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Graduate
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
Student Grievance and Complaint Procedure

I. Definitions

A grievance arises when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner by a university department or a representative of the university.

II. Grievances Covered by This Policy

A grievance against a university official arises when a student believes he or she has been treated unfairly by a department or university representative (faculty or staff) acting within their role and duty.

A grievance of personal misconduct by a faculty member or other university employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee’s role and duties within the university.

III. Grievances Not Covered by This Policy Include:

- Grade disputes, academic evaluation disputes and other matters related to a faculty member’s assigned duties. The grievance process for these disputes is found in the Academic Policies section of the University Catalog (p. 18).
- Issues of sexual harassment or discrimination. For further information on reporting, see Sexual Violence Resource Packet. (http://earth.callutheran.edu/student_life/wellness/sexual-assault-resources.php)

IV. Informal Grievance Resolution

Prior to bringing a grievance forward against a university office or representative acting within their role or duty, students are encouraged to attempt a good-faith resolution of the grievance. This attempt may be made with the party directly involved with the disputed matter, or with the head of the department or unit in which the grievance arises. Please note that there are cases when it is appropriate to go directly to the formal grievance resolution process.

Attempts at informal resolution should be initiated within 30 days of the incident in dispute.

V. Formal Grievance Resolution

Should a situation arise in which a student is unable to resolve his or her grievance informally, the university’s formal grievance process may be employed. This process, outlined below, should also be initiated within 30 days of the failed informal resolution if applicable.

Step I

A formal grievance is presented by the student in writing to the Provost Office. This written grievance must include the following:

- Name, address, phone number and email of the person making the grievance;
- Identification of the office or individual against whom the grievance is brought;
- A description of the specific university action or individual behavior resulting in this grievance;
- The date or period of time in which the behavior occurred and the location of the incident; and
- A listing of all individuals who witnessed any part of the incident in dispute.

If a grievance is against the Provost or staff in the Office of the Provost, then the formal grievance is presented by the student in writing to the Vice President for Student Affairs.

Step II

Upon receipt of the formal grievance, a designee is appointed by the Provost to investigate the dispute. Pertinent data (documents, interviews, etc.) will be gathered by the investigator and the matter will be handled in a timely manner.

If the grievance involves a university office or representative acting within their role or duty, the investigator will determine the involvement of pertinent supervisors, department chairs and deans, and present a report to the appropriate department for decision.

If the grievance is based on personal misconduct by a faculty member or other university employee, the investigator gathers pertinent information and presents it to either the pertinent dean (faculty complaint) or the Assistant Vice President for Human Resources (staff complaint).

Complaint Procedure
Students who have a complaint about their educational experience at California Lutheran University, which is not resolved through the above outlined internal University procedures, may contact the following California State agency for assistance. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Address: 2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

Telephone: (916) 431-6924
FAX: (916) 263-1897
Website: http://www.bppe.ca.gov
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 Cal Lutheran from some of the finest universities in the country.

Cal Lutheran offers undergraduate, graduate and professional programs through the College of Arts and Sciences, School of Management, Graduate School of Education, Graduate School of Psychology and Pacific Lutheran Theological Seminary (PLTS).

The university’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. International programs include a full-time MBA for international students and an MBA in Europe. A number of post-graduate credential and certification programs are also offered. Graduate and certification programs are offered at PLTS.

Technology and the Quest for Knowledge

Information Systems and Services (ISS) delivers and supports high quality research and information technology tools for the Cal Lutheran community. The myCLU portal provides a single gateway to many of the online resources available to students.

The university supports a mixed platform of Mac and PC computers in several labs on campus. In addition to open computer labs, Cal Lutheran provides wired and wireless network access to students free of charge through CLUnet. All residence halls are equipped with WiFi and wired network connections for student use.

CLUWnet provides wireless coverage to all buildings on campus and some outdoor areas. Students can connect their personal computer devices to the wireless network using their personal CLUnet account and password. The Help Desk offers support for CLUnet accounts including scheduling and trouble shooting for wired and wireless hookups.

Pearson Library is an integral part of ISS. The professional staff provides reference assistance as well as information literacy instruction for undergraduate and graduate level courses. One-on-one appointments and virtual one-on-one assistance is available, as well as the usual walk-up research and technology usage assistance. Library reference services that include real-time chat service, e-mail reference, and SMS messaging and mobile initiatives provide students with access to information wherever they are, whenever they need it.

Items not available in the library can be requested through Interlibrary Loan. The library’s online catalog, OCLC’s WMS, provides access to library collections via the Internet, offers a powerful discovery and delivery tool, and student-initiated functions like self renewal of books and placing holds on print resources.

For detailed information on ISS and Pearson Library, visit www.callutheran.edu/iss.

Prime Locations

Cal Lutheran’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, master’s and doctoral degrees near their places of employment.

Cal Lutheran has established off-campus centers in Woodland Hills, Westlake Village, Oxnard and Santa Maria to better serve working adults who live in and around Los Angeles, the San Fernando Valley, northern Ventura County and the Central Coast. Pacific Lutheran Theological Seminary is located in Berkeley.

