tools and quantitative techniques to provide smooth running day-to-day operations, as well as contribute to the company's long-term success. Students will integrate financial strategy and product market strategy; define and measure asset and portfolio risk and return; and develop and implement capital

and dividend policies. Depending on course selection, the skills taught in the Finance Track may also equip students to plan and implement their own financial plan, including managing a personal investment portfolio.

Recommended Prerequisite Core Courses

BUS 521	Statistical Analysis for Managers	3
BUS 531	Managerial Economics	3
BUS 551	Managerial Accounting	3
BUS 591	Financial Principles and Policies	3

Electives

Select three of the following:		9
BUS 526	Corporate Finance	
BUS 527	Financial Strategy	
BUS 528	Strategic Financial Analysis	
BUS 529	Executive Roundtable	
BUS 541	Money and Banking	
BUS 549	International Finance	
BUS 593	Investment and Portfolio Management *	

Total Hours 21

* Elective also available online.

Information Technology Management

The Information Technology Management Track develops business leaders who understand the concepts and methods required to define, design, build, manage and evolve information technology. In addition, students will learn to align technology goals to strategic business goals, design client server applications, develop data communication and networking strategies, assess the business risks and rewards of new information technology, apply re-engineering principles to business processes, and understand the role of the technology manager in business planning.

Recommended Prerequisite Core Course

BUS 581	Management Concepts for Information Technology	3
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Electives

Select three of the following:		9
BUS 503	Project and Change Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 532	Distributed Systems and Applications	
BUS 534	Relational Technology	
BUS 535	Information Security Management	
BUS 537	Green Business	
BUS 539	Global Information Technology	
BUS 583	Business Systems Development	
BUS 584	Data Communications and Network	
BUS 586	Information Systems and Business Strategy	
BUS 587	Management Concepts for E-Business	

Total Hours 12

International Business

Designed to prepare graduates for professional careers in this borderless world economy. Today's managers need to be prepared to interact with other countries, cultures, beliefs and business systems. Therefore, future students of business will need to acquire rather complex skills attributed to cross-cultural management because today's business is increasingly global.

Recommended Prerequisite Core Courses

BUS 531	Managerial Economics	3
BUS 565	Organizational Theory and Development	3
BUS 567	Behavioral Sciences for Management	3
BUS 575	Marketing Theory	3

Electives

Select three of the following:		9
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BUS 529	Executive Roundtable	
BUS 542	Applied International Management *	
BUS 543	International Business Opportunities - European Community, Latin America Or Pacific Rim	
BUS 544	Importing and Exporting *	
BUS 545	International Strategic Planning	
BUS 546	International Marketing	
BUS 549	International Finance	
BUS 592	International Business *	
Total Hours		21

* Elective also available online.

Macroeconomics

The Macroeconomic sequence will establish the core macroeconomic theoretical foundation. It will include study of traditional static models and widely used dynamic modeling techniques in macroeconomic research today. Monetary and fiscal policy and the impacts of each will also be discussed.

Required Prerequisite Core Course

BUS 531	Managerial Economics	3
Electives		
Required Core Courses:		
ECON 530	MacRoeconomic Theory - Part 1	3
ECON 531	MacRoeconomic Theory - Part 2	3
Select one of the following:		3
ECON 540	Development Economics	
ECON 541	International Economics	
Total Hours		12

Management and Organizational Behavior

The Management and Organizational Behavior Track equips managers to understand the dynamics of complex organizations. In addition to specific skills in decision-making, human resource management, conflict resolution, labor and management relations, and issues related to cultural diversity, students will study relationships between organizations and their external environments. They will explore how organizations can respond responsibly to the ecological environment and to social responsibilities. CLU graduates will be prepared to foster innovation, participate in resource acquisition, facilitate change and enhance production and services within their organizations.

Recommended Prerequisite Core Courses

BUS 565	Organizational Theory and Development	3
BUS 567	Behavioral Sciences for Management	3
Electives		
Select three of the following:		9
BUS 503	Project and Change Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 529	Executive Roundtable	
BUS 542	Applied International Management *	
BUS 545	International Strategic Planning	
BUS 553	Current Issues in Management	
BUS 554	Communication for Management	
BUS 556	C.S.R. and Social Enterprise *	
BUS 558	Organizational Dynamics	
BUS 559	Leadership and Managerial Effectiveness *	
BUS 561	Human Resources Management	
BUS 576	Sales Management	
BUS 577	Negotiation and Conflict Management	
BUS 580	Business Transformation	
BUS 585	Sustainable Operations Management	

BUS 586	Information Systems and Business Strategy	
BUS 587	Management Concepts for E-Business	
BUS 592	International Business *	
Total Hours		15

* Elective also available online.

Marketing

The Marketing Track prepares students to apply marketing research tools and concepts in domestic and international markets, identify strategic factors and trends, analyze the external environments, plan campaigns, and understand the application of the principal tools of marketing and sales management.

Recommended Prerequisite Core Course

BUS 575	Marketing Theory	3
Electives		
Select three of the following:		9
BUS 515	Marketing Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 517	Marketing for Nonprofit and Social Enterprise	
BUS 529	Executive Roundtable	
BUS 538	Strategic Public Relations	
BUS 546	International Marketing	
BUS 556	C.S.R. and Social Enterprise *	
BUS 571	Marketing Communications	
BUS 572	Marketing Research	
BUS 576	Sales Management *	
BUS 578	Consumer Behavior *	
BUS 579	Services Marketing *	
Total Hours		12

* Elective also available online.

Nonprofit and Social Enterprise

The Nonprofit & Social Enterprise track develops leaders who are able to upgrade management practices within an organization to achieve financial success while implementing operational approaches that benefit society and the natural environment.

Students will be prepared to work for nonprofit organizations, create Corporate Social Responsibility programs within their commercial companies, or branch out on their own as social entrepreneurs.

Recommended Prerequisite Core Courses

BUS 565	Organizational Theory and Development	3
BUS 567	Behavioral Sciences for Management	3
BUS 575	Marketing Theory	3
Electives		
Select three of the following:		9
BUS 517	Marketing for Nonprofit and Social Enterprise	
BUS 529	Executive Roundtable	
BUS 537	Green Business	
BUS 538	Strategic Public Relations	
BUS 553	Current Issues in Management	
BUS 554	Communication for Management	
BUS 556	C.S.R. and Social Enterprise *	
BUS 559	Leadership and Managerial Effectiveness	

* Elective also available online.

Sustainable Business

The Sustainable Business track will provide students with opportunities to further explore concepts of triple bottom line and sustainability, as the importance of green strategies, technologies and innovations grows, and sustainability becomes incorporated in all aspects of business operations and management. This shift will require a new generation of managers with a vision of sustainability, new skill sets, and different kinds of knowledge, to address sustainability-driven changes.

Electives:

Select three of the following:	9
BUS 537	Green Business
BUS 585	Sustainable Operations Management
BUS 596	Business of Renewable Energy Technologies
BUS 597	Sustainable Marketing
Total Hours	9

Courses

BUS 501. Introduction to Financial Planning. (3).

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

BUS 502. Tax Management and Strategy. (3).

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

BUS 503. Project and Change Management. (3).

Project management is an increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Specifically, the class will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). (cross-listed with IST 503).

BUS 504. Healthcare Information Systems. (3).

This course provides an overview of the business questions Chief Information Officers (CIOs) and Chief Executive Officers (CEOs) of Mobile Technology, Patient Safety, HIPAA, ePrescribing, Telemedicine, Bioinformatics and Emerging Trends. The course will take a practical approach to Healthcare Informatics and will be conducted with a mix of lectures/discussions, student presentations, case studies, demonstrations, in-class exercises, and exams. Interactive discussion during all class sessions is strongly encouraged. (cross-listed with IST 501).

BUS 505. Employee Benefits and Retirement Planning. (3).

This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: BUS 501 and BUS 591.

BUS 506. Risk Management and Insurance. (3).

Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of this course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk. Prerequisites: BUS 501 and BUS 591.

BUS 507. Principles of Estate Planning. (3).

A significant task of a financial planner is to address the estate planning needs of clients. This complex legal area explores issues in transfer of property, wills, trust, gifts, etc. Related issues in valuation, taxes, documentation, etc., are also examined. This course will also delve into issues of probate, freezes, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention will be given to trusts, the use of insurance in estate planning, taxation issues in estate planning, etc. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies. Prerequisites: BUS 501 and BUS 591.

BUS 508. Capstone Course in Financial Planning. (3).

This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFPTM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification. Prerequisites: BUS 501, BUS 505, BUS 506, BUS 507, BUS 524, BUS 591 and BUS 593.

BUS 509. Information Technology Infrastructure. (3).

This hands-on course will explore the configuration and management of the various components involved in information technology infrastructure. Such infrastructure elements as routers, firewalls, mail servers, content management servers, and other such components will be used to develop skills required to manage IT infrastructure. Other components may include storage networks, grid computing, virtual private networks, and wide area networks. The course will use a combination of dedicated devices and virtual machine technologies to gain experience with those techniques at the same time. (cross-listed with IST 502).

BUS 511. Foundations of Accounting and Finance. (3).

Basic principles of accounting and finance will be presented as a foundation for advanced study and as a vocational skill. The course will include covering the accounting cycle, basic financial statements for sole proprietorships, partnerships and corporations as forms of entities, plus the time value of money, stock valuation, weighted average cost of capital, bond interest, and how to use a financial calculator.

BUS 512. Foundations of Business Methods and Communication. (3).

The study of professional business methods with an emphasis on critical analysis of real world business problems, development of professional business correspondence, and planning, organizing, preparing and presenting major business reports and PowerPoint presentations. Significant use of computer skills and public speaking skills will be included.

BUS 513. Foundation of Economics. (3).

This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study of economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments: 1) Introduction to Economics; 2) Market, Price, Quantity, Market Failure, and Concept of Efficiency; 3) Product Market; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

BUS 514. Foundation of Quantitative Methods. (3).

The main objective of this course is to help entering MBA students acquire and/or refresh basic math and quantitative skills needed to succeed in the MBA program. This course aims to review mathematical concepts and methods which are frequently used in core courses such as statistics, management science, finance, economic analysis and accounting. The course is designed for students who have not taken a formal course in math and/or statistics, students that took these courses long ago and need to refresh this knowledge, or students that are not confident with the basic quantitative skills, statistics and mathematics.

BUS 515. Marketing Management. (3).

Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include: product marketing and management, customer satisfaction, pricing, product launching, telemarketing, marketing information systems, channel management, marketing administration, industry marketing, marketing planning, marketing communications, lead management, show participation and marketing campaigns. Prerequisite: BUS 575.

BUS 516. Management and Marketing for High-Technology Innovations. (3).

The global economy is driven by technological innovations. High-tech industries such as nanotech and biotech develop their products and innovative manufacturing processes through systematic application of scientific and technical knowledge. Nowadays, the scope of high-technology applications encompasses a broad cross section of industries. For nonprofit and social enterprises also, sustainability and scaling will increasingly depend on the use of innovative technologies. The course explores the challenges, such as market uncertainty, technological uncertainty and competitive volatility, faced by product managers and marketers in high-tech industries. The role of marketing and creating customer-oriented and market-driven high-tech products and technologies as well as societal and ethical issues arising from the unintended consequences are examined through business case studies. Examples from the emerging nanotechnology and rapidly expanding biotechnology fields are discussed.

BUS 517. Marketing for Nonprofit and Social Enterprise. (3).

Social enterprises and nonprofit organizations - domestic and global - face unique challenges in working to achieve financial sustainability, especially in a time of increasing competition for available charitable funding. The course looks at successful social enterprises, in the U.S. and around the world, that have employed creative earned-income strategies and decreased their dependence on traditional philanthropy. In addition, social marketing trends, technologies and scaling strategies are illuminated. Through readings and discussions, case studies and a group project, students learn how social marketing objectives are accomplished through carefully chosen combinations of research, planning, implementation, and program evaluation.

BUS 518. Emerging Technologies and Issues. (3).

This course will explore current emerging technologies as they relate to information systems in organizations. Topics will change as technology and organizations continue to evolve. Current topics include social computing, "Web 2.0," blogs, wikis, user-generated content, the role of geographic information systems, the role of ethics in information systems and other cutting-edge topics. (cross-listed with IST 570).

BUS 519. Business of the Arts. (3).

The Business of the Arts is an introductory course that surveys the full spectrum of the arts as a business. The course will focus on current & future trends & business practices in a field that is rapidly changing due to the increasing international profile of performing & visual arts & the changing marketing resources provided by the internet & social media. Students will be engaged to investigate the various career opportunities open in the exciting business of professional arts management. This course is required for the professional track & students must complete the appropriate foundation courses.

BUS 521. Statistical Analysis for Managers. (3).

The course is designed to help students acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations and how to interpret results. The course focuses on the use of statistics in research, including defining the research question; designing experiments; collecting, managing and analyzing data; and interpreting the results. Descriptive and inductive statistics will be discussed in detail. Topics include an introduction to math, descriptive methods (i.e., tabular, graphical and numerical methods), sampling design and sampling distribution, probability theory, continuous probability distribution, discrete probability distribution, interval estimation and confidence intervals and hypothesis testing. The course also introduces the use of the computer as a tool in statistical analysis. Students will learn how to describe their data to efficient statistical software (SPSS or Excel) and how to request a data analysis.

BUS 522. Management Science. (3).

The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. Specifically, the course is concerned with the wide variety of quantitative techniques currently being used in the field of management science (a field melding portions of business, economics, statistics, mathematics and other disciplines into a pragmatic effort to help managers make decisions). Topics to be covered are regression analysis (simple as well as multiple variable models), forecasting, linear programming, inventory decision making, PERT & CPM models, decision analysis (deterministic as well as probabilistic models), transportation models, goal programming and simulations. Prerequisite: BUS 521.

BUS 523. The Anthropology & Spirituality of Consumption. (3).

Connects the relationship between the consumption of arts related goods, services & ideas of human spirituality. Consumption has emerged within a spiritual place in the anthropology of western consumers. As such, within the course, current studies & research in the arts consumption sphere & connections to anthropologic spirituality are presented. Principles covered in the course are applicable to management & administration of the arts practice in relation to production of its outputs. This course is required for the professional track.

BUS 526. Corporate Finance. (3).

This course deals with corporate financial decisions involving long-term debt, dividend policy, equity, capital structure, cost of capital and long-term financial planning. These issues will be addressed mostly in the context of the underlying theory and practice. End-of-chapter problems and other assignments are intended to illustrate how ideas introduced in the course are applied to real-world situations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 527. Financial Strategy. (3).

This course deals with the corporate financial strategies as they relate to the areas of valuation, capital budgeting, financial distress, options, risk management, corporate restructuring, dividend policy, international finance, and mergers and acquisitions. These issues are addressed in the context of real case studies. Selected readings and research articles are intended to provide a foundation for introduced concepts and expose the student to the latest thinking in this area. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 528. Strategic Financial Analysis. (3).

This course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 529. Executive Roundtable. (3).

The intent of this course is to serve both as an elective for the Management and Finance emphasis areas in the MBA program or as an optional capstone for Finance majors. Of course, all emphasis areas are welcome to take the course for credit and all students (including undergraduates) are invited to attend the presentation and subsequent discussion for each executive speaker.

BUS 530. Information Systems and Ethics. (3).

Existing and emerging technologies pose important ethical questions for individuals, organizations and society. These questions will be examined from multiple perspectives through in class exercises, debate, dialogue, and discussion as well as readings and media that draw upon broad ethical frameworks, everyday dilemmas, and current trends in information systems. The importance of ethics will be emphasized and applied to thought provoking topics including, but not limited to, ownership of digital works, online identity and expression, and the global nature of information systems. (cross-listed with IST 530).

BUS 531. Managerial Economics. (3).

This course studies the role of economic theory in management analysis and decisions. The study of demand, cost, and supply theories from a business viewpoint are also covered. This course is about economic principles and their relevance to business decision-making. We will explore the interaction of information, economic incentives and market competition and how these interact to determine prices, products available, profits, and patterns of trade and organization. At the end of this course, students should be able to understand how basic economic reasoning can lead to improved managerial decisions.

BUS 531A. Macroeconomics for Investments. (3).

This course is concerned with the application of economic concepts and analyses to issues relevant to investments in particular and financial planning in general. Focus is on understanding basic economic relationships that shape the economy, factors that affect economic growth, issues of government spending and budget deficits, how the Federal Reserve addresses issues of inflation and unemployment, the business cycle and how it affects investment strategy, international interdependence and the economic gains from trade. The course will enable students to apply economic reasoning when constructing investment portfolios. Pre-requisite: BUS 521.

BUS 532. Distributed Systems and Applications. (3).

We use distributed systems every day. Every Web interaction, every email, every bank transaction uses a series of at least two computers to accomplish the task it is been asked to do. Distributed systems require an added level of understanding of how systems work together, as the distribution of applications can have both positive and negative impacts on system behavior. This course provides an overview of distributed computing architectures in terms of hardware and software. Topics will include client/server software and N-tier architectures, middleware, Internet technologies, application development, networking, security, and system management. Prerequisite: BUS 581. (cross-listed with IST 532).

BUS 534. Relational Technology. (3).

Relational database management systems (RDBMS), together with information data models, are the cornerstone of today's information technology architecture. They are key components of distributed computing environments and client server applications. This course will examine the following: 1) the definition and role of RDBMS in today's information technology; 2) the basic aspects of data: structure, integrity and manipulation; 3) information modeling concepts and disciplines; and 4) database modeling tools. Utilizing the Erwin information modeling software and applying the IDEFIX modeling method, the student will participate in the development of an information data model. Prerequisite: BUS 581. (cross-listed with IST 534).

BUS 535. Information Security Management. (3).

This course is designed to expose managers to the major concepts and theory of Information Security. Students will understand and apply the principles upon which any information security program is built. Course will cover the basics of the "10 domains" including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. (cross-listed with IST 535).

BUS 536. Fundamentals of Web Developmnt. (3).

The course provides a foundation in skills and concepts that web developers need to be able to develop highly effective web sites. The primary focus is on learning and using XHTML and CSS. After learning the basics of web page development using XHTML and CSS, a Web Authoring tool is introduced. Microsoft Expression Web makes creating compliant standards-based Web sites faster and easier. A tutorial on Microsoft Expression Web (EW) is offered and EW is used for a course project. The students will learn the skills to build a multipage standards-based web site. (cross-listed with IST 536).

BUS 537. Green Business. (3).

"Green Business" refers to sustainable business that meets customers' needs in ways that solve rather than cause environmental and social problems. Green businesses operate across all business sectors from production of conventional goods/services to developing new breakthrough technologies. This model of socially and environmentally responsible business does not assume a sacrificing of corporate profits. On the contrary, sustainable businesses show financial success in the long-run, benefit many stakeholders while exploiting none. This course explores the tremendous impact green movement is having on marketing and business strategies. It catalogs the adoption of green principles, policies and practices by mainstream corporations, and reviews how clean technologies are helping to optimize natural-science use while improving financial performance.

BUS 538. Strategic Public Relations. (3).

In this course, Public Relations is approached as a proactive and strategic management function. For all kinds of organizations - commercial companies, nonprofits and social enterprises, governments - PR must be a vital function that identifies, establishes and maintains relationships with the key publics upon which organizational success or failure depends. Students study the key theories, models and processes of public relations, while developing a command of PR terminology. They focus on current developments in the macro PR environment, especially the impact of emerging communication technologies. They will study real-world cases involving PR practice, including employee relations, media relations, community relations, customer relations, government relations, issues management, corporate PR, fundraising and institutional development, and emergency PR/crisis communications.

BUS 539. Global Information Technology. (3).

Provides the student with necessary insights into challenges and opportunities of the international use of information technology, as well as the criticality and approach to alignment of I.T. with global enterprise. (cross-listed with IST 539).

BUS 541. Money and Banking. (3).

This course studies the theory and functions of money, the principles of commercial banking and the operations of the fractional reserve banking system in the U.S. The ability of the government to influence the U.S. economy by monetary and fiscal policies is examined. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 542. Applied International Management. (3).

All organizations are directly or indirectly affected by international management issues. This holds true for a small business as well as a major enterprise. Yet, too often, inadequate attention is paid to differing cultures, styles, customs and protocols involved with conducting business across national borders. This class is designed to introduce graduate students to some of the concepts and implications of the accelerating trend of increased globalization. Managing a culturally diverse work force within the same national boundaries will also be addressed. A combination of lectures, videos, case studies and hands-on activities will be used to present the subject in an experiential manner designed for practical application. Prerequisites: BUS 565, BUS 592.

BUS 543. International Business Opportunities - European Community, Latin America Or Pacific Rim. (3).

These are varied international business courses focusing on the potential business opportunities, cultural, political, economic and sociocultural environments specific to three major global arenas. The classes will be taught on a rotating basis, identified in the current term class schedule. International Business Opportunities - European Community Since regional alliances are becoming increasingly important, this course will look in depth at the area known as the European Community. It will examine the history and cooperative spirit that defines this area, in an effort to understand possible business alliances existing there. International Business Opportunities - Latin America This is an advanced international business course focusing on the potential business opportunities existing within this vast regional area. Topics will include common political/legal/economic and sociocultural environments. Specific country research will be the backbone of this course and will afford the students distinct competence in their area of choice. The structure of this class will include lectures, guest speakers, extensive library research, country reports and a formal report including a presentation on a specific country in Latin America. International Business Opportunities - Pacific Rim The Pacific Rim, with half the world's population and one-third of the globe's surface, has become one of the economic powerhouses of the world. This course is designed to explore the cultural, political, economic and sociocultural environments specific to this area. In-depth studies on differing business practices within the Pacific Rim region will provide students with specialized skills for practical business opportunities.

BUS 544. Importing and Exporting. (3).

This course covers the techniques and procedures involved in successfully carrying out export and import transactions. Topics include the language of, and documentation for, international trade, payment terms, trade barriers, export licensing, pricing, order handling, insurance, international collections and international transportation. The functions and operations of Foreign Trade Zones are illustrated, as well as the legislation that affects the international trader to include some of the alternatives to exporting such as licensing, foreign manufacturing and joint ventures. Prerequisites: BUS 565, BUS 567 and BUS 592.

BUS 545. International Strategic Planning. (3).

International Strategic Planning means the ability to plan ahead and stay competitive in the world market, considering the strengths and weaknesses of each individual environment. In fact, the term has extended its importance to become one of central preoccupation of not only private firms but also governments, industries and individuals seeking global successes. The purpose of the course is to examine the specific issues involved in the development of international competitive strategy for various American industries and major firms. Attention will be focused on the following aspects: 1) studying and exploring the meanings and tactics for staying competitive; 2) understanding how and why such strategies are developed; 3) evaluating and analyzing when and why such strategies succeed or fail to offer competitive advantages for a particular firm or industry; and 4) learning and adopting appropriate strategic planning for each individual need and situation. Prerequisites: BUS 565, BUS 567, BUS 592.

BUS 546. International Marketing. (3).

The objectives of this course are 1) to understand the differences between domestic and international marketing; 2) to provide the background and tools necessary to research and analyze major risks and opportunities in foreign markets; and 3) to develop techniques for preparing strategically oriented international marketing plans. Prerequisites: BUS 565, BUS 567, BUS 575 and BUS 592.

BUS 548. SAP for Managers. (3).

IT presents many new opportunities at the enterprise level for the design and implementation of integrated organizational structures and business processes that better align the business to meeting its market demands and allow it to pursue new strategic relationships with other organizations. Enterprise IT primarily involves enterprise resource planning (ERP), supply chain management (SCM), knowledge management (KM), and customer relationship management (CRM) to support and coordinate business activities. This course will explore these opportunities in depth and breadth, including reengineering of business processes, planning enterprise IT, and planning ERP implementation strategies. (cross-listed with IST-548).

BUS 549. International Finance. (3).

This course is designed to familiarize students with the international capital environment and challenges faced by all entrepreneurs seeking global successes. Apart from sessions introducing interest rate parity, purchasing power parity and international Fisher Effect, this course will also cover the pragmatic aspects of finance such as the currency, futures, forwards and options markets. Updated forecasting techniques and methodologies on exchange rates, interest rates and country risk analysis will also be covered. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 551. Managerial Accounting. (3).

This course teaches accounting in relation to the decision-making process; various cost systems; relevance of various cost concepts; direct costing, flexible budgets, distribution costing; break-even analysis; capital budgeting; and other techniques of management planning and control.

BUS 553. Current Issues in Management. (3).

Blending theory and practice, this course offers graduate business students an opportunity to examine emerging issues of importance to contemporary managers. Course content will vary by instructor and may include (but is not limited to) the following: labor/management relations, total quality management, diversity in organizations, issues pertaining to the environment, the value of innovation in the work place and the changing role of organizations in a modern society. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 554. Communication for Management. (3).

The purpose of this course is to enhance verbal, nonverbal and written communication skills. Professional and interpersonal dialogue, group communications and processes will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will be included. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 556. C.S.R. and Social Enterprise. (3).

Corporate Social Responsibility and Social Enterprise encompass concepts and practices by which leading entrepreneurial thinkers and trend-setting companies are making the world a better place while achieving their business goals and objectives. Ascending concepts such as sustainability, social ROI, the triple bottom line, earned income strategies, global governance are discussed - as are the Millennium Developmental Goals. Students study the models and examples of well-run businesses that apply their considerable resources and expertise, becoming engines of social progress.

BUS 558. Organizational Dynamics. (3).

Examination of conceptual models used to facilitate planned organizational change and development by internal and external consultants are considered. Topics include necessary skills for interacting within organizations, intervention strategies and managing client-consultant relationships. Case studies of successful and unsuccessful organizational development efforts are analyzed. The course addresses challenges for organizational change within a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 559. Leadership and Managerial Effectiveness. (3).

Development of core competencies and skills needed for effective managerial leadership in organizations is addressed. Study includes the historical development of the field of leadership, examination of various leadership perspectives and models, and various measures of managerial and organizational effectiveness in a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 561. Human Resources Management. (3).

This course is a comprehensive study of current and research-based introduction to the human resource management function. Major themes include global and cultural dimensions, responsibilities for facilitating ethical behavior by employees and the cost/benefit analysis of human resource programs in dollar terms. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 563. Studies in Cultures. (3).

Studies in Culture exposes students to the arts & aesthetics with the intended purpose of giving an overview of various arts, their purposes, productions & populations in relation to arts management in the greater society. This course is designed to give an overview & history of the studies & aesthetics of culture including performing arts, museums, art history, fine arts, visual arts, literature, hypermedia arts, video gaming, leisure, theatre & other arts. Students are prepared to interact with a variety of industry specialists in their chosen arts management career.

BUS 564. Behavioral Finance. (3).

This course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences - psychology, sociology, and anthropology, as well as to allied social sciences - such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums; therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision-making under uncertainty. The two areas of decision-making behavior that will be thoroughly explored will be in the fields of investment and retirement savings.

BUS 565. Organizational Theory and Development. (3).

Analysis and design of complex organizations with an emphasis on organizational technology is studied. Major theoretical perspectives covered include organization design parameters, structural configurations, organization culture, organizational effectiveness, the external environment, issues related to globalization, change due to emerging organizational technology and others. This course integrates theoretical knowledge with practical applications.

BUS 567. Behavioral Sciences for Management. (3).

Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, innovation, cultural diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

BUS 568. Business Ethics. (3).

Situational dilemmas and relationships with employees, unions, customers, competitors, government and society are examined from an ethical point of view.

BUS 569. New Venture Development. (3).

This course studies the development of new business ventures, encompassing classical entrepreneurial approaches and including the corporate, new venture perspective (entrepreneurship). Considerations include idea generation and development, market research methodologies, financial forecasting and spread sheet formulation, and new venture funding. Behavior and motivational patterns of professional corporate managers will be compared to entrepreneurial characteristics. Case histories are applied and class project development is required. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 570. Consulting to Business. (3).

This course is a study of unique characteristics of closely held business and techniques of the consulting process. Students will perform actual consulting assignments to local businesses through the Small Business Institute. This course allows students to apply academic theory to actual business operations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591. *Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 571. Marketing Communications. (3).

Marketing Communications introduces students to the broad field of integrated communications with the company's markets and other targets of its messages. Students are taught how to integrate the elements of the promotional mix: advertising, direct marketing, sales promotions, publicity/public relations, customer relations and personal selling. A strategic approach to managing marketing and promotional programs is presented and the coordination of various communication functions is carefully addressed. The challenge of targeting and reaching a company's audiences for its marketing communications, as those markets are becoming more and more fragmented, is investigated. New media approaches to reaching those markets are discussed. Prerequisite: BUS 575.

BUS 572. Marketing Research. (3).

Marketing Research consolidates inputs from a variety of sources, including its own surveys. The inputs are analyzed and the results made available in the form of position reports, from which marketing plans and marketing research reports are developed, which are used as inputs to strategic planning. The decision process and the marketing research process are introduced and the importance of the relationship between the two is stressed. Prerequisites: BUS 575 and BUS 521.

BUS 573. Law for Business Executives. (3).

Analysis of the essential aspects of law which pertain to business including materials from the law of contracts, sales, agency, business organizations, property, negotiable instruments and secured transactions. The effects of government regulation on labor and business are analyzed.

BUS 574. Strategic Management: Capstone Course*. (3).

The central theme of Strategic Management is the general manager or CEO's responsibility to oversee the implementation of a strategy that will result in a sustainable competitive advantage for his or her organization. This course will include steps that lead to strategy, how to translate strategy into tactical plans that drive day-to-day action, how to measure performance of the strategy as well as the tactics, and how to decide the corrective action that should be taken when things go wrong. The purpose of this capstone course is to integrate as much of the student's BUS curriculum as possible into a holistic activity. A goal is to show the student how all of the courses that he or she has taken "fit together." Considerable emphasis is placed upon analysis, evaluation and interpretation of information, outcomes, results, etc. "What does this mean and what should be done?" will be questions that are continually addressed. Prerequisite: All other core courses. *Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 575. Marketing Theory. (3).

Marketing Theory is about understanding and appreciating the basic concepts and fundamentals of marketing and how they can be applied toward improving the prospects of companies faced with the opportunities and challenges of doing business in today's business environment. The materials are up-to-date and "real world," and an effort is made to relate to the situations and realities that students are experiencing in their jobs. The student will assess and solve marketing problems.

BUS 576. Sales Management. (3).

This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the work place. Some topics covered include sales cycles; installing a sales process; strategic selling; selling to distributors; OEMs and VARs; telesales, telemarketing and direct marketing; sales planning, budgeting and reporting; sales compensation plans; sales forecasting; account and territory management; conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities. Prerequisite: BUS 575.

BUS 577. Negotiation and Conflict Management. (3).

The course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus tactics and strategies involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, readings, videos and role-plays as well as the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business. Concepts include the nature of negotiation as a tool for managing conflict. The curriculum provides a comprehensive overview of the negotiation process. Students will learn to recognize situations; understand how negotiation works; know how to plan, implement and complete successful negotiations. (cross-listed with PA 577).

BUS 578. Consumer Behavior. (3).

This course is a dynamic analysis of the role of the consumer in the marketplace, purchasing influences and the marketing of both products and services. The knowledge of consumer behavior drives the marketer's research efforts. Prerequisite: BUS 575.

BUS 579. Services Marketing. (3).