Off-campus Centers

For several decades, Cal Lutheran 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.

The School of Management offers master's degree programs at the Oxnard, Woodland Hills and Westlake centers as well as online. The Graduate School of Psychology offers master's degrees in counseling and clinical psychology and a doctorate in clinical psychology at the Oxnard Center. The Graduate School of Education offers master's degrees and credential programs at the centers in Oxnard, Woodland Hills and Santa Maria. PLTS offers master's degrees in divinity and theological studies, certification programs in theological studies and theological education for emerging ministries, and doctoral programs through Graduate Theological Union.

Woodland Hills Center  
5925 Desoto Ave.  
Woodland Hills, CA 91367  
(818) 888-6414

Westlake Center  
31416 Agoura Road #110  
Westlake Village, CA 91361

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

Santa Maria Center  
708 S. Miller St.  
Santa Maria, CA 93454

Pacific Lutheran Theological Seminary  
2770 Marin Ave.  
Berkeley, CA 94708  
(805) 235-7587 • (510) 524-5264

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 Mount 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.

Since the turn of the century, the university has added 13 major facilities on the main campus including the Spies-Bornemann Center for Education and Technology in 2002 and the Swenson Center for the Social and Behavioral Sciences in 2010, Cal Lutheran’s first LEED-certified structure.

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. William Rolland Stadium opened in fall 2011 as a venue for football, soccer and intramural matches. The 16,000-square-foot facility also houses the William Rolland Gallery of Fine art.

The LEED-certified Ullman Commons, completed in fall 2014, transforms the heart of the campus. The $15 million, 20,000-square-foot environmentally friendly two-level dining commons with adjoining Starbucks coffee bar provides a gathering place for undergraduate and graduate students, faculty, staff and visitors.

A new Student Union Building is slated to open by the end of 2015 on the site of the old Dining Commons. The 18,000-square-foot facility will house student life, student government and experiential learning, and expanded areas for student recreation.

Cal Lutheran’s strategic plan envisions new facilities for the creative arts, new and renovated science facilities, and new housing for the School of Management. The university focuses on environmental sustainability and responsible building practices in all facilities and operations.

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 be used “to cultivate a new crop of fertile, inquiring minds.” 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, California Lutheran University 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 Cal Lutheran 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 Cal Lutheran’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 in the classroom but also by their success in realizing and pursuing their individual passions. The distinction of a Cal Lutheran education is that its graduates are exceptionally well prepared for meaningful lives directed by a sense of vocation, leadership and service.

**Accreditations/Affiliations**

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

The Graduate 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. Pacific Lutheran Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools.

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). Cal Lutheran’s program in Financial Planning has been registered with the Certified Financial Planner (CFP) Board of Standards Inc.

Cal Lutheran 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).

California Lutheran University is one of 26 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
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 Admission 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 Admission Office at (805) 493-3325 or (888) 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. 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 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 and Spring semesters only.

Cal Lutheran Alumni with business degrees are assured admittance if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses.
**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 Admission 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.

**Doctorate in Clinical Psychology Admission Requirements**

Please refer to the Doctorate in Psychology page.

**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 Admission 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 letters of recommendation by associates who can attest to the candidate’s suitability for graduate work are required.

4. Personal Statement
   Persons applying for admission to one California Lutheran University’s graduate programs must submit an essay. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills that speak to individual departmental principles.

5. Test Scores
   Applicants with academic records which do not satisfy items 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 with the application material.

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 and degree or graduation certificates 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) or International English Language Testing System (IELTS). 
For the 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.
For the IELTS 6.5 is required. 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. Additionally, students who
successfully complete the university's designated English language affiliate program may be eligible for an IELTS or TOEFL waiver.

4. Required admission tests appropriate to the degree program (GRE or GMAT). This requirement may 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 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 60 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, seminary and credential students who have been officially admitted into their programs and maintain satisfactory academic progress toward their degree. The purpose of financial aid is to assist qualified individuals in achieving their educational and professional goals. Aid is awarded based on academic merits, financial need, availability of funds, and individual eligibility criteria of students. Sources include federal, state, institutional and private resources in the form of grants, scholarships, loans and employment opportunities.

We encourage all students to research multiple sources of aid, including civic organizations, local businesses, and foundations. For seminarian students, most synods and districts and some congregations offer grants and/or loans for theological education. Seminarians should investigate and apply for such grants and/or loans directly to the respective agencies.

All Cal Lutheran students are encouraged to apply for financial aid. Cal Lutheran does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

For complete information on all available awards and financial aid policies please visit the Cal Lutheran Financial Aid website (https://www.callutheran.edu/financial-aid).

Application for Assistance

It is the responsibility of the student to indicate they wish to be considered and participate in financial aid programs offered through Cal Lutheran.

To qualify for assistance, all students must complete the Free Application for Federal Student Aid (FAFSA) and the CLU Graduate Financial Aid Application each academic year. The Title IV school code for California Lutheran University that students need to indicate on the FAFSA is 001133.

Financial aid is awarded on an annual basis therefore students must reapply each academic year.

International Seminary applicants must submit an International Financial Aid Application to receive consideration for Cal Lutheran-PLTS Tuition Assistance.