Service providers face dramatic changes in their environment, especially the increasingly competitive nature of the marketplace. This requires a distinctive approach to planning and implementing marketing strategy for services as diverse as counseling, consulting, financial services, accounting, healthcare, education and retail. This course integrates traditional marketing theory and creative strategies to address critical issues and tools for the marketing of services. Prerequisite: BUS 575.

BUS 580. Business Transformation. (3).

The purpose of this course is to introduce students to business transformation approaches, methodologies, successes and challenges through scrutiny of recent industry initiatives. Students taking this course will be introduced to current management tools and techniques including activity-based management, value chain analysis, benchmarking, process redesign/automation, shared services/outsourcing, supply chain management and strategic performance measurement. The role of change management and information technology as enablers of the transformation effort will be discussed. Special attention will be given to electronic business/commerce technologies and applications as they relate to business transformation. Classes are organized to stimulate discussion by relating course topics to specific industry cases. The course will leverage both the instructors' and students' occupational experiences to provide students with practical, industry-focused training relevant to today's business environment. Prerequisites: BUS 551 and BUS 591.

BUS 581. Management Concepts for Information Technology. (3).

In today's dynamic and competitive economy, the ability of an enterprise to effectively leverage existing and emerging information technology is a critical success factor in gaining and sustaining a strategic advantage. This course presents management concepts that lead to an understanding of information technology and its role within the enterprise. The challenges of transitioning from legacy technology and business practices to new technology and reengineered business practices will be examined. The course also reviews how to build consensus among business and technology professionals using modern approaches to strategic planning, business process reengineering and system development. Utilizing case studies, the student will apply theory and practice.

BUS 582. Selected Topics. (3).

Topics of current and particular interest in business administration. Students may enroll in more than one selected topics course.

BUS 583. Business Systems Development. (3).

This course provides the student with concepts, tools, and techniques required to analyze business information systems. The course emphasizes structured development approaches using various tools and techniques. The entire Systems Development Life Cycle (SDLC) is introduced. However, the major emphasis will be placed on the problem definition and analysis phases of the SDLC. Topics covered include the role of systems analyst, the systems development life cycle, popular methodologies, systems planning, project management, and systems analysis. A comprehensive case study will be used to apply many of the techniques. Prerequisite: BUS 581. (cross-listed with IST 583).

BUS 584. Data Communications and Network. (3).

Organizations are finding that an effective and efficient means of communicating among distributed entities is a business imperative. This management course addresses current and emerging data communication and networking technologies from a business perspective. The application of these technologies to solve business problems and create competitive advantage is of particular emphasis. Students taking this course will learn to make knowledgeable decisions pertaining to strategies and architects for the deployment of telecommunication technologies. Prerequisite: BUS 581. (cross-listed with IST 584).

BUS 585. Sustainable Operations Management. (3).

Operations management, planning and decision-making activities within an enterprise are studied from two perspectives: first, the theory of the activities within operations management; and second, the applicability and execution within the "sustainable" enterprise. The course provides insights into the trade-offs associated with sustainable operations management decisions and introduces a variety of tools and techniques for assisting managers to make production decisions for both goods and services, implement them in a global ecological environment, and achieve triple bottom line goals for the organization. Individual topics include operations strategy as it relates to the enterprise strategies in the relationships between people, profits and the planet; the tools for production planning, master scheduling, inventory control, forecasting, materials requirements planning, just-in-time systems, quality management and manufacturing and service technologies; and the development, execution and control of sustainable supply chain management (SCM) systems to include the functions of: supplier relationships, logistics, waste management, closed-loop systems, process and product design. Prerequisite: BUS-522.

BUS 586. Information Systems and Business Strategy. (3).

This course provides an overview of contemporary issues in information systems as a strategic and competitive resource for business. The course examines how information technology is aligned to support the goals and strategy of the organization. Topics include strategic planning of information technology, using information technology for competitive advantage, information infrastructure architecture and applications, global information technology issues, information technology as an enabler of business process innovation and information technology-based strategic applications. Prerequisite: BUS 581. (cross-listed with IST 586).

BUS 587. Management Concepts for E-Business. (3).

In today's world the Internet touches part of every business. It has changed the way business is conducted in the world - and has become a requirement for any business to be a competitive player in today's marketplace. Electronic commerce affects professionals across all disciplines of the business world, from finance to government to education, etc. This course provides an overview of electronic commerce, how it is conducted and managed, and its opportunities, along with its risks and limitations. Case studies spanning applications including business-to-consumer, business-to-business, intra-business, electronic funds transfers and underlying technologies will be used for analysis and understanding of both real-world and theoretical electronic commerce business models. Prerequisite: BUS 581. (cross-listed with IST 587).

BUS 589. Economics of Arts & Culture. (3).

A course that covers not only the economics of the fine arts & performing arts, The Economic of Arts & Culture also addresses public policy toward the arts at federal, state & local levels in the U.S. & discussion of the international arts sector is included. The course provides a systematic analysis of the economics of the arts. Theoretical concepts are developed.

BUS 590. Independent Study. (1-4).

Approved research in an area not covered by course work listed in this catalog.

BUS 591. Financial Principles and Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money and capital markets. Prerequisites: BUS 521, BUS 531 and BUS 551.

BUS 592. International Business. (3).

Changes in the world environment are creating drastically different working conditions for today's businesses. In an effort to understand these working conditions theoretically and practically, this introductory course deals with many of the environments that shape or reflect business realities. These environments will include historic and geographic patterns, as well as political/legal and economic business atmospheres. The socio-cultural and technological environments in which businesses participate will be highly emphasized. Course information will be presented through lecture, case study, guest speakers, videos, research projects and other pertinent learning avenues. Prerequisites: BUS 565, BUS 567.

BUS 593. Investment and Portfolio Management. (3).

A study of the various types of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 596. Business of Renewable Energy Technologies. (3).

Renewable Energy Technologies are becoming more and more mainstream. Many countries around the world, including the United States, are instituting policies in support of the development of renewable energy power plants. This course aims to bring an understanding of the technologies, business opportunity, financing and regulatory aspects, and "how to put it all together". A wide range of topics including ocean, hydroelectric, biomass and biofuels, geothermal, wind and solar technologies will be examined. The course explores the status of renewables and current government initiatives, provides a comparison of global business landscapes in support of renewable energy, and evaluates business prospects of developing alternative energy power plants in the United States and abroad.

BUS 597. Sustainable Marketing. (3).

This course is structured around strategic, functional and tactical marketing activities and decisions. The major theme of the course is how marketers can reinvent strategy and craft solutions assuming a sustainable paradigm that represents a circular use of resources, not the linear approach that leads to waste and pollution of ecosystems. Throughout the course, the emphasis will be on how social and environmental aspects are integrated in every step and every action of the whole marketing process. The course also addresses the increasing demand for green products - environmentally friendly, safe, and beneficial for consumers. The triple bottom line framework is discussed with focus on how the sustainability concept inspires new product innovations and brings life-cycle awareness into the product design process. Students will also examine the role of NGOs, regulators and communities which influence building sustainable marketing strategy.

BUS 598. Fundraising, Board Development and Succession Planning. (3).

A course designed to prepart higher level expertise for students interested in fundraising & succession planning in arts organizations in both the for profit & non-profit sectors.

The MBA in Financial Planning

The MBA-Financial Planning degree program helps finance-related professionals keep pace with growing market demand and stay ahead in an increasingly complex career field. In addition, this unique program, designed for mid-level professionals, allows students to meet the education requirements to sit for the prestigious CFP® Certification Exam.

A rigorous, MBA in Financial Planning curriculum is registered and recognized by the Certified Financial Planner Board of Standards, Inc. (CFP® Board) in Washington, D.C. Candidates who wish to sit for the CFP® Certification Examination must successfully complete a CFP® Board-Registered program. CLU's program is the only CFP® Board-Registered program in Ventura County and CLU is one of only two private colleges offering a CFP® Board-Registered program in California.

The on-campus MBA in Financial Planning courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. The online MBA in Financial Planning courses are offered year round in five 8-week terms.

Nationwide, there are more than 200,000 professionals who serve as financial planners and personal financial advisors. Many of the planners work in finance and insurance industries, including securities and commodity brokers, banks, insurance carriers, and financial investment firms. However, about 30 percent of personal financial advisors are self-employed, operating small investment advisory firms, usually in urban areas.

Jobs in the financial planning profession are projected to grow in the next decade by more than 40 percent, a rate that is considerably greater than all other occupations. As baby boomers begin to retire by the millions each year with their retirement savings at their peak, they are increasingly expected to seek the help of financial experts. This is the expected driver for the robust growth of the industry.

Median annual earnings of wage and salary for personal financial advisors were \$68,000 in May 2009. The middle 50 percent earned between \$44,760 and \$116,580. The lowest 10 percent earned less than \$33,790 and the highest 10 percent earned more than \$166,400. These statistics are sourced from the Occupational Employment Statistics (OES) survey program.

CLU's MBA in Financial Planning program is considered to be one of the leading graduate programs in the country. The key benefit of CLU's program is that our students receive a level of education that is generally not available elsewhere. Most programs in the country are either credentialing or undergraduate programs that fulfill only the most basic education required for a planner, and planners with graduate degrees are a rarity in the profession. Graduate students are better prepared to serve clients through higher levels of competency (possessing greater field-specific knowledge and the ability to apply advanced planning techniques) and ethical standards. These two most desired attributes of professional financial planners are also the hallmarks of the students and alumni of CLU's program.

The CFP® Board is a nonprofit professional regulatory organization that requires education, ethics requirements, examination and experience for Certified Financial Planner™ licensees. Along with completing the financial planning course work and passing the certification examination, the CFP® Board also requires successful CFP® licensees to have financial planning-related work experience and adhere to their Code of Ethics and Professional Responsibility. With CFP® certification now available in 15 countries, it is the most widely recognized and respected financial planning credential.

Admission Requirements

Candidates for admission to the MBA in Financial Planning program should submit an application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of approximately 3.0 or higher in upper division undergraduate work is expected;
4. Three letters of recommendation;
5. A personal statement;
6. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post-baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - C. A minimum of nine credits of graduate course work completed and a 3.5 grade point average; or
 - D. A previously earned master's degree.

Note: All applicants who have completed their undergraduate work at a university other than a regionally accredited U.S. institution must submit GMAT scores.

Admission Counseling

Interested individuals should make an appointment for an interview with the MBA in Financial Planning Program Manager. This exploratory meeting will clarify individual program requirements and give prospective students an opportunity to ask questions. For application materials or an interview appointment, call toll free (888) 372-4155.

Provisional Admission

Under some conditions, after meeting with an admission counselor, a student may register for classes before completing the entire admission process. However, the Application for Admission, application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

Requirements for the MBA – Financial Planning

(48 units)

The MBA in Financial Planning requires students to attend a program comprised of 16 courses: eight general MBA courses, and eight financial planning core courses, including a capstone course which must be taken upon completion of the financial planning core courses.

MBA General Requirements

(24 credits)

BUS 521	Statistical Analysis for Managers	3
BUS 531A	Macroeconomics for Investments	3
BUS 551	Managerial Accounting	3
BUS 564	Behavioral Finance	3
BUS 568	Business Ethics	3
BUS 573	Law for Business Executives	3
BUS 575	Marketing Theory	3
BUS 581	Management Concepts for Information Technology	3
Total Hours		24

MBA – Financial Planning Requirements

(24 units)

BUS 591	Financial Principles and Policies	3
BUS 501	Introduction to Financial Planning	3
BUS 593	Investment and Portfolio Management	3
BUS 502	Tax Management and Strategy	3
BUS 505	Employee Benefits and Retirement Planning	3
BUS 506	Risk Management and Insurance	3
BUS 507	Principles of Estate Planning	3
BUS 508	Capstone Course in Financial Planning	3
Total Hours		24

Courses

BUS 501. Introduction to Financial Planning. (3).

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

BUS 502. Tax Management and Strategy. (3).

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

BUS 503. Project and Change Management. (3).

Project management is an increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Specifically, the class will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). (cross-listed with IST 503).

BUS 504. Healthcare Information Systems. (3).

This course provides an overview of the business questions Chief Information Officers (CIOs) and Chief Executive Officers (CEOs) of Mobile Technology, Patient Safety, HIPAA, ePrescribing, Telemedicine, Bioinformatics and Emerging Trends. The course will take a practical approach to Healthcare Informatics and will be conducted with a mix of lectures/discussions, student presentations, case studies, demonstrations, in-class exercises, and exams. Interactive discussion during all class sessions is strongly encouraged. (cross-listed with IST 501).

BUS 505. Employee Benefits and Retirement Planning. (3).

This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: BUS 501 and BUS 591.

BUS 506. Risk Management and Insurance. (3).

Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of this course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk. Prerequisites: BUS 501 and BUS 591.

BUS 507. Principles of Estate Planning. (3).

A significant task of a financial planner is to address the estate planning needs of clients. This complex legal area explores issues in transfer of property, wills, trust, gifts, etc. Related issues in valuation, taxes, documentation, etc., are also examined. This course will also delve into issues of probate, freezes, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention will be given to trusts, the use of insurance in estate planning, taxation issues in estate planning, etc. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies. Prerequisites: BUS 501 and BUS 591.

BUS 508. Capstone Course in Financial Planning. (3).

This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFPTM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification. Prerequisites: BUS 501, BUS 505, BUS 506, BUS 507, BUS 524, BUS 591 and BUS 593.

BUS 509. Information Technology Infrastructure. (3).

This hands-on course will explore the configuration and management of the various components involved in information technology infrastructure. Such infrastructure elements as routers, firewalls, mail servers, content management servers, and other such components will be used to develop skills required to manage IT infrastructure. Other components may include storage networks, grid computing, virtual private networks, and wide area networks. The course will use a combination of dedicated devices and virtual machine technologies to gain experience with those techniques at the same time. (cross-listed with IST 502).

BUS 511. Foundations of Accounting and Finance. (3).

Basic principles of accounting and finance will be presented as a foundation for advanced study and as a vocational skill. The course will include covering the accounting cycle, basic financial statements for sole proprietorships, partnerships and corporations as forms of entities, plus the time value of money, stock valuation, weighted average cost of capital, bond interest, and how to use a financial calculator.

BUS 512. Foundations of Business Methods and Communication. (3).

The study of professional business methods with an emphasis on critical analysis of real world business problems, development of professional business correspondence, and planning, organizing, preparing and presenting major business reports and PowerPoint presentations. Significant use of computer skills and public speaking skills will be included.

BUS 513. Foundation of Economics. (3).

This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study of economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments: 1) Introduction to Economics; 2) Market, Price, Quantity, Market Failure, and Concept of Efficiency; 3) Product Market; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

BUS 514. Foundation of Quantitative Methods. (3).

The main objective of this course is to help entering MBA students acquire and/or refresh basic math and quantitative skills needed to succeed in the MBA program. This course aims to review mathematical concepts and methods which are frequently used in core courses such as statistics, management science, finance, economic analysis and accounting. The course is designed for students who have not taken a formal course in math and/or statistics, students that took these courses long ago and need to refresh this knowledge, or students that are not confident with the basic quantitative skills, statistics and mathematics.

BUS 515. Marketing Management. (3).

Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include: product marketing and management, customer satisfaction, pricing, product launching, telemarketing, marketing information systems, channel management, marketing administration, industry marketing, marketing planning, marketing communications, lead management, show participation and marketing campaigns. Prerequisite: BUS 575.

BUS 516. Management and Marketing for High-Technology Innovations. (3).

The global economy is driven by technological innovations. High-tech industries such as nanotech and biotech develop their products and innovative manufacturing processes through systematic application of scientific and technical knowledge. Nowadays, the scope of high-technology applications encompasses a broad cross section of industries. For nonprofit and social enterprises also, sustainability and scaling will increasingly depend on the use of innovative technologies. The course explores the challenges, such as market uncertainty, technological uncertainty and competitive volatility, faced by product managers and marketers in high-tech industries. The role of marketing and creating customer-oriented and market-driven high-tech products and technologies as well as societal and ethical issues arising from the unintended consequences are examined through business case studies. Examples from the emerging nanotechnology and rapidly expanding biotechnology fields are discussed.

BUS 517. Marketing for Nonprofit and Social Enterprise. (3).

Social enterprises and nonprofit organizations - domestic and global - face unique challenges in working to achieve financial sustainability, especially in a time of increasing competition for available charitable funding. The course looks at successful social enterprises, in the U.S. and around the world, that have employed creative earned-income strategies and decreased their dependence on traditional philanthropy. In addition, social marketing trends, technologies and scaling strategies are illuminated. Through readings and discussions, case studies and a group project, students learn how social marketing objectives are accomplished through carefully chosen combinations of research, planning, implementation, and program evaluation.

BUS 518. Emerging Technologies and Issues. (3).

This course will explore current emerging technologies as they relate to information systems in organizations. Topics will change as technology and organizations continue to evolve. Current topics include social computing, "Web 2.0," blogs, wikis, user-generated content, the role of geographic information systems, the role of ethics in information systems and other cutting-edge topics. (cross-listed with IST 570).

BUS 519. Business of the Arts. (3).

The Business of the Arts is an introductory course that surveys the full spectrum of the arts as a business. The course will focus on current & future trends & business practices in a field that is rapidly changing due to the increasing international profile of performing & visual arts & the changing marketing resources provided by the internet & social media. Students will be engaged to investigate the various career opportunities open in the exciting business of professional arts management. This course is required for the professional track & students must complete the appropriate foundation courses.

BUS 521. Statistical Analysis for Managers. (3).

The course is designed to help students acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations and how to interpret results. The course focuses on the use of statistics in research, including defining the research question; designing experiments; collecting, managing and analyzing data; and interpreting the results. Descriptive and inductive statistics will be discussed in detail. Topics include an introduction to math, descriptive methods (i.e., tabular, graphical and numerical methods), sampling design and sampling distribution, probability theory, continuous probability distribution, discrete probability distribution, interval estimation and confidence intervals and hypothesis testing. The course also introduces the use of the computer as a tool in statistical analysis. Students will learn how to describe their data to efficient statistical software (SPSS or Excel) and how to request a data analysis.

BUS 522. Management Science. (3).

The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. Specifically, the course is concerned with the wide variety of quantitative techniques currently being used in the field of management science (a field melding portions of business, economics, statistics, mathematics and other disciplines into a pragmatic effort to help managers make decisions). Topics to be covered are regression analysis (simple as well as multiple variable models), forecasting, linear programming, inventory decision making, PERT & CPM models, decision analysis (deterministic as well as probabilistic models), transportation models, goal programming and simulations. Prerequisite: BUS 521.

BUS 523. The Anthropology & Spirituality of Consumption. (3).

Connects the relationship between the consumption of arts related goods, services & ideas of human spirituality. Consumption has emerged within a spiritual place in the anthropology of western consumers. As such, within the course, current studies & research in the arts consumption sphere & connections to anthropologic spirituality are presented. Principles covered in the course are applicable to management & administration of the arts practice in relation to production of its outputs. This course is required for the professional track.

BUS 526. Corporate Finance. (3).

This course deals with corporate financial decisions involving long-term debt, dividend policy, equity, capital structure, cost of capital and long-term financial planning. These issues will be addressed mostly in the context of the underlying theory and practice. End-of-chapter problems and other assignments are intended to illustrate how ideas introduced in the course are applied to real-world situations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 527. Financial Strategy. (3).

This course deals with the corporate financial strategies as they relate to the areas of valuation, capital budgeting, financial distress, options, risk management, corporate restructuring, dividend policy, international finance, and mergers and acquisitions. These issues are addressed in the context of real case studies. Selected readings and research articles are intended to provide a foundation for introduced concepts and expose the student to the latest thinking in this area. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 528. Strategic Financial Analysis. (3).

This course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 529. Executive Roundtable. (3).

The intent of this course is to serve both as an elective for the Management and Finance emphasis areas in the MBA program or as an optional capstone for Finance majors. Of course, all emphasis areas are welcome to take the course for credit and all students (including undergraduates) are invited to attend the presentation and subsequent discussion for each executive speaker.

BUS 530. Information Systems and Ethics. (3).

Existing and emerging technologies pose important ethical questions for individuals, organizations and society. These questions will be examined from multiple perspectives through in class exercises, debate, dialogue, and discussion as well as readings and media that draw upon broad ethical frameworks, everyday dilemmas, and current trends in information systems. The importance of ethics will be emphasized and applied to thought provoking topics including, but not limited to, ownership of digital works, online identity and expression, and the global nature of information systems. (cross-listed with IST 530).

BUS 531. Managerial Economics. (3).

This course studies the role of economic theory in management analysis and decisions. The study of demand, cost, and supply theories from a business viewpoint are also covered. This course is about economic principles and their relevance to business decision-making. We will explore the interaction of information, economic incentives and market competition and how these interact to determine prices, products available, profits, and patterns of trade and organization. At the end of this course, students should be able to understand how basic economic reasoning can lead to improved managerial decisions.

BUS 531A. Macroeconomics for Investments. (3).

This course is concerned with the application of economic concepts and analyses to issues relevant to investments in particular and financial planning in general. Focus is on understanding basic economic relationships that shape the economy, factors that affect economic growth, issues of government spending and budget deficits, how the Federal Reserve addresses issues of inflation and unemployment, the business cycle and how it affects investment strategy, international interdependence and the economic gains from trade. The course will enable students to apply economic reasoning when constructing investment portfolios. Pre-requisite: BUS 521.

BUS 532. Distributed Systems and Applications. (3).

We use distributed systems every day. Every Web interaction, every email, every bank transaction uses a series of at least two computers to accomplish the task it is been asked to do. Distributed systems require an added level of understanding of how systems work together, as the distribution of applications can have both positive and negative impacts on system behavior. This course provides an overview of distributed computing architectures in terms of hardware and software. Topics will include client/server software and N-tier architectures, middleware, Internet technologies, application development, networking, security, and system management. Prerequisite: BUS 581. (cross-listed with IST 532).

BUS 534. Relational Technology. (3).

Relational database management systems (RDBMS), together with information data models, are the cornerstone of today's information technology architecture. They are key components of distributed computing environments and client server applications. This course will examine the following: 1) the definition and role of RDBMS in today's information technology; 2) the basic aspects of data: structure, integrity and manipulation; 3) information modeling concepts and disciplines; and 4) database modeling tools. Utilizing the Erwin information modeling software and applying the IDEFIX modeling method, the student will participate in the development of an information data model. Prerequisite: BUS 581. (cross-listed with IST 534).

BUS 535. Information Security Management. (3).

This course is designed to expose managers to the major concepts and theory of Information Security. Students will understand and apply the principles upon which any information security program is built. Course will cover the basics of the "10 domains" including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. (cross-listed with IST 535).

BUS 536. Fundamentals of Web Developmnt. (3).

The course provides a foundation in skills and concepts that web developers need to be able to develop highly effective web sites. The primary focus is on learning and using XHTML and CSS. After learning the basics of web page development using XHTML and CSS, a Web Authoring tool is introduced. Microsoft Expression Web makes creating compliant standards-based Web sites faster and easier. A tutorial on Microsoft Expression Web (EW) is offered and EW is used for a course project. The students will learn the skills to build a multipage standards-based web site. (cross-listed with IST 536).

BUS 537. Green Business. (3).

"Green Business" refers to sustainable business that meets customers' needs in ways that solve rather than cause environmental and social problems. Green businesses operate across all business sectors from production of conventional goods/services to developing new breakthrough technologies. This model of socially and environmentally responsible business does not assume a sacrificing of corporate profits. On the contrary, sustainable businesses show financial success in the long-run, benefit many stakeholders while exploiting none. This course explores the tremendous impact green movement is having on marketing and business strategies. It catalogs the adoption of green principles, policies and practices by mainstream corporations, and reviews how clean technologies are helping to optimize natural-science use while improving financial performance.

BUS 538. Strategic Public Relations. (3).

In this course, Public Relations is approached as a proactive and strategic management function. For all kinds of organizations - commercial companies, nonprofits and social enterprises, governments - PR must be a vital function that identifies, establishes and maintains relationships with the key publics upon which organizational success or failure depends. Students study the key theories, models and processes of public relations, while developing a command of PR terminology. They focus on current developments in the macro PR environment, especially the impact of emerging communication technologies. They will study real-world cases involving PR practice, including employee relations, media relations, community relations, customer relations, government relations, issues management, corporate PR, fundraising and institutional development, and emergency PR/crisis communications.

BUS 539. Global Information Technology. (3).

Provides the student with necessary insights into challenges and opportunities of the international use of information technology, as well as the criticality and approach to alignment of I.T. with global enterprise. (cross-listed with IST 539).

BUS 541. Money and Banking. (3).

This course studies the theory and functions of money, the principles of commercial banking and the operations of the fractional reserve banking system in the U.S. The ability of the government to influence the U.S. economy by monetary and fiscal policies is examined. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 542. Applied International Management. (3).

All organizations are directly or indirectly affected by international management issues. This holds true for a small business as well as a major enterprise. Yet, too often, inadequate attention is paid to differing cultures, styles, customs and protocols involved with conducting business across national borders. This class is designed to introduce graduate students to some of the concepts and implications of the accelerating trend of increased globalization. Managing a culturally diverse work force within the same national boundaries will also be addressed. A combination of lectures, videos, case studies and hands-on activities will be used to present the subject in an experiential manner designed for practical application. Prerequisites: BUS 565, BUS 592.

BUS 543. International Business Opportunities - European Community, Latin America Or Pacific Rim. (3).

These are varied international business courses focusing on the potential business opportunities, cultural, political, economic and sociocultural environments specific to three major global arenas. The classes will be taught on a rotating basis, identified in the current term class schedule. International Business Opportunities - European Community Since regional alliances are becoming increasingly important, this course will look in depth at the area known as the European Community. It will examine the history and cooperative spirit that defines this area, in an effort to understand possible business alliances existing there. International Business Opportunities - Latin America This is an advanced international business course focusing on the potential business opportunities existing within this vast regional area. Topics will include common political/legal/economic and sociocultural environments. Specific country research will be the backbone of this course and will afford the students distinct competence in their area of choice. The structure of this class will include lectures, guest speakers, extensive library research, country reports and a formal report including a presentation on a specific country in Latin America. International Business Opportunities - Pacific Rim The Pacific Rim, with half the world's population and one-third of the globe's surface, has become one of the economic powerhouses of the world. This course is designed to explore the cultural, political, economic and sociocultural environments specific to this area. In-depth studies on differing business practices within the Pacific Rim region will provide students with specialized skills for practical business opportunities.

BUS 544. Importing and Exporting. (3).

This course covers the techniques and procedures involved in successfully carrying out export and import transactions. Topics include the language of, and documentation for, international trade, payment terms, trade barriers, export licensing, pricing, order handling, insurance, international collections and international transportation. The functions and operations of Foreign Trade Zones are illustrated, as well as the legislation that affects the international trader to include some of the alternatives to exporting such as licensing, foreign manufacturing and joint ventures. Prerequisites: BUS 565, BUS 567 and BUS 592.

BUS 545. International Strategic Planning. (3).

International Strategic Planning means the ability to plan ahead and stay competitive in the world market, considering the strengths and weaknesses of each individual environment. In fact, the term has extended its importance to become one of central preoccupation of not only private firms but also governments, industries and individuals seeking global successes. The purpose of the course is to examine the specific issues involved in the development of international competitive strategy for various American industries and major firms. Attention will be focused on the following aspects: 1) studying and exploring the meanings and tactics for staying competitive; 2) understanding how and why such strategies are developed; 3) evaluating and analyzing when and why such strategies succeed or fail to offer competitive advantages for a particular firm or industry; and 4) learning and adopting appropriate strategic planning for each individual need and situation. Prerequisites: BUS 565, BUS 567, BUS 592.

BUS 546. International Marketing. (3).

The objectives of this course are 1) to understand the differences between domestic and international marketing; 2) to provide the background and tools necessary to research and analyze major risks and opportunities in foreign markets; and 3) to develop techniques for preparing strategically oriented international marketing plans. Prerequisites: BUS 565, BUS 567, BUS 575 and BUS 592.

BUS 548. SAP for Managers. (3).

IT presents many new opportunities at the enterprise level for the design and implementation of integrated organizational structures and business processes that better align the business to meeting its market demands and allow it to pursue new strategic relationships with other organizations. Enterprise IT primarily involves enterprise resource planning (ERP), supply chain management (SCM), knowledge management (KM), and customer relationship management (CRM) to support and coordinate business activities. This course will explore these opportunities in depth and breadth, including reengineering of business processes, planning enterprise IT, and planning ERP implementation strategies. (cross-listed with IST-548).

BUS 549. International Finance. (3).

This course is designed to familiarize students with the international capital environment and challenges faced by all entrepreneurs seeking global successes. Apart from sessions introducing interest rate parity, purchasing power parity and international Fisher Effect, this course will also cover the pragmatic aspects of finance such as the currency, futures, forwards and options markets. Updated forecasting techniques and methodologies on exchange rates, interest rates and country risk analysis will also be covered. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 551. Managerial Accounting. (3).

This course teaches accounting in relation to the decision-making process; various cost systems; relevance of various cost concepts; direct costing, flexible budgets, distribution costing; break-even analysis; capital budgeting; and other techniques of management planning and control.

BUS 553. Current Issues in Management. (3).

Blending theory and practice, this course offers graduate business students an opportunity to examine emerging issues of importance to contemporary managers. Course content will vary by instructor and may include (but is not limited to) the following: labor/management relations, total quality management, diversity in organizations, issues pertaining to the environment, the value of innovation in the work place and the changing role of organizations in a modern society. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 554. Communication for Management. (3).

The purpose of this course is to enhance verbal, nonverbal and written communication skills. Professional and interpersonal dialogue, group communications and processes will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will be included. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 556. C.S.R. and Social Enterprise. (3).

Corporate Social Responsibility and Social Enterprise encompass concepts and practices by which leading entrepreneurial thinkers and trend-setting companies are making the world a better place while achieving their business goals and objectives. Ascending concepts such as sustainability, social ROI, the triple bottom line, earned income strategies, global governance are discussed - as are the Millennium Developmental Goals. Students study the models and examples of well-run businesses that apply their considerable resources and expertise, becoming engines of social progress.

BUS 558. Organizational Dynamics. (3).

Examination of conceptual models used to facilitate planned organizational change and development by internal and external consultants are considered. Topics include necessary skills for interacting within organizations, intervention strategies and managing client-consultant relationships. Case studies of successful and unsuccessful organizational development efforts are analyzed. The course addresses challenges for organizational change within a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 559. Leadership and Managerial Effectiveness. (3).

Development of core competencies and skills needed for effective managerial leadership in organizations is addressed. Study includes the historical development of the field of leadership, examination of various leadership perspectives and models, and various measures of managerial and organizational effectiveness in a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 561. Human Resources Management. (3).

This course is a comprehensive study of current and research-based introduction to the human resource management function. Major themes include global and cultural dimensions, responsibilities for facilitating ethical behavior by employees and the cost/benefit analysis of human resource programs in dollar terms. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 563. Studies in Cultures. (3).

Studies in Culture exposes students to the arts & aesthetics with the intended purpose of giving an overview of various arts, their purposes, productions & populations in relation to arts management in the greater society. This course is designed to give an overview & history of the studies & aesthetics of culture including performing arts, museums, art history, fine arts, visual arts, literature, hypermedia arts, video gaming, leisure, theatre & other arts. Students are prepared to interact with a variety of industry specialists in their chosen arts management career.