Application forms can be found at on the Cal Lutheran Financial Aid Forms (https://www.callutheran.edu/financial-aid/forms) page.

Minimum Enrollment Requirements

To qualify for federal and state financial aid, including educational loan programs, all students must, at a minimum, be enrolled at least half-time in an eligible degree or certificate program. Graduate and teaching credential students must be enrolled full-time for majority of institutional based scholarships. Seminary students must be enrolled at least 3/4 time (9 credits) to qualify for institutional grants and scholarships. Unless otherwise instructed, students must be enrolled in at least one credit to receive private or outside scholarship funds. (Regardless of enrollment, students cannot receive more than the cost of attendance in total financial aid.) Minimum enrollment guidelines vary by program type. Students must also be enrolled for the specified semesters or terms they will be receiving funds.

Changes in enrollment may result in adjustments or loss of financial assistance. It is important that students report all enrollment changes (additions, withdrawals, etc.) to the financial aid office.

The following enrollment guidelines apply to the programs at CLU.

Teaching Credential Programs

Full-time = 12 Credits
Three-Quarter-time = 9 Credits
Half-time = 6 Credits

Graduate Programs

Full-time = 6 Credits
Half-time = 3 Credits

Seminary Programs

Full-time = 12 Credits
Three-Quarter-time = 9 Credits
Half-time = 6 Credits
Graduate Scholarships

Graduate scholarships are offered to graduate/credential students based on financial need, GPA, and at least half-time enrollment. In order to qualify for consideration, students must be officially admitted and have all required financial aid applications and documentation submitted prior to announced deadlines. See the Graduate Scholarship (https://www.callutheran.edu/financial-aid/scholarships-grants/graduate.html) page for more information.

PLTS Tuition Assistance

PLTS Tuition assistance grants are available to seminarians on the basis of need and availability of funds. The Financial Aid Office awards these grants based on the information provided in the seminarian’s financial aid application materials.

PLTS Scholarships are awarded on the basis of merit, financial need, and availability of funds. The scholarships are awarded by the Financial Aid Office in conjunction with PLTS Admissions Office. Information is collected from admission application and financial aid application documents.

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 completing their graduate/credential program.

A graduate assistantship provides a partial tuition remission award. Tuition remission of up to five credits per semester may be awarded in exchange for the student’s assistance in an academic area or administrative office. (Students must be registered for at least one more credit per semester than the number of credits which will be waived.) 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 and administrative responsibilities. 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. Click on the "Graduate" tab at: Work Opportunities (https://www.callutheran.edu/financial-aid/work-opportunities.html#graduate)

Student Employment

Students are provided with student employment opportunities funded by the University. Please see information on specific job opportunities through the CLU student employment website at: Student Employment (https://www.callutheran.edu/students/employment)

Congregational Partnerships in Education (CPE) Award

This award allows any religious congregation to assist outstanding full-time graduate, seminary and 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. Awards without specific instructions, will be applied to the student's account, in full, to the academic period selected by the Financial Aid Office. More information about the CPE Award is available on the CLU website at: Congregational Partners in Education (https://www.callutheran.edu/financial-aid/scholarships-grants/details/cpe.html)

Federal Loan Programs

Cal Lutheran participates in the federal Direct student loan program with two programs be available for graduate and seminary students. Eligibility is determined annually and is based on information provided on a seminarian's application for financial aid and on satisfactory academic progress.

Loans must be repaid with interest and there are multiple repayment options and plans. Interest rates are determined by the federal government on an annual basis. More information about Direct Loan programs and repayment options may be found online on the Department of Education's student loan webpage (https://studentloans.gov/myDirectLoan/index.action).

Federal Unsubsidized Direct 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. 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 as a refund after the end of the add/drop period or later for students who do not meet the priority deadline. More information on the loan program is available on the CLU Website at: Graduate Unsubsidized Direct Loan (https://www.callutheran.edu/financial-aid/loans/loan-types/direct-loan.html#graduate)

At the present time, the maximum amount that can be borrowed by a dependent student for an academic year is $20,500 for graduates and seminarian students. (Note, certain teacher certification students are only eligible for undergraduate level loans. Please contact the Office of Financial Aid for more information.) Borrowers may not exceed the total Federal Stafford limits set by the federal government.

The Unsubsidized Direct Loan does accrue interest after funds are disbursed. The borrower is responsible for interest that accrues while in school. Students have the option of making interest-only payments or allowing interest to accrue. There are many types of loan repayment programs listed on the www.studentloans.gov (https://www.studentloans.gov/myDirectLoan/index.action) website.
To apply for direct loans, students must complete a FAFSA form, accept the loan as part of the Financial Aid Award, and submit a Federal Master Promissory Note (MPN) and federal Entrance Counseling. These steps must be completed at www.studentloans.gov (https://www.studentloans.gov/myDirectLoan/index.action).