BUS 564. Behavioral Finance. (3).

This course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences - psychology, sociology, and anthropology, as well as to allied social sciences - such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums; therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision-making under uncertainty. The two areas of decision-making behavior that will be thoroughly explored will be in the fields of investment and retirement savings.

BUS 565. Organizational Theory and Development. (3).

Analysis and design of complex organizations with an emphasis on organizational technology is studied. Major theoretical perspectives covered include organization design parameters, structural configurations, organization culture, organizational effectiveness, the external environment, issues related to globalization, change due to emerging organizational technology and others. This course integrates theoretical knowledge with practical applications.

BUS 567. Behavioral Sciences for Management. (3).

Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, innovation, cultural diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

BUS 568. Business Ethics. (3).

Situational dilemmas and relationships with employees, unions, customers, competitors, government and society are examined from an ethical point of view.

BUS 569. New Venture Development. (3).

This course studies the development of new business ventures, encompassing classical entrepreneurial approaches and including the corporate, new venture perspective (entrepreneurship). Considerations include idea generation and development, market research methodologies, financial forecasting and spread sheet formulation, and new venture funding. Behavior and motivational patterns of professional corporate managers will be compared to entrepreneurial characteristics. Case histories are applied and class project development is required. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 570. Consulting to Business. (3).

This course is a study of unique characteristics of closely held business and techniques of the consulting process. Students will perform actual consulting assignments to local businesses through the Small Business Institute. This course allows students to apply academic theory to actual business operations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591. *Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 571. Marketing Communications. (3).

Marketing Communications introduces students to the broad field of integrated communications with the company's markets and other targets of its messages. Students are taught how to integrate the elements of the promotional mix: advertising, direct marketing, sales promotions, publicity/public relations, customer relations and personal selling. A strategic approach to managing marketing and promotional programs is presented and the coordination of various communication functions is carefully addressed. The challenge of targeting and reaching a company's audiences for its marketing communications, as those markets are becoming more and more fragmented, is investigated. New media approaches to reaching those markets are discussed. Prerequisite: BUS 575.

BUS 572. Marketing Research. (3).

Marketing Research consolidates inputs from a variety of sources, including its own surveys. The inputs are analyzed and the results made available in the form of position reports, from which marketing plans and marketing research reports are developed, which are used as inputs to strategic planning. The decision process and the marketing research process are introduced and the importance of the relationship between the two is stressed. Prerequisites: BUS 575 and BUS 521.

BUS 573. Law for Business Executives. (3).

Analysis of the essential aspects of law which pertain to business including materials from the law of contracts, sales, agency, business organizations, property, negotiable instruments and secured transactions. The effects of government regulation on labor and business are analyzed.

BUS 574. Strategic Management: Capstone Course*. (3).

The central theme of Strategic Management is the general manager or CEO's responsibility to oversee the implementation of a strategy that will result in a sustainable competitive advantage for his or her organization. This course will include steps that lead to strategy, how to translate strategy into tactical plans that drive day-to-day action, how to measure performance of the strategy as well as the tactics, and how to decide the corrective action that should be taken when things go wrong. The purpose of this capstone course is to integrate as much of the student's BUS curriculum as possible into a holistic activity. A goal is to show the student how all of the courses that he or she has taken "fit together." Considerable emphasis is placed upon analysis, evaluation and interpretation of information, outcomes, results, etc. "What does this mean and what should be done?" will be questions that are continually addressed. Prerequisite: All other core courses. *Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 575. Marketing Theory. (3).

Marketing Theory is about understanding and appreciating the basic concepts and fundamentals of marketing and how they can be applied toward improving the prospects of companies faced with the opportunities and challenges of doing business in today's business environment. The materials are up-to-date and "real world," and an effort is made to relate to the situations and realities that students are experiencing in their jobs. The student will assess and solve marketing problems.

BUS 576. Sales Management. (3).

This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the work place. Some topics covered include sales cycles; installing a sales process; strategic selling; selling to distributors; OEMs and VARs; telesales, telemarketing and direct marketing; sales planning, budgeting and reporting; sales compensation plans; sales forecasting; account and territory management; conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities. Prerequisite: BUS 575.

BUS 577. Negotiation and Conflict Management. (3).

The course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus tactics and strategies involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, readings, videos and role-plays as well as the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business. Concepts include the nature of negotiation as a tool for managing conflict. The curriculum provides a comprehensive overview of the negotiation process. Students will learn to recognize situations; understand how negotiation works; know how to plan, implement and complete successful negotiations. (cross-listed with PA 577).

BUS 578. Consumer Behavior. (3).

This course is a dynamic analysis of the role of the consumer in the marketplace, purchasing influences and the marketing of both products and services. The knowledge of consumer behavior drives the marketer's research efforts. Prerequisite: BUS 575.

BUS 579. Services Marketing. (3).

Service providers face dramatic changes in their environment, especially the increasingly competitive nature of the marketplace. This requires a distinctive approach to planning and implementing marketing strategy for services as diverse as counseling, consulting, financial services, accounting, healthcare, education and retail. This course integrates traditional marketing theory and creative strategies to address critical issues and tools for the marketing of services. Prerequisite: BUS 575.

BUS 580. Business Transformation. (3).

The purpose of this course is to introduce students to business transformation approaches, methodologies, successes and challenges through scrutiny of recent industry initiatives. Students taking this course will be introduced to current management tools and techniques including activity-based management, value chain analysis, benchmarking, process redesign/automation, shared services/outsourcing, supply chain management and strategic performance measurement. The role of change management and information technology as enablers of the transformation effort will be discussed. Special attention will be given to electronic business/commerce technologies and applications as they relate to business transformation. Classes are organized to stimulate discussion by relating course topics to specific industry cases. The course will leverage both the instructors' and students' occupational experiences to provide students with practical, industry-focused training relevant to today's business environment. Prerequisites: BUS 551 and BUS 591.

BUS 581. Management Concepts for Information Technology. (3).

In today's dynamic and competitive economy, the ability of an enterprise to effectively leverage existing and emerging information technology is a critical success factor in gaining and sustaining a strategic advantage. This course presents management concepts that lead to an understanding of information technology and its role within the enterprise. The challenges of transitioning from legacy technology and business practices to new technology and reengineered business practices will be examined. The course also reviews how to build consensus among business and technology professionals using modern approaches to strategic planning, business process reengineering and system development. Utilizing case studies, the student will apply theory and practice.

BUS 582. Selected Topics. (3).

Topics of current and particular interest in business administration. Students may enroll in more than one selected topics course.

BUS 583. Business Systems Development. (3).

This course provides the student with concepts, tools, and techniques required to analyze business information systems. The course emphasizes structured development approaches using various tools and techniques. The entire Systems Development Life Cycle (SDLC) is introduced. However, the major emphasis will be placed on the problem definition and analysis phases of the SDLC. Topics covered include the role of systems analyst, the systems development life cycle, popular methodologies, systems planning, project management, and systems analysis. A comprehensive case study will be used to apply many of the techniques. Prerequisite: BUS 581. (cross-listed with IST 583).

BUS 584. Data Communications and Network. (3).

Organizations are finding that an effective and efficient means of communicating among distributed entities is a business imperative. This management course addresses current and emerging data communication and networking technologies from a business perspective. The application of these technologies to solve business problems and create competitive advantage is of particular emphasis. Students taking this course will learn to make knowledgeable decisions pertaining to strategies and architects for the deployment of telecommunication technologies. Prerequisite: BUS 581. (cross-listed with IST 584).

BUS 585. Sustainable Operations Management. (3).

Operations management, planning and decision-making activities within an enterprise are studied from two perspectives: first, the theory of the activities within operations management; and second, the applicability and execution within the "sustainable" enterprise. The course provides insights into the trade-offs associated with sustainable operations management decisions and introduces a variety of tools and techniques for assisting managers to make production decisions for both goods and services, implement them in a global ecological environment, and achieve triple bottom line goals for the organization. Individual topics include operations strategy as it relates to the enterprise strategies in the relationships between people, profits and the planet; the tools for production planning, master scheduling, inventory control, forecasting, materials requirements planning, just-in-time systems, quality management and manufacturing and service technologies; and the development, execution and control of sustainable supply chain management (SCM) systems to include the functions of: supplier relationships, logistics, waste management, closed-loop systems, process and product design. Prerequisite: BUS-522.

BUS 586. Information Systems and Business Strategy. (3).

This course provides an overview of contemporary issues in information systems as a strategic and competitive resource for business. The course examines how information technology is aligned to support the goals and strategy of the organization. Topics include strategic planning of information technology, using information technology for competitive advantage, information infrastructure architecture and applications, global information technology issues, information technology as an enabler of business process innovation and information technology-based strategic applications. Prerequisite: BUS 581. (cross-listed with IST 586).

BUS 587. Management Concepts for E-Business. (3).

In today's world the Internet touches part of every business. It has changed the way business is conducted in the world - and has become a requirement for any business to be a competitive player in today's marketplace. Electronic commerce affects professionals across all disciplines of the business world, from finance to government to education, etc. This course provides an overview of electronic commerce, how it is conducted and managed, and its opportunities, along with its risks and limitations. Case studies spanning applications including business-to-consumer, business-to-business, intra-business, electronic funds transfers and underlying technologies will be used for analysis and understanding of both real-world and theoretical electronic commerce business models. Prerequisite: BUS 581. (cross-listed with IST 587).

BUS 589. Economics of Arts & Culture. (3).

A course that covers not only the economics of the fine arts & performing arts, The Economic of Arts & Culture also addresses public policy toward the arts at federal, state & local levels in the U.S. & discussion of the international arts sector is included. The course provides a systematic analysis of the economics of the arts. Theoretical concepts are developed.

BUS 590. Independent Study. (1-4).

Approved research in an area not covered by course work listed in this catalog.

BUS 591. Financial Principles and Policies. (3).

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money and capital markets. Prerequisites: BUS 521, BUS 531 and BUS 551.

BUS 592. International Business. (3).

Changes in the world environment are creating drastically different working conditions for today's businesses. In an effort to understand these working conditions theoretically and practically, this introductory course deals with many of the environments that shape or reflect business realities. These environments will include historic and geographic patterns, as well as political/legal and economic business atmospheres. The socio-cultural and technological environments in which businesses participate will be highly emphasized. Course information will be presented through lecture, case study, guest speakers, videos, research projects and other pertinent learning avenues. Prerequisites: BUS 565, BUS 567.

BUS 593. Investment and Portfolio Management. (3).

A study of the various types of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 596. Business of Renewable Energy Technologies. (3).

Renewable Energy Technologies are becoming more and more mainstream. Many countries around the world, including the United States, are instituting policies in support of the development of renewable energy power plants. This course aims to bring an understanding of the technologies, business opportunity, financing and regulatory aspects, and "how to put it all together". A wide range of topics including ocean, hydroelectric, biomass and biofuels, geothermal, wind and solar technologies will be examined. The course explores the status or renewables and current government initiatives, provides a comparison of global business landscapes in support of renewable energy, and evaluates business prospects of developing alternative energy power plants in the United States and abroad.

BUS 597. Sustainable Marketing. (3).

This course is structured around strategic, functional and tactical marketing activities and decisions. The major theme of the course is how marketers can reinvent strategy and craft solutions assuming a sustainable paradigm that represents a circular use of resources, not the linear approach that leads to waste and pollution of ecosystems. Throughout the course, the emphasis will be on how social and environmental aspects are integrated in every step and every action of the whole marketing process. The course also addresses the increasing demand for green products - environmentally friendly, safe, and beneficial for consumers. The triple bottom line framework is discussed with focus on how the sustainability concept inspires new product innovations and brings life-cycle awareness into the product design process. Students will also examine the role of NGOs, regulators and communities which influence building sustainable marketing strategy.

BUS 598. Fundraising, Board Development and Succession Planning. (3).

A course designed to prepart higher level expertise for students interested in fundraising & succession planning in arts organizations in both the for profit & non-profit sectors.

Certificate in Financial Planning

The Certificate in Financial Planning is a program tailored for professionals who already have an MBA or other graduate business-related professional degree or those with significant experience in the financial planning field. The program consists of the eight financial planning courses (three credits each.) Candidates in the Certificate program will also be instructed in all the 89 topics in financial planning, as prescribed by the Certified Financial Planner Board of Standards. Candidates who successfully complete this rigorous program will also be eligible to sit for the CFP® Exam.

Admission Requirements

This program is especially suitable for experienced professionals in the Financial Planning industry as well as those who have advanced degrees in business-related disciplines (e.g., MBA, MS in Finance, MAS, MS in Taxation, CPA, JD, etc.). While those with advanced degrees from regionally accredited U.S. universities will be automatically granted entry into the program, professionals from the field will be admitted only on a case-by-case basis after eligibility conditions have been met.

Certificate in Financial Planning Requirements

BUS 591	Financial Principles and Policies	3
BUS 501	Introduction to Financial Planning	3
BUS 593	Investment and Portfolio Management	3
BUS 502	Tax Management and Strategy	3
BUS 505	Employee Benefits and Retirement Planning	3
BUS 506	Risk Management and Insurance	3
BUS 507	Principles of Estate Planning	3

The MBA in Financial Planning program is also available online and consists of five 8-week terms. For more information, please visit www.callutheran.edu/cif.

The Post MBA Certificate Program Series

CLU's Post MBA Certificate Series enables those with MBAs to further distinguish themselves in the work force and advance their career opportunities by continuing to broaden their knowledge base.

Individuals who have already earned their MBA, MPPA or a similar advanced degree can earn a certificate in one of CLU's MBA professional tracks by completing a set of four targeted courses.

With departmental consent, candidates may design interdisciplinary programs to meet their individual needs. The Post MBA program is tailored to the working professional and a certificate of mastery can be completed in one year by attending class one evening per week.

Specifics of the Program-CLU's Post MBA Certificate Program Series

- is offered exclusively to individuals who already hold an MBA or similar graduate-level degree.
- can be completed in one year by going to class one night per week, or by taking two years to complete the four courses. Courses are offered year-round (four 11-week in-class terms and five 8-week online terms per year) giving certificate candidates flexibility to balance the demands of career and personal commitments with the pace of the program.
- is tailored to the working professional. Classes are held in the evening and, in some cases, on Saturdays.
- provides a choice of seven professional tracks: Entrepreneurship, Finance, Information Technology Management, International Business, Management and Organizational Behavior, Marketing, and Nonprofit and Social Enterprise. Course requirements will vary depending on applicant's academic background and will be determined during the admission process.
- allows professionals to continue graduate-level study at a significantly discounted rate (see University Costs for tuition and fees).

Admission Counseling

Prior to enrollment in classes, applicants may make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students' questions. If you would like advisement or wish to meet with an admission counselor, call (805) 493-3127 to schedule an appointment.

Admission Requirements

Candidates for admission to the Post MBA Certificate Program Series should provide the Graduate Enrollment Office with the following:

1. A completed application form and non-refundable application fee.
2. Evidence of an interview with an admission counselor.
3. If your MBA was not earned at CLU, submit official transcripts of your MBA.¹

¹ Additional documentation may be required including undergraduate transcripts.

Registration

Once you receive an admission confirmation, you may register for classes by following the instructions on the Registrar's Office website at www.callutheran.edu/registrar. There are four 11-week terms each year:

1. Fall (September-November)
2. Winter (November-February)
3. Spring (February-May)
4. Summer (May-August)

and five 8-week online terms:

1. Term 1 (August-October)
2. Term 2 (October-December)
3. Term 3 (January-February)

4. Term 4 (March-May)
5. Term 5 (May-July)

New students may begin the program at the start of any term once they have been admitted.

Program Completion

All work toward a certificate must be completed within two years. The term before completion of course work, students must submit an Application for Certificate to the Registrar's Office. Upon completion of all course work, graduates will receive a certificate of mastery and official transcripts detailing their course work.

Professional Tracks (available to U.S. students only)

Post MBA Certificate Program Series students may select four courses from a specific track or they may work toward a customized program, which consists of four courses in any of the professional tracks. Students interested in a customized program must meet with an adviser and acquire departmental consent. The professional tracks are Entrepreneurship, Finance, Information Technology Management, International Business, Management and Organizational Behavior, Marketing, and Nonprofit and Social Enterprise.

Entrepreneurship

Successful completion of four of the following courses is required to earn a Certificate in Entrepreneurship. (Each course is 3 credits.)

Select four of the following:

BUS 516	Management and Marketing for High-Technology Innovations	12
BUS 529	Executive Roundtable	
BUS 538	Strategic Public Relations	
BUS 543	International Business Opportunities - European Community, Latin America Or Pacific Rim	
BUS 559	Leadership and Managerial Effectivenss	
BUS 561	Human Resources Management	
BUS 569	New Venture Development *	
BUS 570	Consulting to Business	
BUS 572	Marketing Research	
BUS 576	Sales Management	
BUS 577	Negotiation and Conflict Management	
BUS 578	Consumer Behavior *	
BUS 585	Sustainable Operations Management	

Total Hours 12

* Elective also available online.

Finance

Successful completion of four of the following courses is required to earn a Certificate in Finance. (Each course is 3 credits.)

Select four of the following:

BUS 526	Corporate Finance	12
BUS 527	Financial Strategy	
BUS 528	Strategic Financial Analysis	
BUS 529	Executive Roundtable	
BUS 541	Money and Banking	
BUS 549	International Finance	
BUS 593	Investment and Portfolio Management *	

Total Hours 12

* Elective also available online.

Information Technology Management

Successful completion of four of the following courses is required to earn a Certificate in Information Technology Management. (Each course is 3 credits.)

Select four of the following:		12
BUS 503	Project and Change Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 532	Distributed Systems and Applications	
BUS 534	Relational Technology	
BUS 535	Information Security Management	
BUS 537	Green Business	
BUS 539	Global Information Technology	
BUS 583	Business Systems Development	
BUS 584	Data Communications and Network	
BUS 586	Information Systems and Business Strategy	
BUS 587	Management Concepts for E-Business	
Total Hours		12

International Business

Successful completion of four of the following courses is required to earn a Certificate in International Business. (Each course is 3 credits.)

Select four of the following:		12
BUS 529	Executive Roundtable	
BUS 542	Applied International Management *	
BUS 543	International Business Opportunities - European Community, Latin America Or Pacific Rim	
BUS 544	Importing and Exporting *	
BUS 545	International Strategic Planning	
BUS 546	International Marketing	
BUS 549	International Finance	
BUS 592	International Business *	
Total Hours		12

* Elective also available online

Management and Organizational Behavior

Successful completion of four of the following courses is required to earn a Certificate in Management/Organizational Behavior. (Each course is 3 credits.)

Select four of the following:		12
BUS 503	Project and Change Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 529	Executive Roundtable	
BUS 542	Applied International Management *	
BUS 545	International Strategic Planning	
BUS 553	Current Issues in Management	
BUS 554	Communication for Management	
BUS 556	C.S.R. and Social Enterprise *	
BUS 558	Organizational Dynamics	
BUS 559	Leadership and Managerial Effectiveness *	
BUS 561	Human Resources Management	
BUS 576	Sales Management	
BUS 577	Negotiation and Conflict Management	

BUS 580	Business Transformation	
BUS 585	Sustainable Operations Management	
BUS 586	Information Systems and Business Strategy	
BUS 587	Management Concepts for E-Business	
BUS 592	International Business *	
Total Hours		12

* Elective also available online.

Marketing

Successful completion of four of the following courses is required to earn a Certificate in Marketing. (Each course is 3 credits.)

Select four of the following:		12
BUS 515	Marketing Management	
BUS 516	Management and Marketing for High-Technology Innovations	
BUS 517	Marketing for Nonprofit and Social Enterprise	
BUS 529	Executive Roundtable	
BUS 538	Strategic Public Relations	
BUS 546	International Marketing	
BUS 556	C.S.R. and Social Enterprise *	
BUS 571	Marketing Communications	
BUS 572	Marketing Research	
BUS 576	Sales Management *	
BUS 578	Consumer Behavior *	
BUS 579	Services Marketing *	
Total Hours		12

* Elective also available online.

Nonprofit & Social Enterprise

Successful completion of four of the following courses is required to earn a Certificate in Nonprofit & Social Enterprise. (Each course is 3 credits.)

Select four of the following:		12
BUS 517	Marketing for Nonprofit and Social Enterprise	
BUS 529	Executive Roundtable	
BUS 537	Green Business	
BUS 538	Strategic Public Relations	
BUS 553	Current Issues in Management	
BUS 554	Communication for Management	
BUS 556	C.S.R. and Social Enterprise *	
BUS 559	Leadership and Managerial Effectiveness	
BUS 579	Services Marketing	
Total Hours		12

* Elective also available online.

Sustainable Business

Successful completion of four of the following courses is required to earn a Certificate in Sustainable Business. (Each course is 3 credits.)

Select four of the following:		12
BUS 537	Green Business	
BUS 585	Sustainable Operations Management	
BUS 596	Business of Renewable Energy Technologies	

The Master of Science in Computer Science

The Master of Science in Computer Science (MSCS) program is a comprehensive master's program providing in-depth professional training in a range of computer science subjects including database design, computer network and security, informatics, embedded systems, artificial intelligence and computer vision.

It is designed to provide computer professionals with advanced conceptual tools and a strong practical component and prepare students for positions in industry, academia and government. Upon completion, students will be well qualified for a career in a field where an unprecedented demand exists for highly trained men and women.

An important aspect of the MSCS program at CLU is the wealth of "hands-on" opportunities for students. Courses are carefully designed to combine the study of fundamental theory with sound practice, applying technologies to real-world problems in the comfort of the classroom. And, given the constant change that exists in the field, the program offers special topic courses that can keep students abreast of the newest technological advances as they are introduced.

Goals of the Program

The goals of the MSCS program are to produce graduates with a breadth of knowledge in state-of-the-art computer science technologies and depth of knowledge in a chosen field of interest. Such knowledge will allow graduates to make an immediate impact as professionals in their field of choice.

Students accomplish these by:

1. Obtaining a broad understanding of the most current topics in computer science through a set of core courses.
2. Obtaining a deep understanding of a specific topic in computer science through a sequence of elective courses designed to study various aspects of the chosen topic.
3. Completion of a graduate project in a chosen area of interest under the guidance and supervision of a professor skilled in the area.

Upon completion of the MSCS program, graduates will possess the knowledge necessary to make an immediate impact on an institution's needs in the field of computer science.

Academic Calendar

Four 11-Week Terms

CLU offers Master of Computer Science courses year round in four 11-week terms: Fall, Winter, Spring and Summer.

Completion Time

Newly admitted students may start the master's program in any term (Fall, Winter, Spring or Summer). It is possible to complete the program in five terms for students with a bachelor's degree in computer science or related areas when they take two courses per term. Eight units are considered a full load, although some students prefer one course per term. The degree must be finished within five years from the program starting date.

Admission Requirements

Candidates for admission to the MSCS program should apply at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an admission interview;
3. Meeting with admission counselor and approval from program director;
4. Official transcripts showing a bachelor's degree from a regionally accredited institution. Normally, a grade point average of approximately 3.0 or higher in upper division undergraduate work is expected;
5. Three letters of recommendation;
6. A personal statement;
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-C below must include Graduate Record Examination (GRE) scores in their admission portfolio. The GRE may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or

- B. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work: or
- C. A minimum of nine credits of graduate course work completed and a 3.5 grade point average

International Students

International students have unique admission requirements. They should refer to the admission requirements for international students listed in the general admission section of this catalog.

International applicants should refer to the International Student application available through the Graduate and Adult Programs Office or through the MSCS website: www.callutheran.edu/MSCS.

CS Specific Admission Requirements

- Students who have a bachelor's degree in computer science or related areas must include one semester in each of the following subject areas in their undergraduate degree: C+ +/Java programming, Operating Systems, Database, Computer Networks, and Discrete Math.
- For students with a bachelor's degree in other disciplines, additional course work may be required or recommended as a condition of admission. These students generally take the following courses before they can take any graduate level courses in the CS department. Required courses are:

CSC 210	Introduction to Computer Programming	4
CSC 340	Operating Systems	4
CSC 410	Database Management Systems	4
CSC 350	Introduction to Data Communications and Networks	4
MATH 241	Discrete Mathematics	4
Total Hours		20

Students must obtain a B or above in each course.

Note: All applicants who have completed their undergraduate work at an institution outside of the United States must have their transcripts evaluated for equivalency to a U.S. bachelor's degree and submit GRE and TOEFL scores.

Provisional Admission

Under some conditions, after meeting with an admission counselor, a student may register for classes before completing the entire admission process; however, the Application for Admission, the \$50 application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements before they start taking graduate courses. Provisionally admitted students are not eligible for financial aid.

Requirements for the Master of Science in Computer Science

The program leading to the Master of Science degree requires 40 semester credits which must be completed within a five-year period. Additional course work may be required for individuals whose academic records reflect the need for preparation as determined during the academic advisement interview. For students conditionally admitted, successful completion of required undergraduate courses removes conditional admission status.

Project Option: Total 40 credits

CSC 599A	Graduate Project (two semesters)	4
CSC 599B	Graduate Project	4
Select three of the following:		12
CSC 500	Advanced Algorithm and Data Structure	
CSC 510	Advanced Database Systems	
CSC 521	Advanced Computer System Architecture	
CSC 540	Advanced Operating Systems	
CSC 550	Advanced Network and Data Communication	
Electives ¹		20
Total Hours		40

1 Two remaining courses from the required course list above and all other electives except CSC 590.

Non Project Option: Total 40 credits

Select three of the following:

12

CSC 500	Advanced Algorithm and Data Structure
CSC 510	Advanced Database Systems
CSC 521	Advanced Computer System Architecture
CSC 540	Advanced Operating Systems
CSC 550	Advanced Network and Data Communication

Electives ¹

28

CSC 505	Advanced Computer Graphics
CSC 508	Computer Vision
CSC 512	Intelligent Information System
CSC 522	Embedded Systems
CSC 535	Object Oriented Software Development
CSC 544	Web-Based Database Application
CSC 560	Advanced Computer System Security
CSC 570	Creative Technology
CSC 580	Artificial Intelligence and Expert System
CSC 582	Special Topics ²
CSC 585	Seminar
CSC 590	Independent Study

Total Hours

40

1 Two remaining courses from the required course list above and all other electives including Independent Study.

2 Examples are:

- Pattern Recognition
- Parallel programming/architecture
- VLSI CAD Techniques
- Game Development

Courses

CSC 500. Advanced Algorithm and Data Structure. (4).

Explores fundamental techniques such as recursion, dynamic programming for efficient algorithm, graph, pattern matching, sorting, searching algorithm. Includes use of time complexity in evaluating algorithms; review of composite data types such as arrays, records, strings and sets; definition, implementation, and application of data structures such as stacks, queues, linked lists, trees and graphs.

CSC 505. Advanced Computer Graphics. (4).

This course covers the theory, design, implementation and applications of advanced computer graphics environment. 3D computer games, scientific visualization. Includes transformation, shading, lighting, rasterization, texturing and other topics.

CSC 508. Computer Vision. (4).

Methods of computer processing of image data. Description and recognition of objects, shape, analysis, edge and region segmentation, texture, image understanding. Overview of image processing, pattern recognition: image formation, binary images, edge detection. Prerequisite: Math 241, CSC 220 or equivalent.

CSC 510. Advanced Database Systems. (4).

This course provides students with advanced skills in the development of medium to very large database applications in a multi-user environment using relational database. It includes topics such as multi-user database issues, database application tuning and optimization. Query optimization, data warehousing, data mining, transaction processing, concurrency control and recovery.

CSC 512. Intelligent Information System. (4).

Knowledge discovery in database, knowledge base maintenance, knowledge base and database integration architectures and scale-up issues and applications to cooperative database systems, intelligent decision support systems, and intelligent planning and scheduling systems.

CSC 521. Advanced Computer System Architecture. (4).

Machine organization and design, formal descriptions, comparative study of machine instruction sets and formats, data representation and floating point, address structures, mechanization of procedure calls, memory organization and management, microprogramming, I/O processing and interrupts, and reliability aspects.

CSC 522. Embedded Systems. (4).

Students learn how to design, code, debug and build detailed low-level embedded application systems using several embedded system tools.

CSC 535. Object Oriented Software Development. (4).

Fundamentals of object-oriented modeling. In-depth study of object-oriented development methods. Object-oriented software requirements analysis and modeling.

CSC 540. Advanced Operating Systems. (4).

Introduction to design and evaluation of modern operating systems. Organization of multiprogramming and multiprocessing systems. Dynamic memory allocation, memory management, virtual memory, I/O control and file systems. Resource allocation, scheduling, synchronization, protection, process model, interlocks and deadlocks.

CSC 544. Web-Based Database Application. (4).

Course includes architectural concepts, database application programming, and interfacing on the Web. Server-side Web development. Database driven application development using Internet communications and server-side script technologies.

CSC 550. Advanced Network and Data Communication. (4).

The principles, techniques and application of networking and data communications. State-of-the-art practical technology, WAN, standards, protocols, topologies, electronic/voice mail systems, electronic bulletin boards, and network performance.

CSC 560. Advanced Computer System Security. (4).

Security techniques in operating systems, data bases and computer networks. Encryption/Decryption. Supporting techniques such as auditing, risk, analysis and cost benefit tradeoffs are discussed. Security analysis of network protocols and network vulnerabilities. Analysis of scanning, spoofing, hijacking and denial of service attacks. Authentication and access control in computer networks. Firewalls and network monitoring tools. Intrusion detection techniques.

CSC 570. Creative Technology. (4).

Introduction to state-of-the-art technology for networked multimedia systems. Current media-related issues, algorithms, data handling, networking and deployment for modern distributed multimedia systems; efficient design and standards for multimedia.

CSC 580. Artificial Intelligence and Expert System. (4).

An exploration of the use of computers to perform computations associated with intelligence. Game playing, search, problem solving, knowledge representation, planning, learning. Introduction to the concepts and techniques of expert systems.

CSC 582. Special Topics. (4).

Examples: * Pattern Recognition * Parallel programming/architecture * VLSI CAD Techniques * Game development.

CSC 585. Seminar. (1-4).

Research methods in computer science. Student presentation covering current topics in research, updating of concepts and verification of principles of computer science and its applications. (Graded P/NC).

CSC 590. Independent Study. (1-4).

CSC 593. Practicum. (1).

This course provides an opportunity to enhance competency in practical computer science skills that can be applicable in a competitive IT environment.

CSC 599A/599B. Graduate Project. (4,4).

Integrating computer system and information system technologies: development of an integrated technical architecture (hardware, software, networks, and data) and implementation of the system in a rapidly changing competitive and technological environment. Prerequisite: Three required courses and four electives.

The Master of Science in Economics

The Master of Science in Economics program emphasizes the development of applied economics concepts, theory, and applications. Program entrants can matriculate as one-year, full-time, in-residence students, or as part-time students who work during the day. The program is flexible enough to be done over three years allowing working professionals the opportunity to increase their human capital while maintaining their careers. All classes occur during the evening. Program entry points are in late August (Fall Term) or early March (Spring Term). The priority application deadline is 45 days prior to start of one of the program entry terms.