*Amounts are subject to change based on government regulations and allocations. Please contact the Office of Financial Aid for the most up-to-date information

**Direct Graduate PLUS Loan**

The Direct Graduate PLUS Loan is a federal loan program to assist in financing a college education. It is available to Graduate students enrolled at least half time (at least 3 units per semester). Generally, a student can borrow up to the Cost of Attendance less any other Financial Aid he or she is receiving. The interest rate is set annually by the federal government and interest begins to accrue on the loan following first disbursement of funds. More information about this loan program is available on the CLU website at: Graduate PLUS Loan (https://www.callutheran.edu/financial-aid/loans/loan-types/graduate-plus-loan.html)

**Veterans’ Benefits and Responsibilities**

**Veteran’s Benefits and Responsibilities**

As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits through Veterans Affairs. All newly admitted students shall submit an Intake Form, (Located at www.callutheran.edu/veterans) and upload required documentation and attend a GI Bill Orientation. All students who wish to use their benefits shall submit a Certification Request Form (Located at www.callutheran.edu/veterans) each semester or term they wish to use GI Bill benefits. Students who receive VA benefits are responsible for promptly notifying the VA Certifying Official in the Ahmanson Veterans Resources Office of changes in academic program, course load, address, marital or dependent status, and of withdrawal from one or more classes. Questions about enrollment status should be directed to the VA Certifying Official in the Ahmanson Veterans Resources Office (805)493-3648. For information about benefits, contact the U.S. Department of Veterans Affairs (https://benefits.va.gov/benefits/) or the Ahmanson Veterans Resources Office.

**Additional Aid Opportunities**

There are other scholarships and financial aid opportunities available through Cal Lutheran. Please refer to the Office of Financial Aid (https://www.callutheran.edu/financial-aid) website for information on Cal Lutheran Scholarships, private resources and other opportunities.

**Satisfactory Academic Progress**

Federal regulations require that institutions establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress (SAP). Failure to meet the minimum standards following a review will result in loss of financial aid eligibility. Listed below are the minimum criteria students in their respective schools must maintain. The complete policies, including opportunities for reinstatement of aid eligibility, are available through the Cal Lutheran Financial Aid website on Financial Aid Eligibility (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html).

**SAP Requirements for Graduate and Credential Students:**

Students must meet three components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid:

1. GPA of at least 3.0
2. A 67 percent completion (PACE) rate of their coursework. This is measured in terms of: Cumulative hours completed/Cumulative hours attempted = PACE rate
3. Program completion prior to reaching 150 percent of the established program length.

The complete policy is available on the CLU website at: Graduate SAP Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html)

**SAP Requirements for PLTS Seminary Students:**

Students must meet the following components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid:

1. GPA of at least 2.50
2. Completion of contextual education and formation requirements of the program with "CR"
3. A 67 percent completion (PACE) rate of their coursework. This is measured in terms of: Cumulative hours completed/Cumulative hours attempted = PACE rate
4. Program completion prior to reaching 150 percent of the established program length.

The complete policy is available on the CLU website on the: PLTS SAP Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html)
Withdrawal Policy as it applies to Return of Title IV Aid

Students should refer to the official academic withdrawal policy described in the current course catalog (Undergraduate Catalog [http://catalog.callutheran.edu/undergraduate/academicpolicies], Graduate Catalog [http://catalog.callutheran.edu/grad/academicpolicies]). Students are considered to be recipients of Title IV federal financial aid if they are eligible to receive or have received funds from one or more of the following programs for the academic term in questions: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Students should be aware that federal aid is earned on a pro-rata basis determined by the amount of time that they are enrolled in their courses for a given academic period. For students who are receiving federal aid who withdraw from all courses before attending at least 60 percent of the semester, CLU is required by federal regulations to calculate how much federal aid funds the student has earned and how much of the aid must be returned. The amount of the federal aid 'earned' is determined by the withdrawal date provided by the Registrar's Office and is plugged into a federal formula.

The portion of federal aid that was not earned by a student will be returned to the federal government. To satisfy federal regulations, return to Title IV financial aid programs must be made in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Please contact the Student Accounts Office to determine the amount that the student will be charged for the time they were enrolled, students will also be charged for any amounts that must be returned due to the calculation and these balances must be paid by the student.

If the calculation produces a credit to the student account (when the amount of aid earned is greater than the amount that has disbursed to the student's account) any grant funds will be applied to the account without notification. However, please note that if Stafford or Plus Loan funds are eligible to disburse under these conditions the borrower will be notified via email informing them of their eligibility and the borrower must confirm in writing that they want the loan to be disbursed. If no confirmation is received by the Office of Financial Aid within 30 days, the loan will be cancelled.

Non-Title IV programs (such as scholarships, grants, Cal Grant, and Alternative Loans) are not part of the Return of Title IV aid calculation; however they may be subject to reduction in cases of withdrawal based on institutional policy.

Important Note: Do Not Leave School With Out Officially Withdrawing.

If you 'walk away' from your courses and fail all of the classes you were enrolled in you will be considered 'unofficially withdrawn'. Federal regulations require that the Office of Financial Aid complete a Return of Title IV calculation based on the midpoint of the term, which will significantly affect the amount of aid you will retain for the term.

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.