The goal of the program is to create a professional economist. This is a person who can speak and write the language of economics, is able to manipulate economic models, collect the relevant data to conduct empirical studies, and is proficient at communicating the results of their analysis to other economists as well as to the general public. While these should be the goals of any master's level program in economics, our program goes farther. We add a forecasting component: graduates will be able to design economic forecast models, program them on a computer, and present the results to a public audience.

Full-time students are potentially eligible to work at CLU's Economic Research and Forecast Center (CERF) where they work alongside supervising faculty and have the opportunity to participate in economic analysis.

M.S. Economics program graduates will be well prepared to accept jobs in the economics, banking, corporate finance, public finance, money management, marketing, and real estate fields, where they will be particularly strong in data analysis and empirical computations including model design, database design, statistical estimation, and forecasting.

Key Program Components

Knowledge of economic theory guides applied economic data analysis. It allows the researcher to ask the appropriate questions. The program includes extensive theoretical training in microeconomics, macroeconomics, international trade and finance, development economics, and financial economics.

Applied economic data analysis requires extensive knowledge of economic data, statistical/econometric training, and familiarity with a moderate level of computer programming. The program includes a four-course sequence dedicated to econometrics, data, and computer software. Each course builds on the previous course(s). By the end of the program, the student can write a computer program that builds an economic forecast model and computes the forecast. Completing such a task requires the joint integration of economic theory, statistics/econometrics, data knowledge, and computer programming that makes most other empirical projects seem easy by comparison.

Admission Requirements

1. Bachelor's degree with demonstrated quantitative ability
 - A. Calculus: One course required; one year recommended
 - B. Statistics: One course required; one year recommended
 - C. Econometrics: One course recommended
 - D. Computer Programming: Some familiarity and a willingness to learn required
 2. Grade Point Average (GPA) of 3.0 or higher (or equivalent)
 3. GRE of 1000 or GMAT of 500¹
 4. Two letters of recommendation
 5. Statement of Purpose
 6. International applicants must provide evidence of English language proficiency
 - A. TOEFL of 570/230/89; or
 - B. IELTS 6.5; or
 - C. Successful completion of the highest level of an English language program recognized by CLU
 7. Work experience preferred but not required
- ¹ GRE/GMAT may be waived, depending upon candidate's academic background.

Requirements for the Master of Science in Economics

The curriculum includes a total of 12 graduate courses (36 credits). All courses are offered in 11-week terms.

Required Courses

(36 Credits)

ECON 510	Econometrics 1	3
ECON 511	Econometrics 2	3
ECON 512	Econometrics 3	3
ECON 513	Economic Modeling	3
ECON 520	Microeconomic Theory - Part 1	3
ECON 521	Microeconomic Theory - Part 2	3
ECON 530	Macroeconomic Theory - Part 1	3
ECON 531	Macroeconomic Theory - Part 2	3
ECON 540	Development Economics	3
ECON 541	International Economics	3
ECON 542	Operations Research	3
ECON 543	Finance	3
Total Hours		36

Courses

ECON 510. Econometrics 1. (3).

The first econometrics course will provide a thorough review of the classical regression model. Some instruction will occur in the computer lab, where students will be instructed how to run regressions using actual data. Problem sets and a practical regression-based project will be assigned to each student.

ECON 511. Econometrics 2. (3).

This class will build on the classical regression model. Students will learn cross-sectional and panel techniques. The use of instrumental and dummy variables will be discussed. Problem sets and a practical regression-based group project will be required.

ECON 512. Econometrics 3. (3).

The third econometrics course will emphasize time-series methods. We will begin with the serial correlation violation of the classical model. Then we will turn our attention to univariate and multivariate times-series econometrics. Students will spend time in the computer lab where they will apply the techniques they learn to the data. They will complete problem sets and complete a project using time-series econometric methods.

ECON 513. Economic Modeling. (3).

The modeling class will be a very practical hands-on class where the end goal is familiarity with constructing models of economic activity. This course will take place in the computer lab. We start with study of important data distinctions. Students will have access to the Center for Economic Research and Forecasting (CERF) database system. Forecast theory will be studied, including concepts such as model specification and forecast errors. Study of the modeling environment will include the model object, model structure, and practical forecasting considerations. Students will be assigned problem sets and a modeling project.

ECON 520. Microeconomic Theory - Part 1. (3).

This course introduces students to microeconomics, the study of allocating limited resources. The theories economists use to describe economic behavior will be extensively studied. The class will have two sections: Consumer Theory and Production Theory. Because microeconomics is a math intensive course students will be expected to know calculus. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 521. Microeconomic Theory - Part 2. (3).

This course is a continuation of microeconomics I. The purpose of the course is to combine consumer and producer theory into a general equilibrium framework. This course will study theories that analyze consumers and producers in a market economy.

ECON 530. Macroeconomic Theory - Part 1. (3).

This course will establish the core macroeconomic theoretical foundation for the program. It will include study of the traditional static Keynesian model. The remainder of the course will be spent on the infinite horizon representative agent model. Using this model, we will study fiscal policy. Policy implications for the various models will be a key part of the course. Class participation, problem sets, and a project will be required. Prerequisite: ECON 521.

ECON 531. Macroeconomic Theory - Part 2. (3).

This class continues the macroeconomic theory curriculum that was begun in Economics 530. The course will study monetary theory and policy, and current policy topics. The monetary theory and policy portion of the course will consist of the study of: money supply, money demand, interest rate theories, the costs and benefits of sound money policies, the theory of monetary policy, transmission mechanisms, and monetary policy strategies. Then the course will delve into current economic policy topics, where the topic may change over time. Students will be expected to participate in class discussions. The course will include a project.

ECON 540. Development Economics. (3).

This course will study the importance of economic growth, its persistence, and its variance. Topics will include economic development models, a history of development, income inequality, poverty, and markets.

ECON 541. International Economics. (3).

This course will study Topics in International Economics, including International Finance and Trade Theory. However, the class is a topics class, and we will spend significant resources analyzing topics that are currently important. The world is undergoing rapid change, resulting in rapid change in international relationships. This will provide an abundance of interesting and important topics. Additional readings will be assigned as appropriate.

ECON 542. Operations Research. (3).

Operations Research will focus on linear programming and game theory. The theory behind linear programming will be revealed and a large variety of practical examples will be presented. Students will use the technique to solve practical problems on their own using computers at labs on campus. We will generalize the method to include non-linear programming, again with practical examples. Then we will study game theory. Game theory is one of the primary tools economists use to study strategic choices. One of many examples is pricing and entry behavior in oligopolistic markets. Finally, we will relate game theory with linear programming as it is the case that certain types of games can be solved using linear programming. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 543. Finance. (3).

This course is an introduction to and study of the theory and practice of financial economics and financial engineering. Topics include an overview of financial markets and instruments, mechanics of derivative contracts, fundamentals of interest rates and discounting, principles of valuation, and applications to hedging and risk management.

ECON 590. Independent Study. (1-4).

The Master of Science in Information Systems and Technology

Today's business environment is heavily reliant on professionals who are both business professionals and technically astute. California Lutheran University's Master of Science in Information Systems and Technology (MS-IST), offered by the School of Business, combines the technical foundation of information systems with key business concepts. The integrated coursework enables students to obtain the business, technical and leadership skills necessary to meet the challenges of today's global marketplace.

If you want to expand and deepen your technical skills, add to your business knowledge, prepare for systems analysis and project management roles, this degree is for you. As an MS-IST graduate, you will be prepared for a number of positions in the IT field including senior systems analyst, applications development manager, data center manager, technical services director, software engineer, database administrator, database engineer, and computer scientist. Other management-oriented roles include project manager, program manager, and line management roles in technical organizations.

Goals of the Program

MS-IST students will be involved with the common body of knowledge characteristic of all elements of technology leadership including the following:

1. The ability to solve problems, based on a knowledge of tools, concepts, and theories of information systems and other business disciplines;
2. The ability to transcend functional boundaries, particularly between technical and non-technical organizational functions, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
3. The ability to apply specialized skills to business and technical problems inherent in a rapidly changing global environment;
4. The ability to effectively harness and use information technology;
5. Effective written, oral and presentation skills;
6. The interpersonal and team leadership skills needed to build an organizational environment that is effective and conducive to collaboration;
7. A sense of professional and social responsibility in the conduct of technology management.

Academic Calendar

Master of Science in Information Systems and Technology courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. Based on admission requirements, time to complete the program can take between one and seven years. Students must complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants should consult the following: www.callutheran.edu/business

Candidates for admission to the MS-IST program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
 - C. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
 - D. A previously earned master's degree.

Admission to the MS-IST program requires at least one year of work experience and one of the following:

- A prior technical bachelor's degree and one year of hands-on programming coursework or work experience; OR
- A prior non-technical bachelor's degree and three years of technical work experience, including one year of hands-on programming coursework or experience.

Note: All applicants who have completed their undergraduate work at other than a regionally accredited U.S. institution must submit GMAT scores.

Admission Counseling

Prior to enrollment in graduate classes, the applicant must make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students' questions. Counselors are available by appointment.

Provisional Admission

Under some conditions, after meeting with an admission counselor and with the approval of the Program Director, a student may register for classes before completing the entire admission process. However, the Application for Admission, the \$50 application fee, and a copy of a transcript showing a bachelor's degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

International Students

International applicants are subject to separate admission procedures. For current admission procedures, international applicants should consult the following: www.callutheran.edu/business

Requirements for the Master of Science in Information Systems and Technology

The curriculum includes a total of 12 graduate courses (36 credits), based on the Association for Information Systems' Model Curriculum. All courses are offered in 11-week terms. Three foundation courses are required, along with six core courses.

Required Courses

Foundation Courses (9 Credits)		
BUS 567	Behavioral Sciences for Management	3
BUS 581	Management Concepts for Information Technology	3
IST 586	Information Systems and Business Strategy	3
Core Requirements (12 Credits)		
Select four of the following IST core courses:		12
IST 503	Project and Change Management	
IST 532	Distributed Systems and Applications	
IST 534	Relational Technology	
IST 535	Information Security Management	
IST 570	Emerging Technologies and Issues	
IST 583	Business Systems Development	
IST 584	Data Communication and Networking	
Business Core (6 Credits)		
Select two additional business courses from across the MBA program offerings		6
Electives (9 Credits)		
Select three of the following:		9
IST 501	Healthcare Informatics	
IST 502	Information Technology Infrastructure	
IST 539	Global Information Technology	
IST 587	Management Concepts for E-Business	
IST 599	Integrated Project	
Other IST course offerings		
Graduate IT courses ¹		
Total Hours		36

¹ Graduate IT courses from the School of Business or graduate courses in Computer Science.

Courses

IST 501. Healthcare Informatics. (3).

This course provides an overview of the business questions Chief Information Officers (CIOs) and Chief Executive Officers (CEOs) of Healthcare companies must address in a concise manner. Topics will include Electronic Health Records, Interoperability, Patient Informatics Mobile Technology, Patient Safety, HIPAA, ePrescribing, Telemedicine. Bioinformatics and Emerging Trends. The course will take a practical approach to Healthcare Informatics and will be conducted with a mix of lectures/discussions, student presentations, case studies, demonstrations, in-class exercises, and exams. Interactive discussion during all class sessions is strongly encouraged. (cross-listed with BUS 504).

IST 502. Information Technology Infrastructure. (3).

This hands-on course will explore the configuration and management of the various components involved in information technology infrastructure. Such infrastructure elements as routers, firewalls, mail servers, content management servers, and other such components will be used to develop skills required to manage IT infrastructure. Other components may include storage networks, grid computing, virtual private networks, and wide area networks. The course will use a combination of dedicated devices and virtual machine technologies to gain experience with those techniques at the same time. Prerequisite: BUS 581. (cross-listed with BUS 509).

IST 503. Project and Change Management. (3).

Project management is an increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Specifically, the class will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. This course will provide students with a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). (cross-listed with BUS 503).

IST 530. Information Systems and Ethics. (3).

Existing and emerging technologies pose important ethical questions for individuals, organizations and society. These questions will be examined from multiple perspectives through in class exercises, debate, dialogue, and discussion as well as readings and media that draw upon broad ethical frameworks, everyday dilemmas, and current trends in information systems. The importance of ethics will be emphasized and applied to thought provoking topics including, but not limited to, ownership of digital works, online identity and expression, and the global nature of information systems. (cross-listed with BUS 530).

IST 532. Distributed Systems and Applications. (3).

We use distributed systems every day. Every Web interaction, every email, every bank transaction uses a series of at least two computers to accomplish the task it's been asked to do. Distributed systems require an added level of understanding of how systems work together, as the distribution of applications can have both positive and negative impacts on system behavior. This course provides an overview of distributed computing architectures in terms of hardware and software. Topics will include client/server software and N-tier architectures, middleware, Internet technologies, application development, networking, security, and system management. Prerequisite: BUS 581. (cross-listed with BUS 532).

IST 534. Relational Technology. (3).

Relational database management systems (RDBMS), together with information data models, are the cornerstone of today's information technology architecture. They are key components of distributed computing environments and client server applications. This course will examine the following: 1) the definition and role of RDBMS in today's information technology; 2) the basic aspects of data: structure, integrity and manipulation; 3) information modeling concepts and disciplines; and 4) database modeling tools. Utilizing the Erwin information modeling software and applying the IDEFIX modeling method, the student will participate in the development of an information data model. Prerequisite: BUS 581. (cross-listed with BUS 534).

IST 535. Information Security Management. (3).

This course is designed to expose managers to the major concepts and theory of Information Security. Students will understand and apply the principles upon which any information security program is built. Course will cover the basics of the "10 domains" including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. (cross-listed with BUS 535).

IST 536. Fundamentals of Web Development. (3).

The course provides a foundation in skills and concepts that web developers need to be able to develop highly effective web sites. The primary focus is on learning and using XHTML and CSS. After learning the basics of web page development using XHTML and CSS, a Web Authoring tool is introduced. Microsoft Expression Web makes creating compliant standards-based Web sites faster and easier. A tutorial on Microsoft Expression Web (EW) is offered and EW is used for a course project. The students will learn the skills to build a multipage standards-based web site. (cross-listed with BUS 536).

IST 539. Global Information Technology. (3).

Provides the student with necessary insights into challenges and opportunities of the international use of information technology, as well as the criticality and approach to alignment of I.T. with global enterprise. (cross-listed with BUS 539).

IST 548. SAP for Managers. (3).

IT present many new opportunities at the enterprise level for the design and implementation of integrated organizational structures and business processes that better align the business to meeting its market demands and allow it to pursue new strategic relationships with other organizations. Enterprise IT primarily involves enterprise resource planning (ERP), supply chain management (SCM), knowledge management (KM), and customer relationship management (CRM) to support and coordinate business activities. This course will explore these opportunities in depth and breadth, including reengineering of business processes, planning enterprise IT, and planning ERP implementation strategies. (cross-listed with BUS 548).

IST 570. Emerging Technologies and Issues. (3).

This course will explore current emerging technologies as they relate to information systems in organizations. Topics will change as technology and organizations continue to evolve. Current topics include social computing, "Web 2.0," blogs, wikis, user-generated content, the role of geographic information systems, the role of ethics in information systems and other cutting-edge topics.(cross-listed with BUS 518).

IST 582. Selected Topic. (3).

IST 583. Business Systems Development. (3).

This course provides the student with concepts, tools, and techniques required to analyze business information systems. The course emphasizes structured development approaches using various tools and techniques. The entire Systems Development Life Cycle (SDLC) is introduced. However, the major emphasis will be placed on the problem definition and analysis phases of the SDLC. Topics covered include the role of systems analyst, the systems development life cycle, popular methodologies, systems planning, project management, and systems analysis. A comprehensive case study will be used to apply many of the techniques. Prerequisite: BUS 581. (cross-listed with BUS 583).

IST 584. Data Communication and Networking. (3).

Organizations are finding that an effective and efficient means of communicating among distributed entities is a business imperative. This management course addresses current and emerging data communication and networking technologies from a business perspective. The application of these technologies to solve business problems and create competitive advantage is of particular emphasis. Students taking this course will learn to make knowledgeable decisions pertaining to strategies and architects for the deployment of telecommunication technologies. Prerequisite: BUS 581. (cross-listed with BUS 584).

IST 586. Information Systems and Business Strategy. (3).

This course provides an overview of contemporary issues in information systems as a strategic and competitive resource for business. The course examines how information technology is aligned to support the goals and strategy of the organization. Topics include strategic planning of information technology, using information technology for competitive advantage, information infrastructure architecture and applications, global information technology issues, information technology as an enabler of business process innovation and information technology-based strategic applications. Prerequisite: BUS 581. (cross-listed with BUS 586).

IST 587. Management Concepts for E-Business. (3).

In today's world, the Internet touches part of every business. It has changed the way business is conducted in the world - and has become a requirement for any business to be a competitive player in today's marketplace. Electronic commerce affects professionals across all disciplines of the business world, from finance to government to education, etc. This course provides an overview of electronic commerce, how it is conducted and managed, and its opportunities, along with its risks and limitations. Case studies spanning applications including business-to-consumer, business-to-business, intra-business, electronic funds transfers and underlying technologies will be used for analysis and understanding of both real-world and theoretical electronic commerce business models. Prerequisite: BUS 581. (cross-listed with BUS 587).

IST 590. Independent Study. (1-4).**IST 599. Integrated Project. (3).**

Integrating information systems concepts, along with organizational and business concepts, this course will document, design, develop and implement an integrated software and database project that supports business needs in a fast-changing competitive and technical environment.

Graduate School of Education

Programs Offered

The University offers the following degree, credential, and certificate programs through the Graduate School of Education:

Degrees

- Doctorate in Educational Leadership (Ed.D.)
- Doctorate in Higher Education Leadership (Ed.D.)
- Master of Arts (M.A.) in Educational Leadership
- Master of Science (M.S.) in Counseling and Guidance with specializations in:
 - College Student Personnel
 - Pupil Personnel Services
- Master of Science (M.S.) in Special Education with specializations in:
 - Deaf and Hard of Hearing
 - Mild to Moderate
 - Moderate to Severe
- Master of Education in Teacher Leadership (M.Ed.)

Credentials

- Teaching
 - Preliminary Multiple or Single Subject
 - Clear Multiple or Single Subject
- Administrative Services
 - Preliminary
 - Clear
- Pupil Personnel Services
 - Clear (School Counseling and Child Welfare and Attendance* Authorizations)
 - *Must complete PPS at CLU to be eligible for CWA Authorization
- Education Specialist
 - Preliminary (Deaf and Hard of Hearing Specialty)
 - Clear (Deaf and Hard of Hearing Specialty)
 - Preliminary (Mild to Moderate, Moderate to Severe Specialties)
 - Clear (Mild to Moderate, Moderate to Severe Specialties)
 - Level II (Mild to Moderate, Moderate to Severe Specialties)

Added Authorizations

- Reading (Fall 2013)
- Computer Concepts
- Autism

Graduate School of Education Outcomes

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. In accordance with the mission of CLU, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

- Serve as moral leaders
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower participation in educational growth and change

Design of the Programs

California Lutheran University has designed graduate programs in education so candidates can complete a master's or doctoral degree and an advanced credential concurrently. Credential programs meet all requirements established by the California Commission on Teacher Credentialing (CTC). Requirements for completion of the degree and the credential may not be exactly the same. Candidates may choose to complete a master's or doctoral degree apart from a credential (except for the Master of Education, which must be completed in conjunction with the preliminary teaching credential) and vice versa. Undergraduate students seeking a basic teaching credential may include graduate course work in their program. Advisers will help to determine under what circumstances this may be possible.

Accreditation

The Graduate School of Education at California Lutheran University is accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). All credential programs are approved by the CTC.

Graduate Admission

Persons interested in exploring educational opportunities for teacher education, credentials, advanced master's and doctoral degrees offered by the Graduate School of Education should arrange an appointment with an admission counselor in the Graduate Admissions Office by calling (805) 493-3335.

Note: The University reserves the right during the course of study to continually evaluate the student's suitability for professional involvement as a teacher, counselor, administrator, or in occupations in the field of college personnel services. The Graduate School of Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Programs are further subject to change as prescribed by the CTC.

Courses

EDGN 503. Introduction to Special Education. (3).

The study of exceptional persons, special education programs, and current special education laws. Observations required. This course fulfills the CTC Ryan Clear mainstreaming requirement.

EDGN 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDGN 597. Professional Reading in Education. (1).

this course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

EDGN 599A. Thesis. (3).

Advisement for the publication of an original empirical investigation that creates new knowledge within a discipline. Admission to master's program required. Prerequisite: EDGN 510A.

EDGN 690. Independent Study. (1-4).

Doctorate in Educational Leadership Ed.D.

The Ed.D. program in Educational Leadership is designed for educators who wish to develop their professional skills and wish to become leaders in various educational fields. Graduates are prepared to serve in key administrative and instructional roles in public and private preschools, elementary and secondary schools; special education service units; state departments of education; community colleges; four-year colleges and universities; and other national and state organizations.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- modeling moral and ethical practice;
- leading organizational change in a diverse society;
- establishing a caring and collaborative learning community;
- supporting the principles of teaching and learning;
- utilizing the principles of effective administration and technology;
- evaluating the individual, organizational and societal contexts of education;
- designing research that addresses educational issues.

Admission to the Doctoral Program in Educational Leadership

Candidates for admission to the Educational Leadership Doctoral Program should submit all application materials by March 1 for priority consideration for admission to the next fall term. Admission decisions for regular graduate standing are based on a review of the following items in the candidates' portfolio:

1. A completed application form and non-refundable application fee

2. Official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE)
4. A personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
5. Three letters of recommendation
6. A professional resume
7. A writing sample (e.g., chapter from thesis, article, paper or report)
8. Prerequisite Form – evidence of competency (through a course, professional experience, etc.) in the following areas:
 - A. Basic research methods
 - B. Classroom assessment practices
 - C. K-12 school or higher education law
 - D. Computer applications in education

After all paperwork has been received and processed, the candidate file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

9. Satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Educational Leadership

The Doctoral Degree in K-12 Educational Leadership is a 60-unit program. Candidates are required to take seven educational leadership courses (27 units), three research methods courses (11 units), and six courses in Dissertation Seminars and Research (22 units). The classes are offered for cohort groups in the fall, spring and summer sessions in a fixed order, allowing candidates to complete all requirements within a minimum of four years. Candidates are expected to be continuously enrolled. Candidates who discontinue enrollment in a cohort group may petition to join the next cohort group the following year.

1. Completion of the courses listed below totaling a minimum of 60 units:

Educational Leadership Courses (27 units)

EDLD 603	Historical and Philosophical Foundation Of Educational Leadership	3
EDLD 605	Instructional Leadership in Modern Complex Organizations	3
EDLD 607	Ethics and Values in Educational Leaders	3
EDLD 614	Policy Development and Political Influences in Education	3
EDLD 617	Leadership, Diversity and Inclusivity In American P-20 Education	3
EDLD 622	Program Evaluation	3
EDLD 621	International Comparative Educational Practices	3
EDLD 624	Leading Organizational Change and Development	3
EDLD 626	Managing Resources in Support of Organizational Vision	3

Research Courses (11 units)

EDLD 601	Research Tools and Application to Practice	3
EDLD 612	Quantitative Research Design and Analysis	4
EDLD 613	Qualitative Research Design and Analysis	4

Dissertation Seminars & Research (22 units)

EDLD 610	Research Seminar: Literature Review	4
EDLD 620	Research Seminar: Dissertation Proposal	4
EDLD 630	Research Seminar: Data Analysis	4
EDLD 634	Dissertation Seminar 1	3
EDLD 635	Dissertation Seminar II	4
EDLD 636	Dissertation Defense	3

Total Hours		60
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Note: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 10 years from the date of admission).

1. Development of a doctoral portfolio – Professional Clear Administrative Services Credential only
2. Advancement to candidacy based on departmental review
3. Residency - Residency will be established automatically by candidates when they continuously enroll throughout the cohort program of six semesters

Requirements for the Professional Administrative Tier II Services Credential

Candidates who possess a Preliminary Administrative Services Credential and serve in an administrative capacity may obtain a Professional Clear Administrative Services Credential. Candidates who choose this option must meet with an Educational Leadership adviser and complete the following requirements during doctoral study:

1. Induction: Professional Clear Administrative Services Credential Development Plan through the doctoral portfolio
2. The Professional Clear Administrative Services Credential has the following additional requirements:
 - A. Possession of a valid Preliminary Administrative Services Credential
 - B. Two years of experience in an administrative position while holding the Preliminary Administrative Credential

Note: Changes in state law may alter requirements.

Courses

EDLD 502. Current Social, Cultural, and Political Issues in Education. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organizational Leadership and Public Education. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership and Program Evaluation. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 571A/571B. Fieldwork Practicum. (1,1).

EDLD 571C. Fieldwork Practicum. (1).

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Organizational Transformation and Leading for Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 591A/591B. Fieldwork Practicum. (1,1).**EDLD 591C. Fieldwork Practicum. (1).****EDLD 598. Action Research Project. (3).**

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development Portfolio. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application to Practice. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Historical and Philosophical Foundation Of Educational Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership in Modern Complex Organizations. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design and Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development and Political Influences in Education. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity and Inclusivity In American P-20 Education. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (3).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. International Comparative Educational Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change and Development. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support of Organizational Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).

The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

Doctorate in Higher Education Leadership Ed.D.

The Ed.D. program in Higher Education Leadership is designed for leaders and administrators of colleges and universities (public and private, two-year and four-year, nonprofit and proprietary) who desire to enhance their abilities and position themselves for heightened leadership roles in a wide range of professional service areas (including student affairs, academic leadership, institutional advancement, athletic administration, or institutional assessment).

The purpose of the Ed.D. in Higher Education Leadership is to prepare reflective, principled leaders for higher education who:

- Understand the individual, organizational, and societal dynamics that affect college students and their success;
- Are effective in leading positive organizational change; and
- Are actively engaged in the national and international conversations surrounding the critical issues affecting higher education.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- Modeling moral and ethical practice;
- Leading organizational change in a diverse society;
- Establishing a caring and collaborative learning community;
- Supporting the principles of teaching and learning;
- Utilizing the principles of effective administration and technology;
- Evaluating the individual, organizational and societal contexts of education;
- Designing research that addresses educational issues.

Admission to the Doctoral Program in Higher Education Leadership

Applicants for admission to the Ed.D. Program in Higher Education Leadership should submit all application materials by March 1 for priority consideration for admission to the next fall term. Admission decisions for regular graduate standing are based on a review of the following items in the candidate's portfolio:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE)
4. A personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
5. Three letters of recommendation
6. A professional resume
7. A writing sample (e.g., chapter from thesis, article, paper or report)
8. Prerequisite Form – evidence of competency (through a course, professional experience, etc.) in the area of basic statistics and research methodology.
When the application is complete the file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.
9. Satisfactory completion of interview with the doctoral admission committee
Note: International applicants must submit the following:
 - A. An International Student Application Form and additional required documents
 - B. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Higher Education Leadership

The Doctoral Degree in Higher Education Leadership is a 60-unit program. Candidates are required to take seven courses in higher education leadership (27 units), three courses in research methods (11 units), and six courses in Dissertation Seminars and Research (22 units).

1. Completion of the courses listed below totaling a minimum of 60 units:

Higher Education Leadership Courses (27 units)

EDLD 603	Historical and Philosophical Foundation Of Educational Leadership	3
EDLD 607	Ethics and Values in Educational Leaders	3
EDLD 614	Policy Development and Political Influences in Education	3
EDLD 617	Leadership, Diversity and Inclusivity In American P-20 Education	3
EDLD 619	Higher Education and the Law	3
EDLD 621	International Comparative Educational Practices	3
EDLD 623	Student Success and Retention	3
EDLD 624	Leading Organizational Change and Development	3
EDLD 627	Administration in Higher Education	3

Research Courses (11 units)

EDLD 601	Research Tools and Application to Practice	3
EDLD 612	Quantitative Research Design and Analysis	4
EDLD 613	Qualitative Research Design and Analysis	4

Dissertation Seminars and Research (22 units)

EDLD 610	Research Seminar: Literature Review	4
EDLD 620	Research Seminar: Dissertation Proposal	4
EDLD 630	Research Seminar: Data Analysis	4
EDLD 634	Dissertation Seminar 1	3
EDLD 635	Dissertation Seminar II	4
EDLD 636	Dissertation Defense	3

Total Hours		60
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Note: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 10 years from the date of admission).

Advancement to candidacy is based on departmental review.

Residency - Residency will be established automatically by candidates when they continuously enroll throughout the cohort program of six semesters.

Courses**EDLD 502. Current Social, Cultural, and Political Issues in Education. (3).**

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organizational Leadership and Public Education. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership and Program Evaluation. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 571A/571B. Fieldwork Practicum. (1,1).**EDLD 571C. Fieldwork Practicum. (1).****EDLD 572. Managing Resources. (3).**

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Organizational Transformation and Leading for Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 591A/591B. Fieldwork Practicum. (1,1).**EDLD 591C. Fieldwork Practicum. (1).****EDLD 598. Action Research Project. (3).**

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development Portfolio. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application to Practice. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Historical and Philosophical Foundation Of Educational Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership in Modern Complex Organizations. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design and Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development and Political Influences in Education. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity and Inclusivity In American P-20 Education. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (3).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. International Comparative Educational Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change and Development. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support of Organizational Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).

The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership prepares candidates for leadership positions within an educational organization. Graduates of the program are prepared to serve as principals, teacher leaders and mentors, curriculum developers, and superintendents. The master's program is a 30-unit program, which includes the Preliminary Administrative Services Credential (24 units).

Program Outcomes

Reflective, principled Educational Leadership program graduates will be educational leaders who promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Modeling a personal code of ethics and developing professional leadership capacity;
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Admission to the Master of Arts in Educational Leadership Program

To assure a prompt admission decision, candidates for admission to the Master of Arts in Educational Leadership Program should submit all application materials by April 1st. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on a review of the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
2. Official transcripts verifying bachelor's degree from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE), or an approved petition to waive the examination on criteria cited below*
4. A personal statement following the guidelines included in the admission packet
5. Three letters of recommendation
6. Evidence of initial interview and program advisement with a faculty adviser

*Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination (GRE) scores in their admission portfolios. The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

- (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
- (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
- (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
- (d) A previously earned master's degree.

Note: All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GRE and TOEFL scores and have their transcripts evaluated by a CTC-approved agency for equivalency to a U.S. bachelor's degree.

Note: Applicants for the Educational Leadership Program will need to submit verification of their teaching or services credential. If an applicant does not have a California teaching credential, a Certificate of Clearance will need to be obtained.