Falsification of Information

The types of information covered by this policy include all documentation and information submitted to the Office of Financial Aid. A school must report any credible information indicating that an applicant for Federal Student Aid may have engaged in fraud or other criminal misconduct in connection with his or her application. These documents and information include, but are not limited to the following:

- Free Application for Financial Aid (FAFSA)
- Student Aid Report (SAR)
- Student and/or Parent Federal Tax Forms
- Documentation of U.S. Citizenship or Eligible Non-Citizen Status
- Formal forms of identification (i.e. driver’s license, social security cards, etc.)
- Academic documents relating to high school diploma or college course work
- Loan applications, Promissory Notes
- Scholarship applications
- Work Study authorization forms
- Work Study timesheets
- Any university financial aid forms and related documentation
- Any written, electronic, or verbal statements sent to or made to a university employee regarding the student’s financial aid application or financially related documents.

The integrity of the information presented in the financial aid process is of the utmost importance. Students should be aware that they will be held responsible for the validity of the information that is submitted by them or on their behalf to the Office of Financial Aid. If the University determines that a student or parent has provided falsified information, or has submitted forged documents or signatures, the following steps may be taken without prior notification to the student or parent.

The Office of Financial Aid will review the infraction and if a violation of this policy has occurred, the consequences may include but are not limited to:
• The student will be required to make full restitution of any and all federal, state, grant, and loan or work funds to which he or she was not entitled to.
• If the student is determined to be ineligible for financial aid because of a basic eligibility criterion, no further federal, state, or university funds will be awarded to the student for the academic period in question.
• The student may be ineligible for future participation in some or all financial aid programs for a minimum of one year or longer.
• The student will not be awarded funds to replace those lost because the student is considered to be ineligible due to dishonesty.

As required by federal and state law, the CLU Office of Financial Aid will report any infraction to the appropriate office or agency. These include but are not limited to: the US Department of Education, Office of the Inspector General, state agencies, or other entities that may take whatever action is required by law.

The above is in accordance with 34 Code of Federal Regulation 668.16(g).

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:

• I have the right to know what student financial aid programs are available at Cal Lutheran.
• I have the right to know the deadlines (if any) for submitting applications for each financial aid program.
• I have the right to know how my financial need was determined, including how various expenses in my budget are considered.
• I have the right to know what resources are considered in the calculation of my awards.
• I have the right to request an explanation of the various programs in my financial aid package.
• I have the right to consult with persons in the Financial Aid Office concerning my application for assistance, budgeting and/or financial problems which might arise.
• I have the right to cancel any loan proceeds received via Electronic Funds Transfer up to fourteen days after the credit has been applied.

Student Responsibilities

Students have the following responsibilities:

• I will check my Cal Lutheran e-mail on a regular basis.
• I must complete all application forms accurately and submit them on time to the appropriate office.
• I must provide correct information. In most instances, misreporting information on financial aid forms is a violation of federal law and may be a criminal offense, which could result in indictment under the U.S. Criminal Code.
• I must provide any additional documentation, verification information, or corrections requested by the Financial Aid Office or the agency to which I submitted my application before any funds will be disbursed.
• I am responsible for reading, understanding, and retaining copies of all forms I am asked to sign.
• I must accept responsibility for all agreements I sign.
• I am responsible for knowing the sources of financial aid, which I receive and whether the aid is a loan, grant, or scholarship. If the aid is a loan, I must know to whom repayment is to be made and the terms of repayment.
• I must keep the Financial Aid Office informed of my correct address at all times - while I am in school and after graduation - while any loans are outstanding.
• It is my responsibility to complete an exit interview online, prior to my separation from Cal Lutheran either by graduation or withdrawal.

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

The following costs are for the 2017-2018 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>MBA-EP</td>
<td>$1010 per credit</td>
</tr>
<tr>
<td>MS-IT</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>MS-ECON</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>MS-Management</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>IMBA</td>
<td>$820 per credit</td>
</tr>
<tr>
<td>CFP Certificate Program</td>
<td>$620 per credit</td>
</tr>
<tr>
<td>MA-E/MS-E/TPP/Credential</td>
<td>$745 per credit</td>
</tr>
<tr>
<td>MPPA</td>
<td>$750 per credit</td>
</tr>
<tr>
<td>MS-Psych</td>
<td>$775 per credit</td>
</tr>
<tr>
<td>EdD</td>
<td>$955 per credit</td>
</tr>
<tr>
<td>PsyD</td>
<td>$990 per credit</td>
</tr>
<tr>
<td>PLTS</td>
<td>$22,460.00 (annual flat rate 12-20 credits) $595 per credit if below 12 credits</td>
</tr>
</tbody>
</table>