Requirements for the Master of Arts in Educational Leadership

Completion of 30 units as follows:

Credential Core Classes (21 units)		
EDLD 502	Current Social, Cultural, and Political Issues in Education	3
EDLD 504	School Law and Public Policy	3
EDLD 568	Organizational Leadership and Public Education	3
EDLD 570	Curriculum Leadership and Program Evaluation	3
EDLD 572	Managing Resources	3
EDLD 580	Organizational Transformation and Leading for Learning	3
EDLD 571A/571B/571C	Fieldwork Practicum	3
Master's Core Courses (9 units)		
EDLD 510A/510B/510C	Action Research for Practitioners	3
EDLD 550	Focusing on Student Achievement	3
EDLD 598	Action Research Project	3
Total Hours		30

Requirements for the Preliminary Administrative Services Credential ¹

Candidates must complete the following 21 credits for the Preliminary Administrative Services Credential:

EDLD 502	Current Social, Cultural, and Political Issues in Education	3
EDLD 504	School Law and Public Policy	3
EDLD 568	Organizational Leadership and Public Education	3
EDLD 570	Curriculum Leadership and Program Evaluation	3
EDLD 572	Managing Resources	3
EDLD 580	Organizational Transformation and Leading for Learning	3
EDLD 571A/571B/571C	Fieldwork Practicum	3
Total Hours		21

¹ Before applying for the Preliminary Administrative Services credential, candidates must verify three years of full-time teaching, counseling or other services position at the school site or district level.

Courses

EDLD 502. Current Social, Cultural, and Political Issues in Education. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organizational Leadership and Public Education. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership and Program Evaluation. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 571A/571B. Fieldwork Practicum. (1,1).

EDLD 571C. Fieldwork Practicum. (1).

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Organizational Transformation and Leading for Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 598. Action Research Project. (3).

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development Portfolio. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application to Practice. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Historical and Philosophical Foundation Of Educational Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership in Modern Complex Organizations. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design and Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development and Political Influences in Education. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity and Inclusivity In American P-20 Education. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (3).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. International Comparative Educational Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change and Development. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support of Organizational Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).

The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

Counseling and Guidance/Pupil Personnel Services Specialization

This program is designed to prepare individuals to perform counseling services in schools at all grade levels. The Pupil Personnel Services Credential in School Counseling authorizes individuals to become school counselors in kindergarten through 12th grade. Candidates who complete a Master of Science in Counseling and Guidance program are also eligible to become counselors at the college level.

Program Outcomes

Reflective, principled Counseling and Guidance program graduates will be able to:

1. Design, implement, and evaluate standards-driven, comprehensive counseling and guidance programs in K-12 schools that are needs based;
2. Consult and collaborate with teachers, parents, and other professionals in order to solve student problems;
3. Advise students about their educational and career plans;
4. Counsel students individually about their personal and social development;
5. Counsel students in groups about their personal/social and/or academic development;
6. Understand factors contributing to and methods and programs for preventing school failure;
7. Enlist knowledge of social and cultural influences that may act as a barrier to learning and exhibit multicultural awareness and competency.

Admission to the Counseling and Guidance/Pupil Personnel Services Program

To assure a prompt admission decision, applicants for admission to the Counseling and Guidance/Pupil Personnel Services Program should submit all application materials by July 1 for fall semester and November 1 for spring semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
 2. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution or equivalency
 3. Test scores from the Graduate Record Examination (GRE) or an approved petition to waive the examination, based on criteria cited below*
 4. A personal statement following the guidelines included in the admissions packet
 5. Three professional letters of recommendation
 6. Evidence of initial interview and program advisement with a faculty adviser
- *Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination scores in their admission portfolios. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

- (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
- (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division post-baccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
- (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
- (d) A previously earned master's degree.

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Requirements for the Master of Science in Counseling and Guidance/Pupil Personnel Services Specialization

1. Completion of the courses listed below totaling 48 units:

EDCG 504	School Law	3
EDCG 510A	Action Research	3
EDCG 512	Lifespan Human Development	3
EDCG 515	Advanced Educational Psychology	3
EDCG 521	Counseling Theory and Practice	3
EDCG 522	Tools for Research, Practice and Professional Development	2
EDCG 523	Group Process and Leadership Group Process & Leadership	3
EDCG 524	Consultation Collaboration and Supervision	3
EDCG 525	Interventions for Safe Schools and the Promotion of Student Resiliency	3
EDCG 526	Microskills in Counseling	3
EDCG 527	Educational and Career Planning	3
EDCG 528	Practicum	3
EDCG 529	Organization and Administration of Pupil Personnel Services	3
EDCG 532	Systems Approaches in Schools: School Counselor As Collaborative Leader	3
EDCG 533	Field Study in School Counseling I	2
EDCG 534	Field Study in School Counseling II	2
EDCG 554	Educational Measurement	3
2. Select one of the following:		0-3
Comprehensive Examination		
EDGN 599A	Thesis	
Total Hours		48-51

Requirements for Pupil Personnel Services Credential

1. Completion of courses required for the Master of Science in Counseling and Guidance
2. Certificate of Clearance (fingerprint clearance)
3. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
4. The PPS Internship Credential in School Counseling is available to candidates seeking employment with participating school districts. Candidates may submit an application to the Credential Office after meeting the following requirements:
 - A. have an offer of employment;
 - B. have been admitted to the program;
 - C. have fulfilled the Basic Skills requirement; d) have a valid Certificate of Clearance; have completed seven designated courses; and have received adviser approval.
5. PPS candidates are required to obtain professional liability insurance prior to fieldwork in K-12 settings (see adviser for details).

Note: Changes in state law may alter requirements.

Requirements for the Child Welfare and Attendance Specialization

Candidates who complete the current PPS Credential Program in School Counseling at CLU and hold a valid PPS credential in School Counseling are eligible for the CWA Specialization upon completion of EDCG 540 . EDCG 540 may be taken concurrently with EDCG 534 (Field Studies II). This seminar includes an additional 150 field hours (50 may be taken during EDCG 533 and EDCG 534). Other PPS holders are required to complete a minimum of 12 units at CLU, including EDCG 540 , and other complementary courses determined in collaboration with the program adviser.

Courses

EDCG 504. School Law. (3).

Implications and trends of court decisions, federal, state, and local, as they affect the role of the counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities.

EDCG 510A. Action Research. (3).

A systematic study and analysis of current research and methods of conducting research in educational settings. The objectives in this course focus on (A) knowledge base; (B) techniques; and (C) applications of action research. Prerequisite: EDCG 554.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both normal and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. Observation required.

EDCG 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 521. Counseling Theory and Practice. (3).

Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 522. Tools for Research, Practice and Professional Development. (2).

APA writing style, online research methods and sources, technology for enhancing direct services and software applications for educational settings. To be taken the first semester offered.

EDCG 523. Group Process and Leadership Group Process & Leadership. (3).

Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration and Supervision. (3).

Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Interventions for Safe Schools and the Promotion of Student Resiliency. (3).

Models and methods for effective prevention and intervention programs for at-risk students.

EDCG 526. Microskills in Counseling. (3).

An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Prerequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Educational and Career Planning. (3).

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).

Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 504, 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units; College Student Personnel Students - EDCG 521, 523, 526, 527, 530 and 531.

EDCG 529. Organization and Administration of Pupil Personnel Services. (3).

Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 531. Programs and Functions in College Student Personnel. (3).

Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools: School Counselor As Collaborative Leader. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. Adviser approval and application are required. Prerequisite: EDCG 528 and recommendation of Counseling and Guidance faculty committee. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. The school level must differ from that in 533. The combined number of field hours required for the two courses (533 and 534) is 600. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).

Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

EDCG 540. Child Welfare and Attendance Seminar. (3).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Educational Leadership. (3).

The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 582. Legal and Ethical Issues in Higher Education. (3).

This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.)

EDCG 583. Professional Development in Practice. (1).

Seminar on professional development opportunities and attendance at professional conference.

EDCG 590. Independent Study. (1-4).

Counseling and Guidance/College Student Personnel Specialization

The Master of Science in Counseling and Guidance with a Specialization in College Student Personnel prepares professionals for careers in student affairs and student services in colleges, universities and community colleges. A master's degree in this area prepares individuals to work in various functions of student services, including academic advising, career counseling, residence life, admission and enrollment management, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry programs.

Admission to the Master of Science in Counseling and Guidance, College Student Personnel Specialization

To assure a prompt admission decision, applicants for admission to the Counseling and Guidance/College Student Personnel Services Program should submit all application materials by July 1 for fall semester and November 1 for spring semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE) or an approved petition to waive the examination, based on criteria cited below*
4. A personal statement following the guidelines included in the admissions packet
5. Three professional letters of recommendation
6. Evidence of initial interview and program advisement with a faculty adviser
 - *Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination (GRE) scores in their admission portfolios. The GRE may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
 - C. A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
 - D. A previously earned master's degree.

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Requirements for the Master of Science in Counseling and Guidance, College Student Personnel Specialization

1. Completion of the following: (38 units)

EDCG 510A	Action Research	3
EDCG 512	Lifespan Human Development	3
EDCG 521	Counseling Theory and Practice	3
EDCG 522	Tools for Research, Practice and Professional Development	2
EDCG 523	Group Process and Leadership Group Process & Leadership	3
EDCG 526	Microskills in Counseling	3
EDCG 527	Educational and Career Planning	3
EDCG 528	Practicum	3
EDCG 530	Course EDCG 530 Not Found	3
EDCG 531	Programs and Functions in College Student Personnel	3
EDCG 535	Field Study in College Student Personnel	2
EDCG 566	Educational Leadership	3
EDCG 582	Legal and Ethical Issues in Higher Education	3
EDCG 583	Professional Development in Practice	1
2. Select one of the following:		0-3
Comprehensive Examination		
EDGN 599A	Thesis	

Total Hours

38-41

Courses

EDCG 504. School Law. (3).

Implications and trends of court decisions, federal, state, and local, as they affect the role of the counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities.

EDCG 510A. Action Research. (3).

A systematic study and analysis of current research and methods of conducting research in educational settings. The objectives in this course focus on (A) knowledge base; (B) techniques; and (C) applications of action research. Prerequisite: EDCG 554.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both normal and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. Observation required.

EDCG 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 521. Counseling Theory and Practice. (3).

Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 522. Tools for Research, Practice and Professional Development. (2).

APA writing style, online research methods and sources, technology for enhancing direct services and software applications for educational settings. To be taken the first semester offered.

EDCG 523. Group Process and Leadership Group Process & Leadership. (3).

Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration and Supervision. (3).

Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Interventions for Safe Schools and the Promotion of Student Resiliency. (3).

Models and methods for effective prevention and intervention programs for at-risk students.

EDCG 526. Microskills in Counseling. (3).

An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Prerequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Educational and Career Planning. (3).

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).

Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 504, 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units; College Student Personnel Students - EDCG 521, 523, 526, 527, 530 and 531.

EDCG 529. Organization and Administration of Pupil Personnel Services. (3).

Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 531. Programs and Functions in College Student Personnel. (3).

Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools: School Counselor As Collaborative Leader. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. Adviser approval and application are required. Prerequisite: EDCG 528 and recommendation of Counseling and Guidance faculty committee. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. The school level must differ from that in 533. The combined number of field hours required for the two courses (533 and 534) is 600. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).

Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

EDCG 540. Child Welfare and Attendance Seminar. (3).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Educational Leadership. (3).

The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 582. Legal and Ethical Issues in Higher Education. (3).

This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.)

EDCG 583. Professional Development in Practice. (1).

Seminar on professional development opportunities and attendance at professional conference.

EDCG 590. Independent Study. (1-4).

Special Education/Deaf and Hard of Hearing Specialization

Candidates who are admitted to the Preliminary Education Specialist Credential – Deaf and Hard of Hearing program will enter as a cohort and participate in program activities in sequence.

It is possible to obtain the Master of Science in the Education of the Deaf without completing the credential requirements; however, CLU has developed the credential and master's degree so candidates may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master's degree does not authorize the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CTC) requirements and be recommended by the university.

Program Outcomes

Reflective, principled Deaf and Hard of Hearing teacher program graduates will be able to:

1. Assess learning of students with hearing loss;
2. Plan instruction and design learning experiences for students with hearing loss;
3. Understand and organize subject matter knowledge for students with hearing loss;
4. Create and maintain an effective environment for students with hearing loss;

5. Engage and support all students with hearing loss in learning;
6. Represent the different roles of a deaf educator, including interactions with parents and school staff;
7. Develop as a professional educator for students with hearing loss.

Admission to the Deaf and Hard of Hearing Program

CLU offers the Preliminary Education Specialist, Deaf and Hard of Hearing Teaching Credential. A general education teaching credential is not a prerequisite for completion of this credential.

To assure a prompt admission decision, applicants for admission to the Deaf and Hard of Hearing Program should submit all application materials by:

- July 1 for fall semester
- November 1 for spring semester
- April 1 for summer semester

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential-only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved)
8. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
 - (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
 - (d) A previously earned master's degree

International applicants must submit the following:

1. An International Student Application Form and additional required documents.
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution.

Requirements for Continued Advancement into the Deaf and Hard of Hearing Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program¹
6. U.S. Constitution - verification by official transcript or passage of exam

¹ Authorized subjects include general subjects (CSET, Multiple Subjects) and single subjects of art, English, foreign language, mathematics, music, science and social science.

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Deaf and Hard of Hearing Preliminary Education Specialist Credential

Required Courses (40 units)

EDDH 500	Characteristics of Diverse Learners With Hearing Loss	3
EDDH 502	Audiology: Diagnostics in Infants and Children Who Are Deaf and Hard of Hearing	3
EDDH 504	Educational Audiology and Hearing Technologies for Children and Youth Who Are Deaf and Hard of Hearing	3
EDDH 508	Speech, Aural Habilitation and Advanced Communication	3
EDDH 516	Language and Literacy for Students With Hearing Loss (including English Language Learners)	3
EDDH 518	Early Childhood Deaf and Hard of Hearing and Working With Families From Diverse Backgrounds	4
EDDH 525	Academic Curriculum, Differentiated Instruction, and Technology for Students With Hearing Loss (including English Language Learners) Grades K-5	3
EDDH 527	Curriculum, Instruction and Technology For Students Who Are Deaf and Hard of Hearing Grades 6-12	3
EDDH 545	Developing Audition, Speech and Spoken English Language in Children and Youth Who Are Deaf and Hard of Hearing	3
EDDH 546	Inclusion/Collaboration/Itinerant Teaching With Diverse Learners	3
EDDH 548	Teaching Students With Hearing Loss and Additional Special Needs Including Autism	3
EDDH 560	Extended Practicum and Seminar	6
Total Hours		40

Requirements for the Clear Education Specialist Credential, Deaf and Hard of Hearing Specialty

1. Prior to application to the Clear program, a teacher must hold a valid basic Education Specialist credential.
2. Required course for the Deaf and Hard of Hearing Clear credential program, based on completion of Preliminary credential program: EDDH 553
3. Teachers must complete all Clear requirements to apply for the Clear Education Specialist credential.

Teachers have five years from the date of issuance of the Level I or Preliminary credential to complete Clear requirements.

Requirements for the Master of Science in the Education of the Deaf

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in the Education of the Deaf with the following additional requirements: EDSP 510 and EDSP 599 .

Courses

EDDH 500. Characteristics of Diverse Learners With Hearing Loss. (3).

This course provides an introduction to the characteristics and education of diverse learners with a hearing loss, ages birth to 21. Topics include the history of deaf education, current research and trends, legal issues in deaf education, behavior management, professional resources, universal design for learning (UDL), ethical challenges, and their application to today's children and youth who are deaf or hard of hearing. Each lesson in the course constitutes a separate, discrete topic of importance in our field. Candidates will reflect on their experiences observing schools, programs, organizations, and companies for the deaf, meeting adults with hearing loss, and how new technologies and Universal Design for Learning impact diverse learners with hearing loss, including those with additional disabilities and English language learners.

EDDH 502. Audiology: Diagnostics in Infants and Children Who Are Deaf and Hard of Hearing. (3).

Teachers, therapists and others who provide services to children with hearing loss need a basic introduction to: causes, types, degrees and measurement of hearing loss; the nature of sound; anatomy and physiology of the hearing mechanism; audiograms; classroom acoustics; amplification, and assistive listening devices, including cochlear implants and sensory devices for educational settings. Opportunities to observe (10 hours) assessment of hearing loss: newborn hearing screenings, ABR and OAE testing, and behavioral audiometry in young children are integral to the course as well as implications for early intervention, parent education, and language development.

EDDH 504. Educational Audiology and Hearing Technologies for Children and Youth Who Are Deaf and Hard of Hearing. (3).

Course topics include pediatric audiological assessment; issues in early and later cochlear implantation; audiological recommendations for IFSPs and IEPs; device options; and the use of hearing technologies in school settings. Classroom acoustics, the use of FM systems, and collaboration between the parents, audiologist, SLP, and classroom teachers and aides will be integrated into strategies to maximize the sounds of spoken language for the development of literacy and academic English.

EDDH 508. Speech, Aural Habilitation and Advanced Communication. (3).

This course will focus on the development and remediation of audition and spoken English language and speech in children and youth who are deaf or hard of hearing, including functional assessment, establishing goals/objectives for the IEP, diagnostic teaching and strategies for intervention. Candidates will observe speech/language therapy sessions for elementary, middle and high school students, with a special emphasis on assessments and the integration of audition and speech production into classroom settings. Special attention will be paid to students who use cochlear implants and digital hearing aids.

EDDH 516. Language and Literacy for Students With Hearing Loss (including English Language Learners). (3).

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to 6. The more a hearing professional understands about how language develops in typically developing children the more informed their judgments about language programming for children with hearing loss will be. This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language and literacy in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing can acquire language and literacy in a developmental manner.

EDDH 518. Early Childhood Deaf and Hard of Hearing and Working With Families From Diverse Backgrounds. (4).

Parent/Infant and preschool early intervention models for children who have been diagnosed with a hearing loss will be presented. Candidates will gain an understanding of typical and atypical infant and preschool-age child development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Legal, ethical, and linguistic factors will be discussed for this population. Candidates will develop skills in writing and implementing IFSPs and IEPs in a variety of settings. Candidates will participate in guided practicum experiences in parent-infant programs as well as in preschools (special day classes and inclusive settings). This course will examine parents' feelings, emotions, and attitudes related to the diagnosis, education, and challenges of raising a deaf or hard of hearing child. It will include readings, class discussions, lectures, role-play, observations in parent support groups and parent education classes, and parent guest speakers.

EDDH 520. Lang,Lit&CurAssmt SchChDHH. (3).

This course will examine and apply language development principles to reading and writing development of school-age children with an emphasis on children whose hearing loss is identified late, who received access to the sounds of language later, or who are delayed in the development of a language system and peer-equivalent literacy skills. Issues related to: cultural differences, assessment and planning as part of the IEP process, language acquisition in special day classrooms, transition into the mainstream and general education curriculum, outcomes related to sign languages, and the role of families will be discussed. Prerequisites: EDDH 500, 502, 504, 506, 512.

EDDH 525. Academic Curriculum, Differentiated Instruction, and Technology for Students With Hearing Loss (including English Language Learners) Grades K-5. (3).

Candidates will assess and develop academic goals and learning outcomes for the students with hearing loss, grades K-5. Candidates will develop IEPs integrating their knowledge of typical and atypical child development during the elementary school years, demonstrating Universal Design for Learning (UDL), accommodations and modifications to state content standards, as well as planning lessons for instruction with specific strategies for students with hearing loss and additional special needs and English Language Learners. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; making content accessible for students with hearing loss and additional disabilities, such as autism; assessment and planning of instruction for grade levels (K-5) in a variety of instructional settings; sequencing and differentiating instruction using state-approved materials; best practices and strategies acquiring literacy and grade-level state content standards; and teaching compensatory strategies.

EDDH 527. Curriculum, Instruction and Technology For Students Who Are Deaf and Hard of Hearing Grades 6-12. (3).

Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; models of placements, collaborations, transitions, and service delivery; students with hearing loss and multiple disabilities, such as autism; assessment and planning instruction grade levels (6-12); sequencing and differentiating instruction; and best practices and strategies acquiring literacy and grade-level content standards.

EDDH 545. Developing Audition, Speech and Spoken English Language in Children and Youth Who Are Deaf and Hard of Hearing. (3).

The course will allow candidates to teach speech and spoken English language instruction with children and youth with hearing loss, including those with additional challenges in a clinical practicum. Candidates will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills in a one-to-one therapy setting. From the assessments, candidates will choose targets in each area, write lesson plans, choose appropriate materials, engage and monitor student learning during instruction, and integrate goals into each area using content-based themes. Opportunities for collaboration with the students' audiologists, therapists, teachers and parents will be integrated into the course. Candidates are expected to demonstrate effective and developmentally appropriate strategies and behavior management techniques during instruction. Candidates will participate in a 30-hour speech/spoken language practicum with children and youth with hearing loss in a one-to-one clinical therapy setting which integrates and demonstrates knowledge and skills from previous course work.

EDDH 546. Inclusion/Collaboration/Itinerant Teaching With Diverse Learners. (3).

This course is designed for Education Specialist candidates to address issues related to inclusion, itinerant teaching, and collaboration with all members of the school community for the benefit of students with special needs. Students with special needs, including those with hearing loss, need to be able to access the core curriculum to the maximum extent possible and within the least restrictive environment according to their IFSP, IEP, and ITP. Students become acquainted with IFSP, IEP and ITP documents which provide the foundation for professional team members to make decisions on goals, placement, and transitions across the lifespan. Universal Design for Learning will form the foundation for accommodations and modifications. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teachers, and student supporters within inclusive settings. Issues, standards, and goals related to English Language Learner will be integrated into course activities.

EDDH 548. Teaching Students With Hearing Loss and Additional Special Needs Including Autism. (3).

This course is a study of learners with hearing loss who are also diagnosed with additional special needs, and who need additional special education programming. Candidates will become knowledgeable and skilled in the assessment process with other professionals during various instructional designs such as co-teaching and consultations.

EDDH 553. Induction Plan Development and Assessment. (3).

The course is designed to assist and support the candidate in the development and assessment of the Individual Induction Plan to be completed within the first 120 days of employment under a Deaf and Hard of Hearing Preliminary credential. The plan is developed in collaboration with a school district support provider, the candidate, and the university. Professional Growth Activities (PGA) are approved non-university activities. The Induction Plan Development and Assessment are developed in consultation with the student, employer, and university.

EDDH 560. Extended Practicum and Seminar. (6).

This course is a practicum experience in teaching children and youth who are deaf and hard of hearing in school settings (elementary, middle or high school). The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards. This course stresses the implementation of individual educational plans (IEPs) towards the achievement of English language literacy. Theory and research are integrated into a teaching experience designed to provide D/HH education specialists with a multiplicity of strategies and techniques for providing instruction for students with hearing loss, in collaboration with paraprofessionals, general educators, speech/language therapists, audiologists and other school professionals across the spectrum of educational options.

EDDH 582. Selected Topic. (1-4).**EDDH 590. Independent Study. (1-4).**

Special Education/Mild to Moderate and Moderate to Severe Specializations

CLU offers Education Specialist Credentials in Mild to Moderate (M/M) and Moderate to Severe (M/S) specialization areas. A general education teaching credential is not a prerequisite for completion of an M/M or M/S Preliminary or Level I Education Specialist credential program.

Under certain conditions, it is possible to obtain the Master of Science in Special Education degree without completing the credential requirements; however, CLU has developed the credential and master's degree so candidates may work on the two concurrently.

Requirements for completion of the two are not exactly the same. The master's degree does not authorize the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CTC) requirements and be recommended by the University.

Program Outcomes

Reflective, principled Special Education program graduates will be able to:

1. Assess special needs student learning;
2. Plan instruction and design learning experiences for students with special needs;
3. Understand and organize subject matter knowledge for special needs students;
4. Create, maintain and support an effective environment for special needs students;
5. Engage and support all special needs students in learning;
6. Represent the different roles of a special educator, including interactions with parents and school staff;
7. Develop as a professional special education educator.

Admission to the Special Education Program

To assure a prompt admission decision, candidates for admission to the Special Education Program should submit all application materials by

- July 1 for fall semester
- November 1 for spring semester
- April 1 for summer semester

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
 - (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
 - (d) A previously earned master's degree

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for Continued Advancement in the Special Education Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program¹
6. U.S. Constitution - verification by official transcript or passage of exam

1 Authorized subjects include general subjects (CSET, Multiple Subjects) and single subjects of art, English, foreign language, mathematics, music, science and social science.

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Preliminary and Level I Education Specialist Credential in Mild/Moderate (M/M) and Moderate/Severe (M/S) Specializations

Required courses for both the Mild to Moderate and Moderate to Severe Preliminary or Level I Education Specialist Credential

(45 units)

Credential Core Classes (28 units):

EDTP 500	Social and Cultural Foundations in Education	3
EDTP 502	Theories of Teaching and Learning	3
EDTP 506	Child and Adolescent Growth and Development	3
EDGN 503	Introduction to Special Education	3
EDSP 549	First and Second Language Acquisition	3
EDSP 520	Application of Behavior Management Strategies	3
EDSP 521	Literacy and Language in Diverse Classroom	3
EDSP 523	Teaching 1: Planning and Methods for Content Standards	3
EDSP 519	M/M/S: Assessment, Instruction and Development of the Individual Educational Program	3
EDSP 519A	Clinical Practicum	1
Total Hours		28

Mild/Moderate (M/M) or Moderate/Severe (M/S) Classes (17 units)

M/M Preliminary or Level I Education Specialist Credential

EDSP 547A	M/M: Curriculum and Instruction in Mild to Moderate Disabilities	3
EDSP 532	Reading Procedures, Assessment & Remediation	3
EDSP 532A	Clinical Practicum	1
EDSP 534	M/M: Field Study/Student Teaching With Seminar	10
Total Hours		17

M/S Preliminary or Level I Education Specialist Credential

EDSP 547B	M/S: Curriculum and Instruction in Moderate to Severe Disabilities	3
EDSP 547C	M/S: Communication, Socialization and Daily Living Skills Development	3
EDSP 547P	Clinical Practicum	1
EDSP 542	M/S: Field Study/Student Teaching With Seminar	10
Total Hours		17

Due to CTC-mandated revisions to this program, a complete list of requirements was unavailable at the time of catalog publication. For a current list of requirements, please refer to the website at www.callutheran.edu/education.

Requirements for the Master of Science in Special Education

Candidates who satisfactorily complete the Level I Education Specialist Credential course of study at CLU are eligible for the Master of Science in Special Education with completion of the following additional courses: EDSP 510 and EDSP 599 .

Candidates who satisfactorily complete course work for the Level I Education Specialist credential from outside universities are eligible for the M.S. in Special Education by satisfactory completion of the CLU Clear program, and EDSP 599 and 17 additional approved units. Only six (6) units of graduate credit may be transferable to a master's degree from another institution, with approval at time of entrance to the M.S. Special Education Program. The M.S. in Special Education requires a total of 41 units, 35 of which must be completed at CLU.

Due to CTC-mandated revisions to the credential program, a complete list of requirements for the master's program was unavailable at the time of catalog publication. For a current list of master's requirements, please refer to the website at www.callutheran.edu/education.

Education Specialist University Internship/Alternative Certification Program

The University Internship/Alternative Certification Program enables teacher candidates to complete course work for certification in special education in a supportive environment while working full time within the classroom. University Internship candidates must meet CTC requirements and apply through the Graduate School of Education for a CTC Education Specialist Internship Credential with approval of their adviser and the CLU Credential Analyst. Candidates will complete credential requirements for the Level I Education Specialist Credential in Mild to Moderate (M/M) or Moderate to Severe (M/S) specialties.

To qualify for the Internship/Alternative Certification Program, applicants must:

1. Be employed as a full-time teacher in a classroom for students with M/M or M/S disabilities
2. Be recommended for the program by their immediate administrative supervisor
3. Meet CTC requirements for Internship Credential if credential is required for employment

Education Specialist Internship Credential

1. Full admission status in appropriate program
2. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
3. Basic Skills Proficiency (CBEST or equivalent)
4. U.S. Constitution [?]
5. Subject matter competency (CSET examination or equivalent)
6. Pre-service foundational preparation (see adviser for course and clock-hour requirements)
7. Certificate of Clearance (fingerprint clearance)

Autism Spectrum Disorder Authorization

Candidates who satisfactorily complete the Preliminary or Level I Education Specialist Credential, Mild/Moderate specialization are eligible for the added authorization in Autism Spectrum Disorders with completion of the following course: EDSP515.

Requirements for the Level II Education Specialist Credential in Mild to Moderate (M/M) and/or Moderate to Severe (M /S) Specialties

1. Prior to application to the Clear program, teacher must hold a valid Level I Education Specialist credential.
2. Required courses for both the Mild to Moderate and Moderate to Severe Education Specialist Credential:

EDSP 510	Action Research for Practitioners	3
EDSP 540D	M/M/S: Postive Learning Enviroments for Students With Complex Behavioral and Emotional Needs	3
EDSP 540E	M/M/S: Assessment, Curriculum, Instruction and Development of the Individual Transition Plan	3
EDSP 553A	Induction Plan Development	1
EDSP 553B	Induction Plan Assessment	2
EDSP 595H	M/M/S: Collaborative Consultation Counseling, and Coordination of Services	3
Total Hours		15

3. Required Course for the Mild to Moderate Education Specialist Credential: EDSP 538
4. Required Course for the Moderate to Severe Education Specialist Credential: EDSP 540B
5. Teachers must complete all Level II requirements as well as CTC-approved course content in health education (including CPR) and basic technology to apply for the Level II Education Specialist credential. Teachers have five years from the date of issuance of the Level I credential to complete Level II requirements.
6. EDSP 553A and EDSP 553B , the Induction Plan Development and Assessment courses, embed Professional Growth Activities (approved non-university activities) into the course requirements. The Induction Plan Development is developed collaboratively with the student, employer and university. The assessment of the candidate's progress in completing the plan occurs at the end of the program.

Due to CTC-mandated revisions to this program, a complete list of requirements was unavailable at the time of catalog publication. For a current list of requirements, please refer to the website at www.callutheran.edu/education.

Courses

EDSP 503. Characteristics of Div Lrnr. (3).

EDSP 510. Action Research for Practitioners. (3).

This course is a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base of action research, the techniques used in action research, and applications of action research.

EDSP 515. Educating Students With Autism Spectrum Disorders: Theoretical Foundations, Interventions & Supports. (3).

This course will examine: Autism Spectrum Disorders (ASD), with an emphasis on Autism and Asperger Syndrome; contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; social/communicative development; Positive Behavior Support in creating a classroom/program and for assisting those with behavior challenges; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication models and strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

EDSP 519. M/M/S: Assessment, Instruction and Development of the Individual Educational Program. (3).

Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 519A.

EDSP 519A. Clinical Practicum. (1).

Co-requisite: EDSP 519.

EDSP 520. Application of Behavior Management Strategies. (3).

Examines basic classroom management strategies for general and special educational settings; provides information regarding individual behavior management strategies, specifically with respect to students with special needs; includes behavioral assessment and the design and implementation of behavioral plans to support students with behavioral difficulties in the general and special education classroom. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 521. Literacy and Language in Diverse Classroom. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDSP 523. Teaching 1: Planning and Methods for Content Standards. (3).

This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that all children can learn mathematics and science from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals for mathematics and science education at the K-12 school level.

EDSP 525. Inclusion/Trans/Collab. (3).

EDSP 527A. Creating/Extending Family Partnerships. (1).

EDSP 527B. Supportg Stu w MSD. (1).

EDSP 527C. Cont.Issues M/SD. (1).

EDSP 532. Reading Procedures, Assessment & Remediation. (3).

Provides intensive study and application of specific diagnostic reading assessment skills with direct application of remedial procedures for the learning handicapped. Co-requisite: EDSP 532A.

EDSP 532A. Clinical Practicum. (1).

Examines the basic psychological processes involved in reading; examines the language-literacy connection; explores the nature of reading difficulties; and presents assessment procedures, curriculum, and instructional approaches for group and individual students with reading difficulties. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 532.

EDSP 533. Curriculum-Math for Diverse Learners With Special Needs. (3).

EDSP 534. M/M: Field Study/Student Teaching With Seminar. (1-10).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the candidate in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Prerequisite: Recommendation of Special Education faculty committee. (Graded P/NC only).

EDSP 534A. Field Study/Student Teaching With Semina Benchmark 1. (2).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534B. Field Study/Student Teaching Benchmark 2. (2).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534C. Field Study/Student Teaching Benchmark 3. (2).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534D. Field Study/Student Teaching Field Study/Student Teaching Benchmark 4. (2).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 535. Curric-Sci/Hist/SoSci. (3).

EDSP 537. Curr.Inst Pro Dev Msd. (3).

EDSP 537A. Curr Inst Prog Dev Practicum. (1).

EDSP 538. Advanced Issues in Mild/Moderate Disabilities. (3).

Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: alternative/non-traditional assessment theory and practice; alternative/non-traditional views of learning disabilities; culturally and linguistically diverse exceptional learners; neuropsychological research; language, literacy and cognitive development; socio-historical-political implications of disability and the social construction of difference; emotional disturbance; psychotropics/pharmacology and therapeutic intervention; and technology in special education.

EDSP 539. Curr Instr Prog Dev. (3).

EDSP 539A. Curr Instr Pro Dev Practicum. (1).

EDSP 540B. Advanced Issues in Moderate/Severe Disabilities. (3).

Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: transition; independent and assisted living; continuing education; inclusion across educational, work, social/recreational, and living environment settings; sexuality and students with M/S disabilities; emotional disturbance; socio-historical-political implications of disability and the social construction of difference; continued support services; and technology in special education.

EDSP 540D. M/M/S: Postive Learning Enviroments for Students With Complex Behavioral and Emotional Needs. (3).

Advanced knowledge and skills to successfully design learning environments that enhance the quality of life and educational experiences of students who require comprehensive behavioral support, social skills instruction, crisis management, curricular adaptations, and specially designed physical settings. Collaborative consultation across agencies is emphasized.

EDSP 540E. M/M/S: Assessment, Curriculum, Instruction and Development of the Individual Transition Plan. (3).

Advanced skills in data-based decision-making for determining maintenance, modification, or changes in instructional strategies, curricular content, and behavioral supports for planning, developing, and implementing the ITP. Collaborative consultation across agencies is emphasized.

EDSP 542. M/S: Field Study/Student Teaching With Seminar. (1-10).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the candidate in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Prerequisite: Recommendation of Special Education faculty committee. (Graded P/NC only).

EDSP 542A. Field Study/Student Teaching With Seminar. (2).

EDSP 542B/542C. Field Study/Student Teaching. (2,2).

EDSP 542D. Field Study/Student Teaching Full Time One Semester. (2).

EDSP 545. Positive Behavioral Support for Students With Behavioral & Emotional Needs. (3).

EDSP 545A. Clinical Practicum. (1).

EDSP 547A. M/M: Curriculum and Instruction in Mild to Moderate Disabilities. (3).

Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program/Individualized Transition Plan ((IEP/ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547B. M/S: Curriculum and Instruction in Moderate to Severe Disabilities. (3).

Instruction, adaptation, modification, and integration of the core curriculum and specialized curricula across diverse settings, including general and special education, community, work, and recreational settings to develop academic, functional life skills, and basic skills in cognitive, social/emotional, motor, language, and behavioral domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547C. M/S: Communication, Socialization and Daily Living Skills Development. (3).

This course examines the development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; and technology support to facilitate maximum participation in educational, social, work, and home settings. Co-requisite: EDSP 547P.

EDSP 547P. Clinical Practicum. (1).

Development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; technology support. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 547C.

EDSP 549. First and Second Language Acquisition. (3).

First and second language acquisition deals with an overview of some aspects of linguistic theories that are necessary for teachers. The course further deals with language acquisition theories and various factors that affect language learning among both native and non-native speakers of English. Fieldwork is required.

EDSP 553. Induction Development & Assessment. (3).

EDSP 553A. Induction Plan Development. (1).

Assists and supports the candidate in the development of the Induction Plan to be completed within the first 120 days of employment under a Mild/Moderate or Moderate/Severe Preliminary Level I credential. The plan will be developed in collaboration with a school district support provider.

EDSP 553B. Induction Plan Assessment. (2).

Assists and supports the candidate in the development of assessment procedures for the activities listed in the Induction Plan. Emphasis will be placed on the candidate's design and criteria for providing evidence of successful completion of the Induction Plan. The assessment plan and procedures will be implemented in collaboration with a support provider.

EDSP 582. Selected Topics. (1-4).

EDSP 595H. M/M/S: Collaborative Consultation Counseling, and Coordination of Services. (3).

Collaborative consultation theories, models, and skills to work with students, families, school staff, and agency/community resources across culturally and linguistically diverse settings; basic counseling skills; coordination of services across regular and special education; family systems theory and approaches for consultation/counseling; working with transdisciplinary teams. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 599. Classroom Based Research Project. (3).

Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisite: EDSP 510.

Teacher Education

Credential Programs Offered

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below. Programs are offered during daytime hours for full-time students.

Multiple Subject Credential Programs (2042)

A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool, kindergarten, grades one through 12 and classes organized primarily for adults.

Single Subject Teaching Credential (2042)

A 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.

Private School Teaching Credential (SB57)

This program is offered to those currently teaching in an accredited private school who do not hold a teaching credential. Requirements include a combination of successful experience as a classroom teacher, successfully passing required examinations and the completion of approved course work. Teachers interested in this credential should meet with a counselor in Graduate Student Services for specific requirements.

Clear Credential

This credential is offered to those who teach in public or private schools and are not able to fulfill requirements for a clear 2042 credential by enrolling in an Induction Program (BTSA) offered through public school districts or County Offices of Education. Holders of preliminary multiple subject or single subject credentials must be employed as the teacher of record in a full time setting. Those seeking this credential should meet with a Graduate Admissions Counselor for specific requirements.

Just as the field of education is a versatile and multi-disciplined field, the Graduate School of Education at California Lutheran University offers a variety of avenues for students interested in teaching.

Academic course work is balanced by practical fieldwork in the public school classroom. Programs are jointly planned by CLU and educators in Ventura County. Practical fieldwork prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

Applicants may apply to the credential program only or to a combined credential/M.Ed. program. The Master of Education is offered utilizing much of the course work required for a teaching credential. The master's degree must be completed within seven years of initial registration. Units earned in student teaching and field study are not applicable to the master's degree.

Program Outcomes

Reflective, principled Teacher Preparation program graduates will be able to:

- Make subject matter comprehensible to students:
 - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- Assess Student Learning:
 - TPE 2: Monitoring Student Learning During Instruction
 - TPE 3: Interpretation and Use of Assessments
- Engage and support students in learning:
 - TPE 4: Making Content Accessible
 - TPE 5: Student Engagement
 - TPE 6: Developmentally Appropriate Teaching Practices
 - TPE 7: Teaching English Learners
- Plan instruction and design learning experiences for students:
 - TPE 8: Learning about Students
 - TPE 9: Instructional Planning
- Create and maintain effective environments for student learning:

- TPE 10: Instructional Time
- TPE 11: Social Environment
- Develop as a professional educator:
 - TPE 12: Professional, legal and ethical obligations
 - TPE 13: Professional Growth

Note: Teacher credential program candidates are assessed using specific expectations for beginning teachers, known as Teacher Performance Expectations (TPEs). Candidates in the M.Ed. portion of the program are assessed using broader level program goals corresponding to the California Standards for the Teaching Profession (CSTPs). Candidate competencies in the TPEs are measured using the Teacher Performance Assessment (TPAs).

Admission to the Master of Education in Teacher Leadership (M.Ed.) Program

To assure a prompt admission decision, applicants for admission to the Teacher Education Program/Master of Education (M.Ed.) Program should submit all application materials by July 1 for fall semester; November 1 for spring semester; and April 1 for summer semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A minimum cumulative undergraduate GPA of 2.7 for credential program; 3.0 upper division GPA for Master of Education (M.Ed.)
2. Admission appointment with an admissions counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities attended
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For M.Ed. applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following:
 - i graduate course work
 - ii upper division postbaccalaureate course work (exclusive of extension or continuing education work)
 - iii upper division undergraduate course work; or
 - C. A minimum of nine (9) units of graduate course work completed with a 3.5 grade point average; or
 - D. A previously earned master's degree from an accredited university

The University is authorized by the California Commission on Teacher Credentialing (CTC) to offer credential programs under the Teacher Preparation and Licensing Law of 1970 and subsequent revisions.

Levels of Credentials

California has a two-level credential structure: Preliminary Multiple and Single Subject, and Clear Multiple and Single Subject. Requirements for these credentials are as follows:

Preliminary Multiple Subject Credential

1. Bachelor's or higher degree from a regionally accredited U.S. college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST or CSET Writing Section)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET, Multiple Subjects)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. Passage of RICA exam

8. CPR Certification

9. 36 credits in education (including clinical field experiences) are required. The following courses must be included:

EDTP 500	Social and Cultural Foundations in Education	3
EDTP 501	Theories of Teaching, Learning and Development	3
EDTP 508	Students With Diverse Learning Needs	3
EDTP 511	Teacher Performance Assessment Seminar I	2
EDTP 520	Leadership and Law in Diverse Classrooms - Elementary	3
EDTP 521	Literacy and Language in Diverse Classrooms - Elementary	3
EDTP 522	Teaching I: Planning and Methods for Content Standards - Elementary	3
EDTP 523	Introduction to Student Teaching - Elementary	3
EDTP 512	Teacher Performance Assessment Seminar II - Elementary	1
EDTP 525	Teaching II Advanced Planning and Methods for Content Standards - Elementary	3
EDTP 540 or EDTP 552	Student Teaching - Elementary Field Study - Elementary	9
Total Hours		36

Preliminary Single Subject Credential

1. Bachelor's or higher degree from an accredited college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET or a subject matter waiver from a CCTC approved undergraduate program)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. CPR Certification
8. 36 credits in education (including clinical field experiences) are required. The following courses must be included:

EDTP 500	Social and Cultural Foundations in Education	3
EDTP 501	Theories of Teaching, Learning and Development	3
EDTP 508	Students With Diverse Learning Needs	3
EDTP 513	Teacher Performance Assessment Seminar I Secondary	2
EDTP 530	Leadership and Law in Diverse Classrooms - Secondary	3
EDTP 531	Teaching I: Planning and Methods for Content Standards - Secondary	3
EDTP 532	Literacy and Language in Diverse Classrooms - Secondary	3
EDTP 533	Introduction to Student Teaching - Secondary	3
EDTP 514	Teacher Performance Assessment Seminar II - Secondary	1
EDTP 535	Teaching II Subject Specific Pedagogical Skills - Secondary	3
EDTP 560 or EDTP 572	Student Teaching - Secondary Field Study - Secondary	9
Total Hours		36

Clear Multiple and Single Subject Credential

The majority of public school teachers will participate in a district-sponsored induction program and will fulfill requirements for the Clear credential through their employing district.

The Clear Credential program is available to Multiple or Single Subject preliminary credential holders who are teaching at a public, charter, private or non-public school where an induction program is not available through a school district or county office of education. Candidates must be employed full time and be the teacher of record. Private and other non-public schools must be accredited by an external accrediting agency such as WASC. Candidates who qualify for the Clear Credential program and complete the following four courses in the order in which they appear. Entry to the program only takes place in the Fall semester. The four courses are offered in a totally online format:

EDTE 522	Technology Information Systems for Educators	3
EDTP 549	Teaching English Learners	3
EDTP 550	Teaching Special Populations	3

Requirements for Advancement to Candidacy

The Teacher Education program utilizes Blackboard and TaskStream systems for candidate instruction and assessment. These systems are used in all class work. This requires candidates to have ready Internet access, either at home or through the university library or graduate center computer labs.

Ongoing assessment of teacher candidate progress occurs through the California Teaching Performance Assessments (TPAs), supervised clinical fieldwork (student teaching), and various signature assignments. Through these assessments, each candidate demonstrates proficiency in the California Teaching Performance Expectations (TPEs) and their understanding of the university's conceptual framework (STRIVE Statement). Explanation of the TPAs, TPEs and the STRIVE statement is available on the Graduate School of Education Web page.

Requirements for advancement to Methods course work:

1. Certificate of Clearance (fingerprint clearance)
2. Basic Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Satisfactory completion of all Foundations course work (grade of "B" or better)
6. Payment of TPA fee

The California Teaching Performance Assessments (CalTPAs) were designed by the CTC along with the Educational Testing Service to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities.

The TPAs consist of four performance tasks that increase in complexity throughout the teacher education program. The four tasks are intended to be completed as candidates progress through the program. Tasks 1 and 2 are submitted as part of TPA Seminar 1 (EDTP 511 /EDTP 513) during Methods Block. Tasks 3 and 4 are submitted as part of TPA Seminar 2 (EDTP 512 /EDTP 514) during the Full-time Student Teaching Block of course work.

The TPAs serve as a summative criterion for recommendation for the teaching credential. Passing all four tasks with a score of 3 or better (on a 4 point rubric) is required to be recommended for a teaching credential. There is a fee of \$500 paid prior to admission to the Methods Block of course work. This fee covers the cost of taking and assessing all four tasks, electronic portfolio subscription for submission of tasks, TPA Handbook and other printed materials.

Note: These requirements are subject to change by the CTC.

Requirements for the Master of Education in Teacher Leadership

The Master of Education requires completion of 33 graduate units (not including student teaching). Students must choose one of the following three options:

Option 1

Students who complete their teaching credential program at CLU at the graduate level:

Candidates who complete the Preliminary Multiple or Single Subject credential course of study at CLU may be eligible for the M.Ed. with the following additional requirements:

EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 599C	Classroom Based Research Project	3
EDTP 510	Action Research for Educational Practitioners	3

Option 2

Students who complete their teaching credential program at CLU at the undergraduate level:

Candidates need 33 graduate units to earn a master's degree. They may take any of the special interest, reading certificate, technology, or clear credential courses in addition to the three required research classes

EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 510	Action Research for Educational Practitioners	3
EDTP 599C	Classroom Based Research Project	3

Option 3

Classroom teachers who did not complete their teaching credential program at CLU:

Candidates need 33 graduate units to earn a master's degree. Cal Lutheran will accept 9 teaching credential units from another university. The student will then need to take 12 elective units from the special interest, reading certificate, technology or clear credential courses.

EDTP 509	Introduction to Educational Research	3
EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 510	Action Research for Educational Practitioners	3
EDTP 599C	Classroom Based Research Project	3

Special Interest

EDGN 515	Advanced Educational Psychology	3
EDLD 502	Current Social, Cultural, and Political Issues in Education	3
EDLD 504	School Law and Public Policy	3
EDLD 568	Organizational Leadership and Public Education	3
TA 540	Creative Drama for Child/Youth	3

Reading Certificate

EDRD 559	Curriculum and Research in Language Arts	3
EDRD 563	Advanced Diagnosis and Prescription	3
EDRD 564	Differentiated Reading Instruction: Assessment and Remediation	3
EDRD 565	Content Area Reading	3

Technology ¹

EDTE 522	Technology Information Systems for Educators	3
EDTE 524	Media and Technology in the Classroom	3
EDTE 526	Educational Technology for Teachers	3
EDTE 528	Software for Educators	3

¹ Provides eligibility for CTC-issued Supplementary Authorization in Computer Concepts and Applications.

Clear Multiple or Single Subject Credential

EDTE 522	Technology Information Systems for Educators	3
EDTP 549	Teaching English Learners	3
EDTP 550	Teaching Special Populations	3
EDTP 551	Health Education for Teachers	3

Courses

EDTP 500. Social and Cultural Foundations in Education. (3).

The historical, social and cultural foundations of American education, as seen through a historical narrative, with an emphasis on the diversity of contemporary schooling. Major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures. Fieldwork required.

EDTP 500A. Foundations. (3-9).

Foundations class that combines EDTP 500, 501 and 508. Summer only.

EDTP 501. Theories of Teaching, Learning and Development. (3).

Theories of teaching, assessment and development of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

EDTP 502. Theories of Teaching and Learning. (3).

Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

EDTP 506. Child and Adolescent Growth and Development. (3).

The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents. Fieldwork required.

EDTP 508. Students With Diverse Learning Needs. (3).

Theories, approaches, and student characteristics for teaching students with special learning needs and English learners. Fieldwork required.

EDTP 509. Introduction to Educational Research. (3).

A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principals, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of classroom settings.

EDTP 510. Action Research for Educational Practitioners. (3).

Designed for Educational Practitioners who will draw from qualitative, quantitative, and combined applications of research to guide themselves through systemic study of the inter-related activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of a literature review, methodological plan, and introduction. Work in this course will eventually contribute to the writing of a master's thesis. Prerequisite: EDTP 509.

EDTP 511. Teacher Performance Assessment Seminar I. (2).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a three-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs) and the use of TaskStream. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. An assessment fee of \$500 will be due prior to orientation. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 512. Teacher Performance Assessment Seminar II - Elementary. (1).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Elementary) Student Teaching course work. Prerequisites: Methods course work or equivalent.

EDTP 513. Teacher Performance Assessment Seminar I Secondary. (2).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a three-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs) and the use of TaskStream. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. An assessment fee of \$500 will be due prior to orientation. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 514. Teacher Performance Assessment Seminar II - Secondary. (1).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Secondary) Student Teaching course work. Prerequisites: Methods course work.

EDTP 520. Leadership and Law in Diverse Classrooms - Elementary. (3).

Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 521. Literacy and Language in Diverse Classrooms - Elementary. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 522. Teaching I: Planning and Methods for Content Standards - Elementary. (3).

This course is a study of the content as well as the goals for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, attainment, and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. Technology enhanced methods will also be introduced when appropriate. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 523. Introduction to Student Teaching - Elementary. (3).

Assignment in an elementary school classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Three mornings a week concurrent with enrollment in Methods course work. Weekly seminars. Prerequisites: Foundations course work. (Graded P/NC only).

EDTP 525. Teaching II Advanced Planning and Methods for Content Standards - Elementary. (3).

An advanced course focusing on curriculum, planning, instruction, and assessment of diverse students in the California elementary classroom. The integration of content areas through thematic teaching including design and implementation of unit and lesson plans, incorporation of modifications for students with special language and/or learning needs, cooperative learning, technology, and assessment of student learning. Concurrent with enrollment in (Elementary) Student Teaching course work. Prerequisites: (Elementary) Methods course work.

EDTP 530. Leadership and Law in Diverse Classrooms - Secondary. (3).

Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 531. Teaching I: Planning and Methods for Content Standards - Secondary. (3).

Basic methods of planning and instruction. Lesson planning with an emphasis on increased academic achievement in the secondary school. Technology enhanced methods and strategies necessary to develop achievement in all learners. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).

Methods of teaching reading in the content areas and development of English language literacy. Assessment, technology and content standards as they impact student achievement. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 533. Introduction to Student Teaching - Secondary. (3).

Assignment in a single subject classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Concurrent with enrollment in (Secondary) Methods course work. Weekly seminars. Prerequisites: Foundations course work or equivalent. (Graded P/NC only).

EDTP 535. Teaching II Subject Specific Pedagogical Skills - Secondary. (3).

An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning and teaching strategies for their specific content areas, and design and implement varied plans to assess student performance. Students learn to teach and reflect on curriculum-based subject matter content in relation to foundational knowledge. Concurrent with enrollment in (Secondary) Student Teaching course work. Prerequisites: (Secondary) Methods course work or equivalent.

EDTP 540. Student Teaching - Elementary. (1-9).

Semester-long assignment in an elementary school classroom with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in (Elementary) Student Teaching course work. Attendance at weekly seminar required. Prerequisites: (Elementary) Methods course work. (Graded P/NC only).

EDTP 549. Teaching English Learners. (3).

This course in first and second language acquisition deals with an overview of some aspects of linguistic theories. The course further deals with language acquisition, theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction, school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. Fieldwork is required. This course fulfills the CTC 2042 Clear English learner requirement.

EDTP 550. Teaching Special Populations. (3).

An advanced course about teaching special populations that enables teacher candidates to build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with special needs. This course fulfills the CTC Ryan and 2042 Clear mainstreaming/special populations requirements.

EDTP 551. Health Education for Teachers. (3).

This course covers health-related issues and problems of K-12 students while focusing on the knowledge, skills, and abilities required to support the students' physical, cognitive, emotional and social well being. This course fulfills the CTC Ryan and 2042 Clear health education requirements.

EDTP 552. Field Study - Elementary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Elementary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment (Graded P/NC only).

EDTP 554. Educational Measurement - Teacher Preparation. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests. Prerequisite: Preliminary teaching credential.

EDTP 556. Pedagogy for Effective Teaching: English Learners & Special Needs Populations. (3).

An advanced course of study regarding the methodology and pedagogy needed to teach English learners and special populations. Candidates will build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 557. Professional Inquiry in a Classroom Setting I. (3).

This inquiry-based course guides and informs teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the CSTPs, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider on site, teachers assess their practice with a set of specific criteria. They develop and implement an action plan as well as research the impact of instruction on student achievement. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 558. Pedagogy for Effective Teaching: Healthy Environments and the Integration Technology in the Classroom. (3).

An advanced course of study regarding the methodology and pedagogy needed to create a healthy learning environment as well as integrating technology as a teaching and learning tool. Teacher candidates build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for Multiple and Single Subjects.

EDTP 559. Professional Inquiry in a Classroom Setting II. (3).

This inquiry-based course guides and informs teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the CSTPs, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider in the field, teachers assess their practice with a set of specific criteria. They develop and implement an action plan as well as research the impact of instruction on student achievement. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 560. Student Teaching - Secondary. (1-9).

Semester-long assignment in a secondary school with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement for all students. Supervision by cooperating teacher(s) and university supervisor while working with individuals, small groups, and entire classes. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in (Secondary) Student Teaching course work. Attendance at weekly seminar required. Prerequisites: (Secondary) Methods course work. (Graded P/NC only).

EDTP 563. Microcomputers in Education. (3).

Focuses on the use of microcomputers in educational settings and includes understanding of computer hardware, software, programming, tool and utility usage as well as CAI software used in the classroom. This course fulfills the CTC basic technology requirement.

EDTP 572. Field Study - Secondary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Secondary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment. (Graded P/NC only).

EDTP 582. Selected Topics. (2).

EDTP 590. Independent Study. (1-4).

EDTP 599C. Classroom Based Research Project. (3).

Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisite: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by adviser.

Doctorate in Clinical Psychology

Mission Statement

The Psy.D. program in Clinical Psychology is grounded in the scholar/practitioner model with training that underscores the integration of theory and research. The program teaches a variety of theoretical perspectives, emphasizing a developmental understanding of human behavior. The program seeks to establish strong foundations for critical thinking. A commitment to ethical principles, with an appreciation of issues of diversity, service and social justice is a core component of the program.

Educational Objectives

1. To develop competent clinicians whose work is guided by empirical research and scholarly inquiry.
2. To develop the ability for analysis, synthesis and evaluation of issues related to the practice of clinical psychology.
3. To develop clinical skills that are founded on the integration of theory and research.
4. To foster an understanding of the developmental perspectives that underlie human behavior.
5. To develop professionals whose work is guided by knowledge and application of ethical principles.
6. To instill an appreciation of human diversity and integrate this understanding into clinical work, research and practice.
7. To advance a commitment to social justice and service.

Program Philosophy

The Psy.D. program in Clinical Psychology at CLU is based on the Vail Model which was developed for professional schools who were focused on training clinicians and awarded the Psy.D. (Nelson & Messenger, 2003).

While the foundation of CLU's Psy.D. in Clinical Psychology is built upon the integration of research and professional development, as an institution, CLU has adopted three Core Commitments which include Liberal Learning, Professional Preparation and Character and Leadership Development. Professional Preparation is described as providing the theoretical and practical framework for students to excel in specialized careers. In keeping with the core commitment of Professional Preparation, the Psy.D. in Clinical Psychology is aligned with CLU's educational objectives. The Psy.D. program in Clinical Psychology will prepare students to become licensed clinical psychologists. In addition, the clinical training and skills that students develop will be based on sound research and a solid understanding of how research contributes to clinical practice.

The curriculum will reflect the integration of practice and research by offering a sequence of research courses, requiring a thesis and a dissertation and requiring ongoing practica experiences and an internship prior to graduation.

The Psy.D. program will attempt to incorporate the best features of first-rate existing programs as well as add innovative components. Thus, like any viable doctoral program in clinical psychology, the Psy.D. program at California Lutheran University will provide training in a range of therapeutic modalities and theoretical approaches. With regard to the former, students will learn about individual, couples, group, and family therapy as well as child therapy and therapeutic interventions with infant and child-caregiver dyads. As for theoretical approaches, students will receive training in Applied Behavioral Analysis (ABA), Cognitive Behavior Therapy (CBT) and psychodynamic theory (including brief psychodynamic therapy approaches) and will also be exposed to therapeutic approaches shown to be effective with particular diagnostic groups — for example, Dialectical Behavior Therapy (DBT), Transference Focused Psychotherapy (TFP), and Mentalization Based Therapy (MBT) with borderline personality disorder patients; exposure therapy and short-term psychodynamic therapy with agoraphobic patients; and attachment-based interventions with couples and with distressed infant-mother dyads.

Our approach to courses and practical training will be integrative in two senses: one, in the sense of an emphasis on common themes and principles that cut across different theoretical approaches, for example, change principles and therapeutic factors common to different therapeutic modalities; two, in the sense of integrating, to the extent possible, assessment and clinical training with theory and research rather than the usual practice of separate courses on clinical skills, theory, and research. Also, in meeting the course work requirements, students will generally be expected to integrate clinical material, theory, and research. Rather than encouraging exclusive loyalty to a particular therapeutic modality or "school," we will aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems and clinical populations, that is, "what works for whom" (Fonagy & Roth, 1996). What we want

to ensure, however, is that students develop the professional attitude of turning to relevant research findings to inform their clinical work and become intelligent research consumers (Stricker & Trierweiler, 1995).

A unique feature of the curriculum includes six core courses which reflect the spectrum of disorders in the Diagnostic and Statistical Manual 4th Edition - Text Revision (DSM-IV-TR). Rather than requiring a course in psychopathology and courses in assessment and technique, each of the six core courses will introduce students to a group of disorders and present them with a historical overview, diagnostic considerations, prevalence, incidence and course information, etiological considerations from multiple orientations that will include seminal studies and papers, issues of assessment and treatment including evidence-based treatments and relevant research, cultural considerations, local resources, ethical considerations and related topics.

The six core courses require students to develop an integrated, developmental understanding of psychopathology. In addition, diagnosis, assessment and intervention are incorporated in each course from a research perspective. This approach prevents adherence to any one theoretical orientation and requires students to rely on research and evidence-based interventions.

In addition to an integrated curriculum, we have the good fortune at California Lutheran University to have available two well-run and highly regarded Counseling Centers (http://www.callutheran.edu/community_counseling) that serve the surrounding community, as well as a group of experienced and diverse supervisors who contribute to the clinical training of our students.

The fact that students' initial clinical experience will take place at the Counseling Center will enable us to ensure a consistently high level of supervision, which has been recognized as a "key in one's learning of therapeutic skills" (Boswell & Castonguay, 2007, p. 380) and, one might add, also in one's learning of assessment skills.

We also plan to initiate an ongoing process and outcome study of clients seen at the Counseling Center, which should serve as a live model of the integration of clinical work and research (Boswell & Castonguay, 2007). Our Counseling Center is equipped with videotaping capacity, which will be very useful in supplementing other techniques such as role-playing, and in linking the teaching of helping skills to observations of moment-to-moment interactions (Hill et al, 2007).

Other features of our training program that we want especially to note include:

- Students participate in an ongoing research work group of between four to seven students with a selected faculty member throughout their training. The work group is intended to facilitate the selection and completion of the dissertation, to provide a sense of camaraderie throughout their training, and to establish and maintain an ongoing close working relationship with at least one faculty member.
- Along with quantitative research methods, students will also receive training in rigorous qualitative research methods. As part of this training, students will learn to view the clinical case study as a vehicle for critical thinking, appeal to evidence, and disciplined clinical inference (Edelson, 1984; Kazdin, 2007; Wolitzky, 2007; and the journal *Clinical Case Studies*).
- As part of our Counseling Center, we have established a Parent-Child Study Clinic whose purposes are primary and secondary prevention and therapeutic intervention. Our approach in this clinic is modeled after other infant and parent-child intervention programs throughout the country that are based on attachment theory and research — for example, the "Circle of Security" Program initiated at the University of Virginia and led by Robert Marvin (a colleague of Mary Ainsworth) and his colleagues (2006); and the intervention program led by Cicchetti and his colleagues initially at the University of Rochester (2006). These and other similar programs have the common aim of transforming the infant's disorganized and insecure attachment, risk factors in development, to more organized and secure attachment, protective factors in development.
- We will build into our training program ongoing feedback from our students regarding aspects of their training that they find helpful and areas for improvement. We will use this information in an ongoing process of evaluation of our program.
- We will initiate a colloquium series and will invite speakers whose work can serve as a model for our students.
- We plan to include in our program the requirement of a second year project, which will be preparatory to the carrying out of a dissertation. The latter can include a critical literature review, a case study that includes relevant theory and research, or an exploratory empirical project. Whatever project the student selects, the overall and consistent emphasis will be on integrating clinical data, theory, and research.
- In conjunction with the Parent-Child Study Center, we hope to establish an Attachment Consortium modeled after the New York Attachment Consortium, sponsored by Adelphi University and the State University of New York at Stony Brook. The consortium will serve as a hub for bringing together individuals interested in attachment theory and research, for sharing research, clinical, and theoretical ideas, for inviting speakers who work in the attachment area, and for organizing periodic conferences. Students will be invited to participate in all these activities.

One of our strengths is the existence within a university setting of a strong faculty with a variety of scholarly and research interests. This seems to us to constitute a palpable advantage over free-standing Psy.D. training settings that are not embedded in a full university structure.

Admission Requirements

Students with a bachelor's degree in psychology or a related major and students with a master's degree in psychology or a related major may apply. Students will need to demonstrate their abilities to succeed in a doctoral level program through GPA, GRE scores, research experience and experience in the field. Students will also need to have well developed writing skills. In addition, students need to demonstrate potential as clinicians by their abilities to engage with and develop interpersonal relationships. The need to target and enroll students from diverse backgrounds will be a priority in recruiting. Ventura County has a strong need for clinical psychologists who are bilingual in English and Spanish and efforts will be made to target potential students who are fluent in both languages. Addressing diversity has been a priority at CLU and will be a priority in the Psy.D. program as well.