Fees (Fees are non-refundable)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>One half the tuition listed above</td>
</tr>
<tr>
<td>Late Registration Fee (for registrations submitted after the first class meeting)</td>
<td>$50</td>
</tr>
<tr>
<td>Late Transaction Fee (for employer reimbursement applications and/or employer policy received after the second week of the semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See <a href="http://www.callutheran.edu/registrar">www.callutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Thesis/Dissertation Binding Fee (minimum of three copies required)</td>
<td>$40 per copy</td>
</tr>
<tr>
<td>Counseling Psychology Practicum Fee</td>
<td>$450.00 per credit hour</td>
</tr>
<tr>
<td>Comprehensive Exam Fee MFT Law and Ethics</td>
<td>$125</td>
</tr>
<tr>
<td>Comprehensive Exam Fee MFT Clinical Competence</td>
<td>$125</td>
</tr>
<tr>
<td>Comprehensive Exam Fee for MS Clinical Psychology</td>
<td>$250</td>
</tr>
<tr>
<td>Counseling &amp; Guidance Comp Exam Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Counseling &amp; Guidance Practicum Coordination Fee</td>
<td>$100</td>
</tr>
<tr>
<td>C &amp; G Field Studies Fee</td>
<td>$100 - $150</td>
</tr>
<tr>
<td>Teacher Prep Assessment Fee</td>
<td>$500</td>
</tr>
<tr>
<td>Ed.D Orientation Fee (non-refundable)</td>
<td>$200</td>
</tr>
<tr>
<td>PSYC 577 Thesis Continuation Fee</td>
<td>$100/semester</td>
</tr>
<tr>
<td>PsyD Assessment Lab Fee (Fall and Spring of Year 2)</td>
<td>$500/semester</td>
</tr>
<tr>
<td>PsyD Practicum Fee (Fall and Spring of Year 2)</td>
<td>$900.00/semester</td>
</tr>
<tr>
<td>Graduation Fee (prior to filing deadline)</td>
<td>$75</td>
</tr>
<tr>
<td>Graduation Fee (after filing deadline)</td>
<td>$100</td>
</tr>
<tr>
<td>MPPA Comprehensive Exam Fee</td>
<td>$300</td>
</tr>
</tbody>
</table>
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 CLUpay
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 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 CLUnet 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:

All 15-week Semester Graduate Program

Drops or withdrawals within:
1st and 2nd week  100% Refund
3rd and 4th week  40% Refund
5th week  20% Refund
6th week  No Refund

All 11-week Semester Programs

Withdrawal during the first two weeks of class allows a full refund of tuition charges. Withdrawal after the second week provides no tuition refund for students. 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.

Weekend-Only Courses

Drops or withdrawals within:
1st week of courses  100% refund of tuition charges
2nd week or later  No refund of tuition charges

All 8-week Online Programs

Drops or withdrawals within:
1st week of courses  100% refund of tuition charges
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.

Pacific Lutheran Theological Seminary (PLTS)

Tuition

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDIV-Annual Flat Rate (years 1 &amp; 2) (Enrolled 12-20 credits)</td>
<td>$22,460.00</td>
</tr>
<tr>
<td>MDIV, MTS, CATS, CTS, Unclassified (per credit)</td>
<td>$595</td>
</tr>
<tr>
<td>MA (per credit)</td>
<td>Set by GTU</td>
</tr>
<tr>
<td>MA Continuing Fee (per semester)</td>
<td>Set by GTU</td>
</tr>
<tr>
<td>TEEM (per course)</td>
<td>$995</td>
</tr>
</tbody>
</table>

Housing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware Apartments - 1 bedroom (PLTS students)</td>
<td>$8,460.00</td>
</tr>
<tr>
<td>PLTS Students Total (9 months)</td>
<td>$8,460</td>
</tr>
<tr>
<td>Non-PLTS Seminary Students Total (9 months)</td>
<td>$12,465</td>
</tr>
<tr>
<td>Delaware Apartments - 2 bedrooms (PLTS students)</td>
<td>$5,760 per student</td>
</tr>
</tbody>
</table>
Non-PLTS Seminary Students Total (9 months) $8,370.00 per student

### Housing Fees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Application</td>
<td>$0</td>
</tr>
<tr>
<td>Housing Deposit - Beasom Dormitory (Footnote 2,3)</td>
<td>$300</td>
</tr>
<tr>
<td>Cleaning Deposit - Beasom Dormitory</td>
<td>$100</td>
</tr>
<tr>
<td>Housing Deposit - Delaware Apartments 1 Bedroom (Footnote 2,3)</td>
<td>$500</td>
</tr>
<tr>
<td>Housing Deposit - Delaware Apartments 2 Bedroom (Footnote 2,3)</td>
<td>$500</td>
</tr>
<tr>
<td>Deposit for Bunkhouse (footnote 2)</td>
<td>$50</td>
</tr>
<tr>
<td>Bunkhouse Nightly Rate (students)</td>
<td>$25</td>
</tr>
<tr>
<td>Pet Deposit</td>
<td>$500</td>
</tr>
</tbody>
</table>

1. Per night dorm rate for intersession and summer non-dorm residents only
2. Housing deposit refundable except as clarified in the rental agreement
3. PLTS students may elect to sign deposit waiver

### Other Fees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission</td>
<td>$25</td>
</tr>
<tr>
<td>PLTS Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Student Insurance (ELCA Seminary Requirement)</td>
<td>TBD</td>
</tr>
<tr>
<td>Student Association Fee (annual)</td>
<td>$150</td>
</tr>
<tr>
<td>Technology Fee (per Term) 4</td>
<td>$55</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>50% of tuition rate $50</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Change of Enrollment Fee (per charge)</td>
<td>$0</td>
</tr>
<tr>
<td>Transcripts (per copy)</td>
<td>See <a href="http://www.callutheran.edu/registrar">www.callutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Expedited Transcript Processing Fee</td>
<td>See <a href="http://www.callutheran.edu/registrar">www.callutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Graduation Fee - before filing deadline</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee - after filing deadline</td>
<td>$125</td>
</tr>
<tr>
<td>Replacement Diploma Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Monthly Payment Plan (per term)</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Payment Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Wire Fee</td>
<td>$0</td>
</tr>
<tr>
<td>Affiliation Fee (ELCA requirement)</td>
<td>$1,025</td>
</tr>
<tr>
<td>Leave of Absence Fee</td>
<td>$0</td>
</tr>
<tr>
<td>ID card Replacement</td>
<td>$15</td>
</tr>
<tr>
<td>Campus Keycard Replacement</td>
<td>$100</td>
</tr>
</tbody>
</table>

4. Technology fee applies to all Graduate Students enrolled in 3 or more credits. Not applicable to non-credit programs and during inter-term. Fee capped at $250 maximum academic year.

### Refund Policy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Termination on or before the Friday of the second week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Termination on or before the Friday of the fourth week of classes</td>
<td>40%</td>
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<tr>
<td>Termination after the Friday of the fifth week of classes</td>
<td>20%</td>
</tr>
<tr>
<td>Termination after the Friday of the fifth week of classes</td>
<td>0%</td>
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</table>
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
- address
- email address
- 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

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 Cal Lutheran's dedication to academic excellence is our commitment to academic honesty.

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

Definition of Academic Dishonesty

A general definition of academic dishonesty is "any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance." Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

Plagiarism

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can (a) find the source from the information in your reference and (b) immediately determine which information is your source's contribution to scholarship and which is yours. Specifically:

- If you quote directly, using three or more words from the original source, you must place quotation marks around the quoted material and cite the source.
- If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.

If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, and/or the Writing Center are prepared to assist students in proper documentation forms.

Cheating: Cheating covers a wide range of academically dishonest behaviors including but not limited to:

- Turning in someone else's work as your own
- Purchasing assignments or papers and claiming that work as your own
- Giving another student your work to pass off as his or her own
- Aiding other students by surreptitiously providing answers in an exam
- Copying another student's answers in an exam setting, even if that student willingly provided the answers
- Using unauthorized material or resources (paper or electronic) when taking an exam. This includes use of cell phones or any other electronic resource that may either contain downloaded information or be able to access information electronically
- Distributing material unauthorized by the course instructor about any exam or assignment
- Asking a tutor to do assignments, papers, or exams for you
- Providing dishonest rationales or excuses when requesting special circumstances, or treatment which results in delayed or incomplete course requirements.

Academic Bribery: Soliciting, offering or accepting money, gifts or favors in order to alter or influence grades.

Deception: Providing false information when engaging in formal academic work including research deadlines, assignments, and tests. This includes providing false identification, false disability information in order to gain additional time when taking tests, providing false excuses when seeking deadline extensions, and falsely claiming to have submitted assignments.

Fabrication: Providing false data, information or citations in any academic work. This includes altering or making up data for use in experimental research and providing fake or altered quotes or bibliographic references for research.

Facilitating Academic Dishonesty: Intentionally helping students engage in acts of academic dishonesty. This includes improper grading of written/oral exams, grade fraud, negligence regarding conditions that foster cheating, or knowingly abet/allow cheating.

Identity Fraud: Asking another individual (this need not be a student – it can also be an external source for academic papers) to assume one's identity for any academic purpose or offering to assume another student's identity for an academic purpose. This can be done in exchange for money, gifts, or favors.
Multiple Submissions: Submitting work done in a previous class with the claim that it is new and original. While previous work may provide the basis for subsequent work, the prior work must be made known to and approved by the instructor.

Paper Mills: Providing papers to suppliers of academic papers for sale (‘Paper Mills’) is no different than providing papers to other students to pass off as original work, and is viewed as a form of Facilitating Academic Dishonesty. Papers published in ‘Open Access Journals’ or otherwise made available to the public with the sole intent of publication are acceptable.

Sabotage: Engaging in any activity that hinders or prevents another student from being able to complete their work. This includes altering or deleting resources or disrupting experiments. This can also include creating a condition that hinders the ability for other students to take tests.

Unethical Computer Use: Unethical computer use includes the use of any technology (which can include computers, cell phones, tablets, watches, etc.) or computer software (programs, documentation, data bases) in violation of copyright law. It also includes unauthorized use of computer software or hardware, such as use for private business, breaking access codes, and pranks resulting in damage to software or hardware, breach of privacy or confidentiality, or violation of copyrights.

Procedure for Disciplining Student Dishonesty

Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his/her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible.

First Offense

If the Vice President for Academic Affairs determines this is a first offense, the disciplinary action will be handled by the professor. Possible sanctions may include an ‘F’ on the assignment or an ‘F’ in the course.