The Psy.D. program will admit students when the following requirements have been met:

1. Bachelor's degree from a regionally accredited institution.
2. Minimum GPA of 3.0
3. GRE General Exam and Psychology Exam
 - If a student applies who has received a Bachelor's or Master's degree in psychology or a field closely associated with psychology within the past 7 years, the applicant will not have to submit scores from the psychology subject GRE Exam.
4. Official transcripts
5. Curriculum vitae
6. Statement of Purpose
7. Copy of Thesis if applicable
8. Completed Application and Application Fee
9. Two Letters of Recommendation
10. Interview (for those invited)
11. Writing Sample

International students must provide the following:

1. TOEFL score of at least 600
2. Proof of financial sponsorship
3. Financial statements

Requirements for the Doctoral Degree in Psychology

The Psy.D. in Clinical Psychology curriculum includes sequential research courses, practicum experience and an internship in the field:

- Five-year program with a traditional semester format
- 114 course credits required
- Three areas of focus:
 - o Six core courses
 - o Research
 - o Practical skill development courses
- Includes three years of practical training (one year at CLU)
- One year of internship
- Qualifying Exam
- Dissertation

Note: When students who are enrolled in the Psy.D. program successfully complete the requirements for the first two years of the program, they will be awarded a Master's Degree in Advanced Clinical Psychology.

Course Requirements

First Year	Hours
PSYC 701	1
PSYC 702	1
PSYC 705	3
PSYC 706	3
PSYC 711	1
PSYC 712	1
PSYC 716	3
PSYC 740	3
PSYC 741	2
PSYC 742	2
PSYC 761	2
PSYC 762	2
PSYC 763	2

PSYC 780	3
	29
Second Year	Hours
PSYC 703	1
PSYC 704	1
PSYC 713	1
PSYC 714	1
PSYC 717	3
PSYC 718	3
PSYC 721	2
PSYC 722	2
PSYC 728	1
PSYC 729	1
PSYC 743	2
PSYC 744	2
PSYC 750	3
PSYC 751	3
PSYC 770	3
PSYC 771	3
	32
Third Year	Hours
PSYC 719	3
PSYC 723	2
PSYC 724	2
PSYC 731	1
PSYC 732	1
PSYC 745	3
PSYC 746	2
PSYC 752	3
PSYC 753	2
PSYC 781	3
PSYC 782	3
PSYC 792	3
	28
Fourth Year	Hours
PSYC 725	2
PSYC 726	2
PSYC 733	1
PSYC 734	1
PSYC 747	2
PSYC 754	2
PSYC 755	2
PSYC 790	3
PSYC 791	2
PSYC 792 (2)	3
PSYC 792 (3)	3
	23
Fifth Year	Hours
PSYC 795	1
PSYC 796	1
	2

Total credit hours: 114

Courses

PSYD 701. Research Seminar 1. (1).

Throughout the first two years of the program, five to seven students work with a faculty member who mentors student research. The class will introduce various research methodologies used in clinical psychology and assist students in exploring their research interests.

PSYD 702. Research Seminar 2. (1).

A continuation of PSYD-701, this course will focus on introducing students to various research tools and strategies as students develop their research projects. Specific attention will be given to developing the literature review. It is expected that students will complete their literature reviews over the summer.

PSYD 703. Research Seminar 3. (1).

A continuation of PSYD-702, this course assists students in becoming familiar with completing IRB forms, developing the methodology sections of their research projects, and examining the ethics of research and data collection. By the completion of this course, students are expected to have a completed proposal and be ready for data collection.

PSYD 704. Research Seminar 4. (1).

A continuation of PSYD-703, this course examines data analysis and writing results. By the completion of this course, students are expected to have completed their second year projects, which may function as pilot studies for the dissertation project.

PSYD 705. Research Methods 1. (3).

This course examines qualitative and correlational research designs including case studies, survey research, focus groups, conducting interviews and collecting data to support hypotheses regarding possible relationships and associations. In addition, students will learn the appropriate statistical analyses to use with qualitative and correlational research. Issues involving validity, bias and cultural diversity in research will be addressed.

PSYD 706. Research Methods 2. (3).

This course examines quantitative research designs including experimental, quasi-experimental, multivariate, cross-sectional and longitudinal studies. In addition, students will gain experience using SPSS for analysis of variance and covariance, simple effects analysis, factorial designs and multivariate analysis of variance.

PSYD 711. Colloquia 1. (1).

Professionals in the mental health field will conduct presentations on a wide range of issues that are relevant to careers in psychology. By drawing on local resources, the colloquia series addresses issues that are particularly applicable to our neighboring communities. The colloquia also include formal clinical case presentations from students, faculty and invited guests.

PSYD 712. Colloquia 2. (1).

Continuation of PSYD 711.

PSYD 713. Colloquia 3. (1).

Continuation of PSYD 712.

PSYD 714. Colloquia 4. (1).

Continuation of PSYD 713.

PSYD 716. Biological Aspects of Behavior. (3).

This course examines brain-behavior relationships. An emphasis is placed on understanding neuropsychological functions, physiological mechanisms and biochemical processes.

PSYD 717. Human Development. (3).

This course examines theory and research related to lifespan development. Clinical application of course material will be emphasized.

PSYD 718. Cognitive-Affective Aspects of Behavior. (3).

This course examines current theory and research in human cognitive and affective. The impact of cognitive and affective processes on the individual are studied and applied to clinical material.

PSYD 719. Social Psychology. (3).

This course examines the social and cultural bases of human behavior by examining relevant theory and research. Consideration is given to the ethnic/cultural issues that impact clinical practice.

PSYD 721. Practicum 1. (2).

The Practicum is structured to provide clinical experience in conducting psychotherapy. Students provide psychotherapy services to clients at the Community Counseling and Parent Child Study Center under the close supervision of licensed clinicians who are part of the Psy.D. program's clinical faculty. In addition to direct face-to-face contact and supervision, the practicum also provides supervised training in assessment, using standard test batteries that include intelligence tests, projective tests and self-report inventories. In practicum, students acquire the skills to present test findings to their clients and integrate assessment into their clinical practice.

PSYD 722. Practicum 2. (2).

Continuation of PSYD 721.

PSYD 723. Practicum 3. (2).

Continuation of PSYD 722.

PSYD 724. Practicum 4. (2).

Continuation of PSYD 723.

PSYD 725. Practicum 5. (2).

Continuation of PSYD 724.

PSYD 726. Practicum 6. (2).

Continuation of PSYD 725.

PSYD 728. Case Conference 1. (1).

As part of this yearlong seminar, students present information from clinical intakes that they are conducting as part of their practicum, as well as information on ongoing treatments, to a small group of peers and supervisors. The case conference gives each student the opportunity to develop skills in discussing presenting problems, diagnostic impressions, psychodynamic case formulation and treatment planning.

PSYD 729. Case Conference 2. (1).

Continuation of PSYD 728.

PSYD 731. Dissertation Reserach Seminar 1. (1).

This course is designed for five to seven students led by a faculty member who will mentor students through the dissertation project process. Students will support one another by acting as peer mentors in the course as dissertation proposals are explored.

PSYD 732. Dissertation Research Seminar 2. (1).

A continuation of PSYD-731, this course continues to provide support for students as they actively develop their dissertation projects. At the conclusion of this course, students are expected to have completed their proposals, chosen a dissertation committee, and successfully defended their proposals. They should be ready for data collection and analysis over the summer.

PSYD 733. Dissertation Research Seminar 3. (1).

A continuation of PSYD-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects.

PSYD 734. Dissertation Research Seminar 4. (1).

A continuation of PSYD-733, this course provides support for students as they complete their dissertation projects. In addition, students explore various methods of presenting their research including journal articles, conferences and community forums. Students are expected to complete their final defense by the conclusion of this course and are encouraged to present and publish their work.

PSYD 735. Dissertation Supervision. (2).

This course is intended for students who have not completed their dissertations within the first four years of coursework and who require additional supervision.

PSYD 740. Diagnostic Interviewing. (3).

Diagnostic and therapeutic interviewing skills are essential for a clinician. In this course, students will develop techniques for conducting diagnostic interviews of clients with a range of symptoms and psychological disorders. The course involves hands-on interviewing exercises and a review of etiological and treatment issues specific to psychological disorders, such as anxiety, depression and eating disorder. Includes interviewing strategies that focus on symptoms, behaviors and dynamics that are specific to each disorder.

PSYD 741. Basic Attending Skills. (2).

This course examines one of the basic skills necessary for effective psychotherapy - the development of listening skills. The course explores concepts such as empathy, sympathy, reassurance, the importance of process versus content, and the importance of examining obstacles that interfere with a therapist's basic listening skills, including countertransference.

PSYD 742. Frame. (2).

Frame refers to the establishing and maintaining of a therapeutic structure of protocols, guidelines, boundaries and any other technical parameters. The handling of frame constitutes a critically important skill for the treatment of character pathology, serious mental disorders and other complex treatments. Students will learn and have the opportunity to practice these skills in role-play and simulated therapy sessions. They will also be presented with videos of therapy sessions where they can critique other clinician's attempts to manage frames.

PSYD 743. Child and Adolescent Interventions. (2).

This course will examine specific treatment strategies for psychotherapy from the approaches of psychodynamic, cognitive-behavioral and family systems theories. Students will learn how to organize their clinical interventions according to these psychotherapeutic models and how to direct their treatment goals accordingly.

PSYD 744. Principles of Psychodynamic Psychotherapy. (2).

The course surveys some of the basic treatment modalities that fall under the rubric of psychodynamic psychotherapies, including perspectives from object relations, self psychology, ego psychology and interpersonal psychology. Students develop the capacity for distinguishing and finding points of convergence between the different theoretical perspectives and their application in clinical practice. Traditional concepts such as transference, countertransference, resistance, neutrality and compromise formation are discussed. This course also addresses the role of enactments, self-disclosure and insight in effecting therapeutic change.

PSYD 745. ABA and CBT Interventions. (3).

This course examines the conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. The principles and techniques of applied behavioral analysis and cognitive behavioral therapy will be reviewed. In addition, relevant outcome research will be presented to support the use of these therapies with specific populations.

PSYD 746. Couples and Family Therapy. (2).

This is an advanced course on the study of conjoint therapy with couples and families. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, system theory and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples for couple enrichment and as part of psychotherapy with distressed couples. Interventions will be taught for dealing with a variety of marital and divorce issues, e.g., dual-career, multicultural/multinational, domestic violence, alcoholism and remarriage. Instruction is through lecture, discussions, role-playing and video. Students will complete a course project either through a practicum experience or some other applied experience developed with the instructor.

PSYD 747. Group Psychotherapy. (2).

This course is designed to help students learn about group theory and the practice of group psychotherapy. Students acquire information and skills on different types of psychotherapy groups, including inpatient and outpatient groups, as well as psycho-educational groups, symptom-focused groups (e.g., eating disorder group), and others. The course examines the value, as well as the potential for iatrogenic effects, of group work as it is impacted by diagnostic categories, age populations and other relevant factors.

PSYD 750. Child and Adolescent Disorders. (3).

This course will integrate psychological and neuroscientific research on child and adolescent development with issues of learning disabilities, behavioral and impulse disorders, addictions and other psychopathologies. The student will understand how psychological, social, cultural and biological factors influence the problems and disorders experienced by children and adolescents.

PSYD 751. Personality and Dissociative Disorders. (3).

This course is designed to review the major theories of personality and dissociative disorders, addressing psychoanalytic, behavioral and humanistic schools of thought, as well as biological approaches that include the study of genetics and heritability. The course takes a developmental approach to the study of these disorders and examines points of convergence and divergence between the different theories.

PSYD 752. Mood and Anxiety Disorders. (3).

This course provides an in-depth examination of mood disorders (e.g., depression, bipolar disorder, dysthymia) and anxiety disorders (e.g., obsessive-compulsive disorder, phobia, panic disorders). The course examines the etiology and course of the disorders from multiple perspectives. In addition, the course requires a critical review of psychotherapeutic interventions that have been proven effective from a variety of theoretical and treatment modalities. The most current approaches to assessment are reviewed.

PSYD 753. Gender and Sexual Disorders. (2).

This course will explore gender and sexual disorders from multiple perspectives including historical, object relational, attachment, cognitive, behavioral, systems, biological and social. Diagnostic criteria and etiology will be examined while considering the influence of culture and societal values. Multiple treatment approaches and interventions will be examined as found in relevant research. Students will explore their own sexual attitudes and develop an awareness of and comfort with the complexities of human sexuality.

PSYD 754. Eating Disorders/Substance Abuse/ Somatoform Disorders. (2).

The course examines the major theories addressing somatoform disorders (body dysmorphism, conversion, hypochondriasis, pain disorder and somatization), as well as substance abuse and eating disorders. Students will explore possible overlap between these disorders as understood from a variety of theoretical frameworks (including psychoanalytic, behavioral, humanistic and social learning theory), as well as findings from neuroscience. The course emphasizes a developmental perspective in the understanding of these issues.

PSYD 755. Schizophrenia and Other Cognitive Disorders. (2).

This course examines major theories on the etiology of schizophrenia and other cognitive disorders and their symptomatic manifestations. The course includes a historical overview of the disorders as well as recent findings from the fields of biology and neuroscience. The course also includes a review of medications and the neural pathways by which psychotropic medications are thought to affect thought disorders.

PSYD 761. Professional Seminar. (2).

The purpose of this course is to assist students in the development of a professional identity. Students will investigate the various roles of clinical psychologists. They will examine practice issues in light of relevant ethical and legal issues. Each student will develop a plan for transitioning from student to professional.

PSYD 762. Test and Measurement. (2).

This course introduces students to test theory and the psychometric properties of tests. Controversies and ethical issues in assessment are explored from both a quantitative and qualitative perspective. Particular attention is given to potential test biases and the potential misuse of testing in clinical psychology.

PSYD 763. Ethics. (2).

This course is designed to explore the advanced legal and ethical issues for professional psychology. Students will examine and discuss complex and controversial legal and ethical issues as they pertain to clinical practice and research. Students will be expected to demonstrate a good working knowledge of many legal and ethical concepts and to demonstrate their ability to offer a critical analysis of the professional literature. Classroom discussion is an essential part of this course and students are expected to come to each meeting prepared to ask questions and debate topics. Several take-home assignments and a final exam will also be used to assess grades.

PSYD 770. Assessment: Cognitive. (3).

This course is designed to provide graduate level students with training in the administration, scoring and interpretation of the current editions of the Wechsler Adult Intelligence Scale (WAIS-IV), the Wechsler Intelligence Scale for Children (WISC-IV), and the Woodcock-Johnson Achievement Test (WJ-III). In addition, other measures of cognitive assessment will be reviewed. Issues relating to the appropriate use of intelligence tests, theories of intelligence, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYD 771. Assessment: Personality. (3).

This course is designed to provide graduate level students with training in the administration, scoring, and interpretation of personality measures including projective drawings, sentence completion, Thematic Apperception Test (TAT, CAT, RAT), Minnesota Multiphasic Personality Inventory-2 (MMPI-2, MMPI-A), Millon Clinical Multiaxial Inventory-III (MCMI-III), California Personality Inventory-R (CPI-R), Beck Depression Inventory-II (BDI-II), and the Achenbach Child Behavior Checklist (CBCL). In addition, other measures of personality assessment will be reviewed. Issues relating to the appropriate use of personality measures, theories of personality, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYD 780. History and Systems. (3).

The intention in this course is to guide you to understand psychological science through its history, and through the histories of the societies in Europe and North America within which that science has been embedded. Much of psychology's past has found its roots within the social histories of the countries where Western psychology has developed - Germany, France, Great Britain and the United States. This course will take you on a journey into some of the fascinating theories developed by our intellectual forefathers who proved to have a profound influence on later psychological thought, combining those with investigations into the cultural-historical contexts within which these works were written. Often we erroneously assume that what has been written decades or even centuries ago is too old and must be outdated. Yet, as we will see, the great dinosaurs from the old schools of psychology are still able to teach us modern psychologists a great deal.

PSYD 781. Consultation/Supervision. (3).

This course examines the role of psychologists as consultants and as supervisors. Theories of consulting and supervising will be presented, as well as experiential exercises. Students will consider the roles of consultant and supervisor from developmental perspectives.

PSYD 782. Cultural Theory and Research. (3).

This is a course for interested students who want to learn about cultural perspectives in psychology at large, and particularly in the cases of human development within varied cultural contexts. Crucial philosophical, theoretical and methodological research issues that are central for developmentally focused cultural psychology will be covered in this course. This course is tailored toward students with philosophical and interdisciplinary interests, whose goals are to learn more about our basic scientific understanding of human psychology. The course is primarily based on an active learning approach founded on the principles of Accountable Talk, which dictates that all students must be held accountable to their learning community, to accurate and appropriate knowledge, and to rigorous thinking. In other words, this will not be a standard lecture course in which students passively absorb knowledge, rather the course format will take a partnership approach in which students help one another build knowledge (based on the course textbook and instructor guidance), in order to make sense of who we are and the culture in which we live.

PSYD 783. Intimate Partner Violence: Advanced Research, Theory and Technique. (3).

This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYD 784. Intimate Partner Violence: Advanced Clinical Applications. (3).

This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYD 790. Neuropsychoanalysis. (3).

This course will provide an interface between modern neuroscientific research and psychoanalytic theory and practice. Students will explore the relationships between brain structure and function as they relate to the phenomenological expression of the human condition. They will examine how brain development may underlie both psychosexual and psychosocial maturity and the implications of these changes for psychotherapy. By building from the neuroscience of understanding brain injuries and anomalies, we will consider how psychogenic processes may involve similar biological and anatomical systems. The student will also become versed in the modern scientific epistemologies of complex dynamic systems. These epistemologies will also be integrated with psychoanalytic concepts in consideration of expanding our conventional understanding of depth psychology.

PSYD 791. Psychopharmacology. (2).

This course will examine the principles of psychopharmacology and will review individual classes of drugs as well as their mechanisms. Special attention will be given to drug-to-drug interactions, particularly with the elderly. Students will become familiar with the FDA drug review process and will consider relevant legal and ethical issues.

PSYD 792. Advanced Topics. (3).

PSYD 795. Internship 1. (1).

PSYD 796. Internship 2. (1).

Psychology Masters Programs

The psychology graduate programs at California Lutheran University are designed to develop competencies and skills for students to pursue a career in the helping professions. Master of Science degrees are offered in Counseling Psychology (with an Emphasis in Marital and Family Therapy) and in Clinical Psychology.

The Counseling Psychology program provides comprehensive and practical training focused on the development of counseling skills. This program meets all academic requirements for the California state license in marital and family therapy.

The Clinical Psychology program provides training in both counseling and research skills. This program is designed for students who wish to complete a terminal master's degree and work in a mental health agency, or for students who plan to pursue a doctorate.

These intellectually rigorous programs offer a fascinating study of human thoughts, emotions and behaviors. Students in both programs develop effective interpersonal communication skills, gain a thorough understanding of professional legal and ethical responsibilities and acquire knowledge of major theories and interventions in counseling.

Additionally, all students in the psychology graduate programs are trained to utilize the technology available through CLU's award-winning computer network system. These stimulating programs of learning promote both personal and professional growth.

The psychology graduate programs can be completed using either a part-time or full-time schedule, which range from two years to three years for completion. The part-time schedule (2.5 to three years) is recommended for students with demanding work or personal responsibilities.

Students attend classes during the fall and spring semesters and also in summer terms. Classes are scheduled in the late afternoon and evening, and some classes are offered on Saturdays.

Graduate classes are taught by full-time professors and by professionals who integrate experiences from their professional practice into the classroom. The University takes pride in its accomplished faculty members who are committed to excellence in teaching.

Admission Requirements

Applicants to the Counseling Psychology and the Clinical Psychology programs will be considered for admission for the fall term only. Preference will be given to complete application portfolios submitted by March 1. In addition, there is an early admission program, the deadline for which is October

1. All application documents and required interviews should be complete at least 45 days prior to the beginning of the desired start term. Admission requirements are as follows.

1. Prerequisites:

A. The Counseling Psychology (MFT) program requires prior coursework that includes:

i General Psychology (Introduction to Psychology)

ii Abnormal Psychology

iii One of the following:

a. Physiological Psychology

b. Statistics

c. Research Methods

d. Experimental Psychology

B. The Clinical Psychology program requires prior coursework that includes:

i General Psychology

ii (Introduction to Psychology)

iii Developmental Psychology

iv (Child, Adult or Lifespan)

v Abnormal Psychology

vi Statistics

vii Research Methods or Experimental Psychology

2. Interviews. Applicants should schedule an appointment with an admission counselor as early as possible. They will then be referred to the program director for a personal interview and program advisement

3. Application. Applicants must submit a completed application form with a \$50 application fee.

4. Transcripts. An official transcript showing a bachelor's degree from a regionally accredited institution is required.

5. Graduate Record Examination (GRE). This exam is required for applicants who earned their undergraduate degree in a foreign country and candidates whose official transcripts do not reflect the following:

A. An undergraduate, upper division GPA of 3.0 or higher; or

B. A combined GPA of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or

C. A minimum of nine credits of graduate course work with a GPA of at least 3.5; or

D. A previously earned master's degree.

6. Two Recommendation Forms.

7. Personal Statement. Candidates must submit a personal statement addressing personal interests, professional goals, and objectives for a career in psychology.

Note: Applicants to the Counseling Psychology program must demonstrate personal aptitude for work as a marriage and family therapist. Letters of recommendation should address the aptitude and/or experience of the applicant for work in marriage and family therapy. The personal statement submitted by the applicant should include an examination of significant influences and events that have helped develop present values and approach to life, as well as ways in which these factors may contribute to preparation for a career as a therapist. Psychological testing may be used as an aid in determining readiness for graduate study in this program.

The University reserves the right throughout a student's course of study to continually evaluate his or her personal suitability for professional involvement as a counselor. As part of this process, all Counseling Psychology students will be evaluated at the end of the first year to determine their suitability for proceeding on to the counseling practicum component of the program. Faculty assessment using psychological testing and other evaluation techniques may be used to assist in the determination.

The Master of Science in Counseling Psychology

The Master of Science in Counseling Psychology is a 60-credit program, which prepares the student to become a professional Marriage and Family Therapist. It is designed to meet all academic requirements for the California state license in marriage and family therapy. Licensing by the California

Board of Behavioral Sciences requires a master's degree with specified content, supervised counseling experience, a post-master's internship, and two written examinations.

Marriage and family therapy has been described by the American Association of Marriage and Family Therapists as "one of the most delicate and complex undertakings in the whole field of the helping professions."

It requires all the skills taught in the usual academic training program for counseling and therapy, and in addition, a considerable amount of preparation in the dynamics of interpersonal interaction within marriage and the family setting.

Also required is a thorough understanding of the varied roles of intimate relationships, and the understanding of the psychodynamics of family systems and the context in which people live.

In addition, the family therapist needs specific preparation in the issues of child and adolescent clients as well as issues arising from the early life of adult clients.

The Counseling Psychology program is designed to prepare the student for this undertaking from a perspective which takes into account the human being as a whole person with physical, mental, emotional and spiritual dimensions, and which focuses on the family as an interactive system.

The focus of this program is on developing an integration of academic knowledge and clinical skills so that, at the time of graduation, students are well prepared as beginning marriage and family therapists. In addition, students develop personal insights and communication skills to enable them to work effectively in a wide variety of settings.

Over the years, graduates of the CLU program have an outstanding record of obtaining internships, passing the state licensing examinations, and establishing successful practices in both private and institutional fields.

Counseling Practicum

A special feature of the California Lutheran University Counseling Psychology program is a 12-month practicum placement in one of the University's two Community Counseling Parent Child Study Centers.

The Centers are low-cost community counseling facilities which provide an intensive on-site clinical training experience for graduate students. The clients who are seen by student therapists at the centers provide experience in working with a full range of marital, family, and child problems.

Individual supervision, group supervision, staff training, peer support and shared learning experiences, in an atmosphere designed to facilitate growth as a therapist, create exceptional opportunities. Each student-therapist experiences a variety of client types, client problems, and therapeutic approaches.

Work as a sole therapist and as a co-therapist is included, and up to 700 hours applicable to the California licensing requirement may be obtained. A fee is required in addition to tuition for the counseling practicum experience.

Requirements for the Master of Science in Counseling Psychology

(60 credits required)

Required Courses (54 Credits)

PSYC 510	Psychopathology	3
PSYC 512	Systems of Counseling and Psychology	3
PSYC 515	Survey of Psychopharmacology	2
PSYC 516	Counseling Skills	2
PSYC 517	Lifespan Development	3
PSYC 518	Gender and Sexuality	3
PSYC 520	Law and Ethics	2
PSYC 522	Cultural Diversity	2
PSYC 524	Substance Abuse and Dependency	3
PSYC 526	Domestic Violence and Abuse	2
PSYC 530	Diagnostic and Therapeutic Interviewing	3
PSYC 534	Group Therapy	2
PSYC 540	Principles and Techniques in Child Therapy	3
PSYC 541	Principles and Techniques in Adolescent Therapy	3
PSYC 542	Principles and Techniques in Couples Therapy	3
PSYC 543	Principles and Techniques in Family Therapy	3
PSYC 550	Survey of Psychological Testing	3
PSYC 561	Research Synthesis and Evaluation	3
PSYC 591	Counseling Practicum I	2

PSYC 592	Counseling Practicum II	2
PSYC 593	Counseling Practicum III	2
Total Hours		54

Graduate Psychology Elective Tracks (6 credits) (Subject to change)

Select a two-course series from the following:		6
PSYC 544/545	Theories of the Recovery Model and Techniques of the Recovery Model	
PSYC 570/571	Theories of Latino Counseling and Techniques of Latino Counseling	
PSYC 580/584	Theories of Counseling and Spirituality and Intimate Partner Violence: Advanced Clinical Applications	
PSYC 574/575	Attachment Theory and Attachment Techniques	
PSYC 577/578	Family Mediation Theory and Research and Family Mediation Application and Practice	
PSYC 583/584	Intimate Partner Violence: Advanced Research, Theory, and Technique and Intimate Partner Violence: Advanced Clinical Applications	
Total Hours		6

Graduate Psychology is offering the above elective tracks for students as well as post degree and post license individuals who have an interest in developing knowledge and skill in a specialized area.

Other Requirements

1. Successful completion of a comprehensive examination.
2. Personal experience in therapy is required for a minimum of 20 sessions. Students are encouraged to begin therapy in the second semester of the first year of the program and must complete the 20 hours of personal therapy before beginning Practicum at the Counseling Center. Consult program adviser for details.
3. A special feature of the Counseling Psychology program is a 12-month practicum placement in one of the University's two Community Counseling Parent Child Study Centers. Alternatively, students may request to complete the practicum experience at an external site such as a nonprofit counseling agency.

Students who are placed in an external practicum continue to meet for weekly seminars at CLU's Community Counseling Parent Child Study Centers. Students begin the practicum with faculty approval after completing a minimum of 18 credits and PSYC 520 as well as 20 hours of personal psychotherapy.

The Master of Science In Clinical Psychology

The Master of Science degree in Clinical Psychology is a 34- to 37-credit program emphasizing both research and clinical skills. This combination provides a strong foundation for the advanced study of psychology. The development of research skills takes place through completing advanced courses in statistics and research methods. Students have the option of successfully completing a comprehensive examination or of conducting their own research study and completing a thesis (which involves an additional 3 credits of course work, for a total of 37 credits).

Clinical skills are developed in many of the courses offered in the Clinical Psychology program. Students gain an understanding of psychological disorders and methods of treating those disorders. They also develop skills in interviewing, group therapy and applied behavior analysis. Students are exposed to an overview of psychological testing, and they learn how to effectively develop treatment plans and engage in program evaluation. Legal and ethical issues related to both research and counseling are emphasized in the program.

The Clinical Psychology program offers students the option of completing two courses in child and adolescent therapy or two courses in the recovery model which focus on working with adults who have serious mental illnesses.

The courses in the recovery model emphasize the goal of improving the quality of life for the seriously mentally ill by assisting them in functioning as independently as possible. Students choosing the two-course sequence in the recovery model develop skills in areas such as symptom assessment, functional assessment, and skills training.

The two-course sequences in child and adolescent therapy or in the recovery model provide an opportunity for students to focus on treatment techniques related to a particular population.

A number of career options are available to graduates of the Clinical Psychology program. The curriculum is designed to prepare students who plan to continue their graduate studies in a doctoral program.

The program is also designed for students who desire to complete a terminal master's degree in psychology and do not intend to become a licensed practitioner. Many of our graduates choose this career path and are successfully employed overseeing treatment programs in mental health agencies.

Graduates of the Clinical Psychology program are also qualified for registration in California as a psychological assistant to work under the supervision of a licensed psychologist. Additionally, graduates are qualified for employment in the community college system as instructors of psychology or as counselors.

Newly admitted students start the Clinical Psychology program in the summer or fall semester. Completion of the program generally takes two years if full time and three years if part time.

Requirements for the Master of Science in Clinical Psychology

(34 credits)

Required Courses (25 credits)

PSYC 510	Psychopathology	3
PSYC 512	Systems of Counseling and Psychology	3
PSYC 520	Law and Ethics	2
PSYC 530	Diagnostic and Therapeutic Interviewing	3
PSYC 532	Applied Behavior Analysis	3
PSYC 534	Group Therapy	2
PSYC 550	Survey of Psychological Testing	3
PSYC 562	Advanced Statistics	3
PSYC 564	Advanced Research Methods	3

Electives (3 credits)

PSYC 565	Research Practicum	3
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Select one of the following series: (6 credits)

PSYC 540/541	Principles and Techniques in Child Therapy and Principles and Techniques in Adolescent Therapy	6
PSYC 544/545	Theories of the Recovery Model and Techniques of the Recovery Model	

Comprehensive Exam or Thesis Option ¹		0-3
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Total Hours		34-37
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¹ Students must either take a comprehensive examination or complete a thesis, which requires taking an additional course, PSYC 566. Students choosing to take PSYC 566 will need to take PSYC 565 as a prerequisite.

Courses

PSYC 510. Psychopathology. (3).

Study of psychopathology using the DSM-IV, including etiology, assessment, diagnosis, treatment and prognosis. Prerequisite: Undergraduate course in abnormal psychology.

PSYC 512. Systems of Counseling and Psychology. (3).

Major theories and interventions in counseling and psychotherapy.

PSYC 515. Survey of Psychopharmacology. (2).

Students gain an understanding of the role of pharmacology in the treatment of mental disorders. They become familiar with major classifications of psychotropic drugs and learn their modes of action.

PSYC 516. Counseling Skills. (2).

PSYC 517. Lifespan Development. (3).

Current theories and research in cognitive, physical, social and emotional development over the life span. Prerequisite: Undergraduate course in child or lifespan development.

PSYC 518. Gender and Sexuality. (3).

Issues relating to gender identity, gender differences, gender socialization and related topics. An overview of physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and sexual dysfunction. Includes assessment and treatment of sexual abuse and its consequences.

PSYC 520. Law and Ethics. (2).

Law and ethics applicable to the professional practice of counseling and psychotherapy; scope of practice issues; mandated reporting laws including the assessment and reporting of child abuse.

PSYC 522. Cultural Diversity. (2).

Cultural variations in lifestyle and values, and the relationship of cultural issues to treatment procedures.

PSYC 524. Substance Abuse and Dependency. (3).

Meets the California licensure requirement for training in the detection and treatment of alcoholism and other chemical abuse and dependency.

PSYC 526. Domestic Violence and Abuse. (2).

Meets the California licensure requirement for training in assessment, detection, and intervention of domestic violence, interpersonal partner violence, and child abuse.

PSYC 530. Diagnostic and Therapeutic Interviewing. (3).

Knowledge and skills necessary for evaluations, diagnosis, preliminary case formulation, recommendations, and appropriate referrals. Communication skills are developed for effective therapeutic interactions.

PSYC 532. Applied Behavior Analysis. (3).

Principles and techniques for performing a functional analysis of problematic behavior using principles of single-case experimental design to develop and evaluate intervention strategies.

PSYC 534. Group Therapy. (2).

Examines group formats for therapeutic change.

PSYC 540. Principles and Techniques in Child Therapy. (3).

This course is designed to help the student appreciate the special nature of child psychotherapy. The course will explore a variety of therapeutic orientations including the psychodynamic, family systems, cognitive-behavioral and narrative approaches. Students will be expected to provide a critical analysis of the literature as well as be willing to explore their own personal views and beliefs. The course will teach the student to assess children for treatment and to arrive at a working diagnosis. The multifaceted issues of ethnicity and culture will also be examined as will issues of divorce, loss of caretakers and domestic abuse. The student will be expected to become familiar with both research and clinical literature as it relates to psychotherapy with children and to produce a scholarly research project. Lectures, movies and classroom activities will all be part of the educational experience.

PSYC 541. Principles and Techniques in Adolescent Therapy. (3).

This course is designed to help the student appreciate the special nature of adolescent psychotherapy. The course will explore a variety of therapeutic orientations including the psychodynamic, family systems, cognitive-behavioral and neuropsychological. Students will be expected to provide a critical analysis of the literature as well as be willing to explore their own personal views and beliefs. Findings from research in adolescent development will be integrated with the literature on psychotherapy to help guide the student in constructing effective treatment plans. Clinical assessments will be taught that include DSM diagnoses as well as the impact of situational factors such as peer pressures, substance abuse, sexuality and violence. The student will be expected to become familiar with both research and clinical literature as it relates to psychotherapy with adolescents and to produce a scholarly research project. Lectures, movies and classroom activities will all be part of the educational experience.

PSYC 542. Principles and Techniques in Couples Therapy. (3).

Marital relationships; various approaches to marital therapy; assessment and intervention; issues of divorce.

PSYC 543. Principles and Techniques in Family Therapy. (3).

Family relationships; application of family therapy theory and techniques.

PSYC 544. Theories of the Recovery Model. (3).

Principles and philosophy of working with adults with serious mental illnesses. Use of functional assessment methods to analyze behavioral assets, excesses and deficits in order to define and plan rehabilitation goals.

PSYC 545. Techniques of the Recovery Model. (3).

Application of behavioral and social learning principles in working with adults with serious mental illnesses. Development of the ability to conduct skills training necessary for consumers to maintain independent living skills, interpersonal skills, social perception skills, problem-solving skills, and vocational skills.

PSYC 550. Survey of Psychological Testing. (3).

Introductory survey of assessment issues, acquainting students with techniques of assessment and an understanding of the use of testing and test results.

PSYC 561. Research Synthesis and Evaluation. (3).

Research methodology, with a focus on developing skills in utilizing the professional literature. Emphasis will be given to helping students become knowledgeable consumers of research. Prerequisite: Undergraduate course in statistics.

PSYC 562. Advanced Statistics. (3).

Advanced statistical methods, including univariate and multivariate analysis of variance, correlation, multiple regression, factor analysis, and other methods. Computer applications of statistical software for data analysis purposes will be emphasized. Prerequisites: Undergraduate statistics plus undergraduate experimental psychology or research methods.

PSYC 564. Advanced Research Methods. (3).

Research and evaluation methodology, including consideration of experimental, quasi-experimental, and other methods. Students write a detailed prospectus of a research project applying research methodology to a topic of interest. Prerequisite: PSYC 562.

PSYC 565. Research Practicum. (3).

Applied knowledge base and research skills necessary for successful completion of a thesis. Requires completion of the first three chapters of the thesis. Prerequisites: PSYC 564.

PSYC 566. Thesis. (3).

Supervised experience in conducting research for writing the master's thesis.

PSYC 569. Career Counseling: Theory & Practice. (3).

This course provides an overview of the models, systems, processes, programs, and procedures facing career counselors today. Methods of client analysis, vocational selection instruments, and new theories will be discussed. Students will leave this course with an ability to provide career counseling, an understanding of the underlying psychological foundations of career counseling, and the information needed to synthesize their own models of career counseling.

PSYC 570. Theories of Latino Counseling. (3).

The Latino Counseling Track with an emphasis on Theory explores psychological theories of development, pathology and normal functioning as examined from a Latino cultural perspective. The track considers issues such as the definition of self in Latino cultures and the implications that a different construction of self has for theories of development and treatment. The course challenges precepts in our psychological theories: For example, from what perspective is a culture-bound syndrome defined?; or, What is the role of a transitional object in a culture that values separation and individuation differently? The course provides a basic foundation for exploring techniques of psychotherapy with Latino populations.

PSYC 571. Techniques of Latino Counseling. (3).

The Latino Counseling Track with an emphasis on Technique draws on the theoretical implications covered in Part I of the Latino Track with an emphasis on Theory. In this course students see how theoretical implications find application in the clinical setting. The course addresses, for example, the possible function of code switching (switching between two languages) in the treatment of bilingual patients by bilingual therapists and its implications in terms of anxiety and defense. How do familial values get enacted in the treatment of patients of the same culture? What are the implications for treatment of culture bound syndromes, such as *ataque de nervios*? Prerequisite: PSYC-570.

PSYC 574. Attachment Theory. (3).

Attachment theory deals with the central human question of the formation of lasting connections. The course introduces students to the fundamentals of attachment theory as well as to basic research on various aspects of the theory. The course provides a developmental perspective on infant, child, and adult attachment. It also focuses on the interaction between the attachment and other behavioral systems, including the caregiving and sexual systems.

PSYC 575. Attachment Techniques. (3).

Drawing on the research and theoretical work examined in Attachment, Part I: Theory; this course reviews a number of attachment-based clinical applications in the work with couples, families, children and individuals. The course explores how current interventions with mothers who suffer from post-partum depression change the quality of a child's attachment, and how treatment with couples that focuses on elucidating attachment styles leads to meaningful change in quality of the relationship. The course critically examines current research assessing the clinical applications of attachment-based interventions. Prerequisite: PSYC-574.

PSYC 577. Family Mediation Theory and Research. (3).

This course will examine theories of conflict, family dynamics of divorce, child development implications, and mental health issues in divorce. Models of mediation of family disputes and alternate dispute resolution models will be introduced. Other topics to be studied include the legal context underlying divorce, legal remedies and limitations, as well as mental health interventions, including co-parenting therapy, reunification of parents and alienated children, and parent plan coordination.

PSYC 578. Family Mediation Application and Practice. (3).

Observation of and in vivo practice in family mediation of child custody and related issues will be introduced in this course. An overview of and practice in family mediation techniques will be presented. A main focus will be on the application of the theories covered in the first course on Family Mediation. Other topics will include management of conflicted families, interaction with court mediators, attorneys, and judicial officers and the principles of expert testimony. Prerequisite: PSYC-577.

PSYC 580. Theories of Counseling and Spirituality. (3).

This course will examine the ways in which spirituality is an influence upon the human experience. We will examine spirituality both from a theological perspective as it takes shape in various religions and as it impacts persons as a private and transcendent process. The goal of the course is to draw comparisons between psychotherapy and spirituality as processes that influence personal growth and change and to appreciate the role of spirituality in mental health recovery.

PSYC 581. Techniques of Counseling and Spirituality. (3).

This applied course picks up from the discussions of spirituality theories in the previous course and extends them into contributions for psychotherapeutic interventions. In particular, schools of psychotherapy represented by psychoanalysis, Jungian, existential/humanistic and the neurosciences will be used as the models for applying spirituality to the healing process. The student will learn how various interventions from these models address the transpersonal dimension of psychotherapy and how to consider the interventions as part of a comprehensive treatment approach. Prerequisite: PSYC-580.

PSYC 582. Selected Topics. (3).

Topics of current and particular interests or concern in counseling or clinical psychology. Students may enroll in more than one selected topics course.

PSYC 583. Intimate Partner Violence: Advanced Research, Theory, and Technique. (3).

This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYC 584. Intimate Partner Violence: Advanced Clinical Applications. (3).

This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYC 590. Independent Study. (1-4).

Approved research in an area not covered by course work listed in this catalog.

PSYC 591. Counseling Practicum I. (2).

Placement in the University's Marriage, Family and Child Counseling Center or external practicum site. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Hours applicable to licensing requirement. Practicum fee in addition to tuition. Prerequisites: PSYC 530 and consent of center director.

PSYC 592. Counseling Practicum II. (2).

Placement in the University's Marriage, Family and Child Counseling Center or external practicum site. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Hours applicable to licensing requirement. Practicum fee in addition to tuition. Prerequisite: PSYC 591.

PSYC 593. Counseling Practicum III. (2).

Placement in the University's Marriage, Family and Child Counseling Center or external practicum site. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Hours applicable to licensing requirement. Practicum fee in addition to tuition. Prerequisite: PSYC 592.

PSYC 599C. Thesis Continuation. (1).

PSYC 599D. Thesis Supervision. (1).

PSYC 701. Research Seminar 1. (1).

Throughout the first two years of the program, five to seven students work with a faculty member who mentors student research. The class will introduce various research methodologies used in clinical psychology and assist students in exploring their research interests.

PSYC 702. Research Seminar 2. (1).

A continuation of PSYC-701, this course will focus on introducing students to various research tools and strategies as students develop their research projects. Specific attention will be given to developing the literature review. It is expected that students will complete their literature reviews over the summer.

PSYC 703. Research Seminar 3. (1).

A continuation of PSYC-702, this course assists students in becoming familiar with completing IRB forms, developing the methodology sections of their research projects, and examining the ethics of research and data collection. By the completion of this course, students are expected to have a completed proposal and be ready for data collection.

PSYC 704. Research Seminar 4. (1).

A continuation of PSYC-703, this course examines data analysis and writing results. By the completion of this course, students are expected to have completed their second year projects, which may function as pilot studies for the dissertation project.

PSYC 705. Research Methods 1. (3).

This course examines qualitative and correlational research designs including case studies, survey research, focus groups, conducting interviews and collecting data to support hypotheses regarding possible relationships and associations. In addition, students will learn the appropriate statistical analyses to use with qualitative and correlational research. Issues involving validity, bias and cultural diversity in research will be addressed.

PSYC 706. Research Methods 2. (3).

This course examines quantitative research designs including experimental, quasi-experimental, multivariate, cross-sectional and longitudinal studies. In addition, students will gain experience using SPSS for analysis of variance and covariance, simple effects analysis, factorial designs and multivariate analysis of variance.

PSYC 711. Colloquia 1. (1).

Professionals in the mental health field will conduct presentations on a wide range of issues that are relevant to careers in psychology. By drawing on local resources, the colloquia series addresses issues that are particularly applicable to our neighboring communities. The colloquia also include formal clinical case presentations from students, faculty and invited guests.

PSYC 712. Colloquia 2. (1).

Continuation of PSYC 711.

PSYC 713. Colloquia 3. (1).

Continuation of PSYC 712.

PSYC 714. Colloquia 4. (1).

Continuation of PSYC 713.

PSYC 716. Biological Aspects of Behavior. (3).

This course examines brain-behavior relationships. An emphasis is placed on understanding neuropsychological functions, physiological mechanisms and biochemical processes.

PSYC 717. Human Development. (3).

This course examines theory and research related to lifespan development. Clinical application of course material will be emphasized.

PSYC 718. Cognitive-Affective Aspects of Behavior. (3).

This course examines current theory and research in human cognitive and affective. The impact of cognitive and affective processes on the individual are studied and applied to clinical material.

PSYC 719. Social Psychology. (3).

This course examines the social and cultural bases of human behavior by examining relevant theory and research. Consideration is given to the ethnic/cultural issues that impact clinical practice.

PSYC 721. Practicum 1. (2).

The Practicum is structured to provide clinical experience in conducting psychotherapy. Students provide psychotherapy services to clients at the Community Counseling and Parent Child Study Center under the close supervision of licensed clinicians who are part of the Psy.D. program's clinical faculty. In addition to direct face-to-face contact and supervision, the practicum also provides supervised training in assessment, using standard test batteries that include intelligence tests, projective tests and self-report inventories. In practicum, students acquire the skills to present test findings to their clients and integrate assessment into their clinical practice.

PSYC 722. Practicum 2. (2).

Continuation of PSYC-721.

PSYC 723. Practicum 3. (2).

Continuation of PSYC 722.

PSYC 724. Practicum 4. (2).

Continuation of PSYC 723.

PSYC 725. Practicum 5. (2).

Continuation of PSYC 724.

PSYC 726. Practicum 6. (2).

Continuation of PSYC 725.

PSYC 728. Case Conference 1. (1).

As part of this yearlong seminar, students present information from clinical intakes that they are conducting as part of their practicum, as well as information on ongoing treatments, to a small group of peers and supervisors. The case conference gives each student the opportunity to develop skills in discussing presenting problems, diagnostic impressions, psychodynamic case formulation and treatment planning.

PSYC 729. Case Conference 2. (1).

Continuation of PSYC 728.

PSYC 731. Dissertation Research Seminar 1. (1).

This course is designed for five to seven students led by a faculty member who will mentor students through the dissertation project process. Students will support one another by acting as peer mentors in the course as dissertation proposals are explored.

PSYC 732. Dissertation Research Seminar 2. (1).

A continuation of PSYC-731, this course continues to provide support for students as they actively develop their dissertation projects. At the conclusion of this course, students are expected to have completed their proposals, chosen a dissertation committee, and successfully defended their proposals. They should be ready for data collection and analysis over the summer.

PSYC 733. Dissertation Research Seminar 3. (1).

A continuation of PSYC-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects.

PSYC 734. Dissertation Research Seminar 4. (1).

A continuation of PSYC-733, this course provides support for students as they complete their dissertation projects. In addition, students explore various methods of presenting their research including journal articles, conferences and community forums. Students are expected to complete their final defense by the conclusion of this course and are encouraged to present and publish their work.

PSYC 735. Dissertation Supervision. (2).

This course is intended for students who have not completed their dissertations within the first four years of coursework and who require additional supervision.

PSYC 740. Diagnostic Interviewing. (3).

Diagnostic and therapeutic interviewing skills are essential for a clinician. In this course, students will develop techniques for conducting diagnostic interviews of clients with a range of symptoms and psychological disorders. The course involves hands-on interviewing exercises and a review of etiological and treatment issues specific to psychological disorders, such as anxiety, depression and eating disorder. Includes interviewing strategies that focus on symptoms, behaviors and dynamics that are specific to each disorder.

PSYC 741. Basic Attending Skills. (2).

This course examines one of the basic skills necessary for effective psychotherapy - the development of listening skills. The course explores concepts such as empathy, sympathy, reassurance, the importance of process versus content, and the importance of examining obstacles that interfere with a therapist's basic listening skills, including countertransference.

PSYC 742. Frame. (2).

Frame refers to the establishing and maintaining of a therapeutic structure of protocols, guidelines, boundaries and any other technical parameters. The handling of frame constitutes a critically important skill for the treatment of character pathology, serious mental disorders and other complex treatments. Students will learn and have the opportunity to practice these skills in role-play and simulated therapy sessions. They will also be presented with videos of therapy sessions where they can critique other clinician's attempts to manage frames.

PSYC 743. Child and Adolescent Interventions. (2).

This course will examine specific treatment strategies for psychotherapy from the approaches of psychodynamic, cognitive-behavioral and family systems theories. Students will learn how to organize their clinical interventions according to these psychotherapeutic models and how to direct their treatment goals accordingly.

PSYC 744. Principles of Psychodynamic Psychotherapy. (2).

The course surveys some of the basic treatment modalities that fall under the rubric of psychodynamic psychotherapies, including perspectives from object relations, self psychology, ego psychology and interpersonal psychology. Students develop the capacity for distinguishing and finding points of convergence between the different theoretical perspectives and their application in clinical practice. Traditional concepts such as transference, countertransference, resistance, neutrality and compromise formation are discussed. This course also addresses the role of enactments, self-disclosure and insight in effecting therapeutic change.

PSYC 745. ABA and CBT Interventions. (3).

This course examines the conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. The principles and techniques of applied behavioral analysis and cognitive behavioral therapy will be reviewed. In addition, relevant outcome research will be presented to support the use of these therapies with specific populations.

PSYC 746. Couples and Family Therapy. (2).

This is an advanced course on the study of conjoint therapy with couples and families. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, system theory and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples for couple enrichment and as part of psychotherapy with distressed couples. Interventions will be taught for dealing with a variety of marital and divorce issues, e.g., dual-career, multicultural/multinational, domestic violence, alcoholism and remarriage. Instruction is through lecture, discussions, role-playing and video. Students will complete a course project either through a practicum experience or some other applied experience developed with the instructor.

PSYC 747. Group Psychotherapy. (2).

This course is designed to help students learn about group theory and the practice of group psychotherapy. Students acquire information and skills on different types of psychotherapy groups, including inpatient and outpatient groups, as well as psycho-educational groups, symptom-focused groups (e.g., eating disorder group), and others. The course examines the value, as well as the potential for iatrogenic effects, of group work as it is impacted by diagnostic categories, age populations and other relevant factors.

PSYC 750. Child and Adolescent Disorders. (3).

This course will integrate psychological and neuroscientific research on child and adolescent development with issues of learning disabilities, behavioral and impulse disorders, addictions and other psychopathologies. The student will understand how psychological, social, cultural and biological factors influence the problems and disorders experienced by children and adolescents.

PSYC 751. Personality and Dissociative Disorders. (3).

This course is designed to review the major theories of personality and dissociative disorders, addressing psychoanalytic, behavioral and humanistic schools of thought, as well as biological approaches that include the study of genetics and heritability. The course takes a developmental approach to the study of these disorders and examines points of convergence and divergence between the different theories.

PSYC 752. Mood and Anxiety Disorders. (3).

This course provides an in-depth examination of mood disorders (e.g., depression, bipolar disorder, dysthymia) and anxiety disorders (e.g., obsessive-compulsive disorder, phobia, panic disorders). The course examines the etiology and course of the disorders from multiple perspectives. In addition, the course requires a critical review of psychotherapeutic interventions that have been proven effective from a variety of theoretical and treatment modalities. The most current approaches to assessment are reviewed.

PSYC 753. Gender and Sexual Disorders. (2).

This course will explore gender and sexual disorders from multiple perspectives including historical, object relational, attachment, cognitive, behavioral, systems, biological and social. Diagnostic criteria and etiology will be examined while considering the influence of culture and societal values. Multiple treatment approaches and interventions will be examined as found in relevant research. Students will explore their own sexual attitudes and develop an awareness of and comfort with the complexities of human sexuality.

PSYC 754. Eating Disorders/Substance Abuse/ Somatoform Disorders. (2).

The course examines the major theories addressing somatoform disorders (body dysmorphia, conversion, hypochondriasis, pain disorder and somatization), as well as substance abuse and eating disorders. Students will explore possible overlap between these disorders as understood from a variety of theoretical frameworks (including psychoanalytic, behavioral, humanistic and social learning theory), as well as findings from neuroscience. The course emphasizes a developmental perspective in the understanding of these issues.

PSYC 755. Schizophrenia and Other Cognitive Disorders. (2).

This course examines major theories on the etiology of schizophrenia and other cognitive disorders and their symptomatic manifestations. The course includes a historical overview of the disorders as well as recent findings from the fields of biology and neuroscience. The course also includes a review of medications and the neural pathways by which psychotropic medications are thought to affect thought disorders.

PSYC 761. Professional Seminar. (2).

The purpose of this course is to assist students in the development of a professional identity. Students will investigate the various roles of clinical psychologists. They will examine practice issues in light of relevant ethical and legal issues. Each student will develop a plan for transitioning from student to professional.

PSYC 762. Test and Measurement. (2).

This course introduces students to test theory and the psychometric properties of tests. Controversies and ethical issues in assessment are explored from both a quantitative and qualitative perspective. Particular attention is given to potential test biases and the potential misuse of testing in clinical psychology.

PSYC 763. Ethics. (2).

This course is designed to explore the advanced legal and ethical issues for professional psychology. Students will examine and discuss complex and controversial legal and ethical issues as they pertain to clinical practice and research. Students will be expected to demonstrate a good working knowledge of many legal and ethical concepts and to demonstrate their ability to offer a critical analysis of the professional literature. Classroom discussion is an essential part of this course and students are expected to come to each meeting prepared to ask questions and debate topics. Several take-home assignments and a final exam will also be used to assess grades.

PSYC 770. Assessment: Cognitive. (3).

This course is designed to provide graduate level students with training in the administration, scoring and interpretation of the current editions of the Wechsler Adult Intelligence Scale (WAIS-IV), the Wechsler Intelligence Scale for Children (WISC-IV), and the Woodcock-Johnson Achievement Test (WJ-III). In addition, other measures of cognitive assessment will be reviewed. Issues relating to the appropriate use of intelligence tests, theories of intelligence, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYC 771. Assessment: Personality. (3).

This course is designed to provide graduate level students with training in the administration, scoring, and interpretation of personality measures including projective drawings, sentence completion, Thematic Apperception Test (TAT, CAT, RAT), Minnesota Multiphasic Personality Inventory-2 (MMPI-2, MMPI-A), Millon Clinical Multiaxial Inventory-III (MCMI-III), California Personality Inventory-R (CPI-R), Beck Depression Inventory-II (BDI-II), and the Achenbach Child Behavior Checklist (CBCL). In addition, other measures of personality assessment will be reviewed. Issues relating to the appropriate use of personality measures, theories of personality, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYC 780. History and Systems. (3).

The intention in this course is to guide you to understand psychological science through its history, and through the histories of the societies in Europe and North America within which that science has been embedded. Much of psychology's past has found its roots within the social histories of the countries where Western psychology has developed - Germany, France, Great Britain and the United States. This course will take you on a journey into some of the fascinating theories developed by our intellectual forefathers who proved to have a profound influence on later psychological thought, combining those with investigations into the cultural-historical contexts within which these works were written. Often we erroneously assume that what has been written decades or even centuries ago is too old and must be outdated. Yet, as we will see, the great dinosaurs from the old schools of psychology are still able to teach us modern psychologists a great deal.

PSYC 781. Consultation/Supervision. (3).

This course examines the role of psychologists as consultants and as supervisors. Theories of consulting and supervising will be presented, as well as experiential exercises. Students will consider the roles of consultant and supervisor from developmental perspectives.

PSYC 782. Cultural Theory and Research. (3).

This is a course for interested students who want to learn about cultural perspectives in psychology at large, and particularly in the cases of human development within varied cultural contexts. Crucial philosophical, theoretical and methodological research issues that are central for developmentally focused cultural psychology will be covered in this course. This course is tailored toward students with philosophical and interdisciplinary interests, whose goals are to learn more about our basic scientific understanding of human psychology. The course is primarily based on an active learning approach founded on the principles of Accountable Talk, which dictates that all students must be held accountable to their learning community, to accurate and appropriate knowledge, and to rigorous thinking. In other words, this will not be a standard lecture course in which students passively absorb knowledge, rather the course format will take a partnership approach in which students help one another build knowledge (based on the course textbook and instructor guidance), in order to make sense of who we are and the culture in which we live.

PSYC 783. Intimate Partner Violence: Advanced Research, Theory and Technique. (3).

This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYC 784. Intimate Partner Violence: Advanced Clinical Applications. (3).

This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYC 790. Neuropsychanalysis. (3).

This course will provide an interface between modern neuroscientific research and psychoanalytic theory and practice. Students will explore the relationships between brain structure and function as they relate to the phenomenological expression of the human condition. They will examine how brain development may underlie both psychosexual and psychosocial maturity and the implications of these changes for psychotherapy. By building from the neuroscience of understanding brain injuries and anomalies, we will consider how psychogenic processes may involve similar biological and anatomical systems. The student will also become versed in the modern scientific epistemologies of complex dynamic systems. These epistemologies will also be integrated with psychoanalytic concepts in consideration of expanding our conventional understanding of depth psychology.

PSYC 791. Psychopharmacology. (2).

This course will examine the principles of psychopharmacology and will review individual classes of drugs as well as their mechanisms. Special attention will be given to drug-to-drug interactions, particularly with the elderly. Students will become familiar with the FDA drug review process and will consider relevant legal and ethical issues.

PSYC 792. Advanced Topics. (3).

PSYC 795. Internship 1. (1).

PSYC 796. Internship 2. (1).

Public Policy and Administration

For faculty listing, see Personnel (p. 29).

The Master of Public Policy and Administration (MPPA)

The Master of Public Policy and Administration program is designed to meet the educational needs of management professionals in the public and nonprofit sectors. Its faculty, with a service orientation, is dedicated to the education of the whole person. The student body is excellent and diversified, being composed primarily of individuals who are working in various private, public or nonprofit organizations.

The basic purpose of the Graduate Program in Public Policy and Administration is to provide a broad-based education for individuals who wish to pursue careers in administration or policy making in a variety of public service positions. Program emphasis is on state and local policy issues. The program is designed to provide each student with:

1. A knowledge and understanding of administrative organizations and legal processes affecting public policy decision-making;
2. The ability to identify those human and ethical values that should underlie the work of a public administrator;
3. An understanding of the proper relationship between public administration and the citizenry;
4. The capability of developing a sound social strategy;
5. The ability to perform effectively in a leadership role under a variety of conditions; and
6. The competency to conduct and present research relevant to public policy and administration.

Requirements for the Master of Public Policy and Administration

(39 Credits)

Public Policy and Administration Core (15 credits)

PA 550	Research Methods	3
PA 568	Ethics in Public Policy and Administration	3
PA 593	Public Administration Theory	3
PA 595	Implementation and Analysis of Public Policy	3
PA 598	Law and Public Policy	3

Elective Courses (24 Credits)

Select eight of the following: ¹		24
PA 501	Public Administration and Public Policy	
PA 502	Public Policy Seminar	

PA 554	Public Budgeting
PA 556	Inter-Governmental Relations
PA 562	Human Resource Management
PA 565	Organizational Theory and Development
PA 570	Civic Engagement
PA 571	Non-Profit Management
PA 577	Negotiation and Conflict Management
PA 582	Selected Topics
PA 590	Independent Study
PA 596	Urban Policy and Planning
PA 599A/599B	Thesis and Project
BUS 554	Communication for Management
BUS 558	Organizational Dynamics
BUS 559	Leadership and Managerial Effectiveness
BUS 581	Management Concepts for Information Technology

Total Hours 39

1 With the approval of the program director.

Note: Students may take up to 6 credits from any other graduate program.

Completion Requirements

1. Comprehensive Examination (no credit) based on the five core courses; or Thesis or Project (3 credits). Credit will be counted toward 24 credits of elective courses.
2. Internship (no credit).

All candidates for the MPPA degree are required to complete an internship in public administration. The internship normally involves at least 100 hours of supervised work experience in an approved position. The internship should be completed within six months of the first term of enrollment. This requirement may be waived under certain circumstances.

Students may, with the approval of the program director, program dean and the university registrar, transfer relevant graduate level courses taken in allied graduate programs (e.g., MBA) at this or other regionally accredited universities.

Courses

PA 500. American Foundations. (3).

This course is a prerequisite for foreign students entering the MPPA program. It is designed to prepare students and enhance their knowledge about American policy and administration and their skills for graduate study in the program. Credits for this class do not count towards the required 39 credits for the degree.

PA 501. Public Administration and Public Policy. (3).

Study of modern theories of administration and public policy and the analysis of administration and policy (emphasis on state and local level).

PA 502. Public Policy Seminar. (3).

Small group tutorial experience designed for in-depth exploration of a topic or problem, or for in-breadth preparation for MPPA comprehensive examinations.

PA 505. Local Economic Development. (3).

This seminar examines strategies employed in the pursuit of state and local economic development. It emphasizes practical application and implementation of economic concepts and strategies which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 507. Strategic Planning. (3).

This course provides an understanding and application of strategic planning and performance measurements in the public and non-profit sectors. It emphasizes the practical application of economic concepts and planning tools which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 550. Research Methods. (3).

Study of current methods of conducting research in public administration.

PA 554. Public Budgeting. (3).

Public budget planning, formulation, analysis, and implementation. The fiscal role of government. The problems of revenue and expenditure planning, administration and control.

PA 556. Inter-Governmental Relations. (3).

An analysis of the problems, practices and decisions relating to the management and financing of inter-governmental projects and policies.

PA 562. Human Resource Management. (3).

Governmental personnel systems. Policies for classification, compensation, training and advancement. Public employee unionization. Developing strategies for collective negotiations in public organizations.

PA 565. Organizational Theory and Development. (3).

Organization, leadership and decision theory, and contemporary developments in management and behavioral sciences are emphasized.

PA 568. Ethics in Public Policy and Administration. (3).

An examination of moral issues which arise within a public organization, e.g., privacy, obligation to obey the law, government responsibility, etc.

PA 570. Civic Engagement. (3).

Examination of the forms and processes of civic engagement in contemporary settings of public and government. The class focuses on the organization and expression of public interests, and explores the means by which they are mediated and coped with by governing authorities.

PA 571. Non-Profit Management. (3).

The course is designed to introduce students to both principles and practices of management for nonprofit organizations. In addition to a survey of important issues facing the nonprofit sector and best practices, course topics will include governance, strategic planning, marketing, advocacy, public-private partnerships and fundraising.

PA 577. Negotiation and Conflict Management. (3).

This course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus tactics and strategies involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, readings, videos and role-plays. Students will focus on the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business. (cross-listed with BUS 577).

PA 582. Selected Topics. (3).

Topics of current and particular interest or concern in public administration, e.g., arbitration and collective bargaining, criminal justice policy, environmental policy and public healthcare policy.

PA 590. Independent Study. (1-4).

PA 593. Public Administration Theory. (3).

Systematic analysis of the ideas and ideals which have influenced the study of public administration; exploring theories of public administration. Emphasis on state and local government.

PA 595. Implementation and Analysis of Public Policy. (3).

Examines how public policy is implemented and analyzed. Overview of change theory, systems analysis, and decision-making paradigms; concepts such as strategic planning, quality management, benchmarking and team building are addressed.

PA 596. Urban Policy and Planning. (3).

This course is designed to introduce students to the field of land use planning. It is intended to prepare students to make organizational decisions that will require a base of knowledge in urban planning concepts and policies, yet the course should interest any citizen concerned with how land use decisions impact their quality of life. Appropriately then, the focus of instruction will be on issues currently affecting Ventura County and its local municipalities - a lack of affordable housing, a displaced work force, and attempts to implement policies of smart growth and sustainability.

PA 598. Law and Public Policy. (3).

An analysis of the impact of court and legislative decisions on public policy, with particular emphasis on public institutions; how to conduct legal research; examining how public policy is shaped by law. Emphasis on researching and analyzing legal documents and appellate opinions pertinent to public policy. Topics include: employment discrimination; managerial liability for negligence in hiring, training, supervision, etc.; civil rights violations; employee rights in the workplace; and more.

PA 599A. Thesis. (3).

PA 599B. Project. (3).

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