Policy Statement Pertaining To Graduate Students

Due to the serious nature of such an offense and the resulting questions regarding student ethics, doctoral programs may assign sanctions including academic probation, suspension from the university after a first offense with the approval of the Department Chair/Program Director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Second Offense

If the Vice President for Academic Affairs determines this is a second offense, in addition to the sanctions imposed by the professor, the Vice President for Academic Affairs may choose to impose additional sanctions such as academic probation or suspension from school.

Third Offense

A third report of academic dishonesty will automatically result in the student's suspension or dismissal from the university.

Appeals

An allegation of cheating or an imposed sanction may be appealed to the Vice President for Academic Affairs, who will then constitute a special evaluation committee using the same procedures identified for grade challenges. Such a committee will be composed of three faculty, one appointed by each of the following:

- Dean of the School/College
- Chairperson of the Faculty Affairs and Development Committee
- Vice President for Student Affairs

The committee will choose its own chairperson. The committee will solicit written statements from all concerned parties and evaluate all available evidence. The committee will report its recommendation to the Vice President for Academic Affairs whose decision is final.

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 ¾ time. Three credits is considered half time. Less than three credits is considered less than half time.

PLTS: Twelve credits is considered full time. Six credits is considered half time. Less than six credits is considered less than half time.

Registration Procedures

Registration procedures are outlined on the Registrar’s Office website at http://www.callutheran.edu/registrar. Students who are enrolled in an online program should also refer to instructions on the website at https://www.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.

PLTS registration procedures are subject to revision as program management migrates to WebAdvisor. Please refer to the PLTS web site for current registration procedures: http://www.plts.edu/

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 http://www.callutheran.edu

Withdrawal from Courses

Withdrawal means withdrawing from one or more courses or separation from the University for the remainder of the semester. The Registrar provides the proper withdrawal forms which incorporate all the necessary procedures to clear the records at the time of withdrawal. Proper withdrawal protects the student’s record, which remains on file in the Registrar’s Office.

1. Students may drop courses or withdraw from the University through approximately the 10th week of the semester or equivalent percentage of an 8 or 11 week term (specific date listed in Academic Calendar) with a grade of W.
2. After the last date to withdraw, students may not officially withdraw from classes or from the University, except for medical reasons. Medical withdrawal forms are available through the office of the Vice President for Student Affairs.
3. With the privilege of admission to California Lutheran University, students accept the responsibility of clarifying the records (including financial records) if they withdraw from a course or from the University before the end of the semester.
4. Students who do not complete a course and do not officially withdraw from the University will receive a grade of UW for the semester (counted equivalent to a grade of F in the GPA). The university does not automatically drop students who register for a course and then choose not to attend.

Note: Academic withdrawal deadlines do not correspond to tuition reduction deadlines. Tuition reduction policies are outlined in the section on University Costs. The financial obligation for withdrawing from the University is usually severe.

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. Auditing a class does not grant access to a course’s Blackboard page.

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.

Students in the PsyD Program: Grades of B- or better are considered passing.

Graduate grades and grade points are assigned according to the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade points per attempted credit hour earned</th>
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<tr>
<td>A</td>
<td>4.0</td>
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</table>
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**

**Academic Probation**

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 15-week semester. Students in 8-week and 11-week programs are given two terms to bring their CLU GPA and cumulative GPA up to 3.0.

Students in Programs in the Graduate School of Psychology: Any single grade below a B- or No Credit in any course is considered failing and will result in academic probation and the convening of a faculty academic review meeting. Academic probation ends when the failed course has been repeated and passed.

Students in the PsyD Program: Please refer to the Probation and Dismissal policy in the PsyD section of this catalog.

Students in Graduate Programs in the School of Management: A grade below a B- in any foundation course is considered failing. This will result in academic probation. Students may not repeat a foundation course more than once.

Students in a PLTS Program: A grade below a C is considered failing. This will result in academic warning or probation. Students may not repeat a core course more than once.

**Academic Suspension**

The following classes of students may be placed on academic suspension:
1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15-week semester, or within two terms in 1-week or 8-week programs.
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in programs in the Graduate School of Psychology who receive a grade of F.
4. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
5. Students who fail to fully participate in the Academic Support program.
6. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

Students on academic suspension may not take courses at Cal Lutheran. Students who have been suspended from the University must submit a letter of appeal to be considered for reinstatement. All students who have been reinstated following suspension will be subject to rules that apply to students in their second semester on probation.

In order to establish the conditions that may lead to readmission, the letter of appeal must include the following:

- A written rationale for readmission
- A tentative plan for success if readmission is granted
- Transcripts of all work completed since suspension

All petitions for readmission must receive final approval from the Provost.

**Academic Disqualification**

At the discretion of the appropriate committee, the following classes of students may be academically disqualified:

1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15 week semester, or next two 11 week term or 8 week terms;
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
4. Students who fail to fully participate in the Academic Support program;
5. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

If, following readmission on probation, a previously suspended student is suspended for a second time, that student is subject to academic disqualification.

**Students in the PsyD Program**: Recommendations regarding student dismissal are made by the appropriate committee to the Dean. The Dean reviews any recommendation to dismiss and if in agreement, writes the letter of dismissal and sends it to the student (copying other relevant offices).

Students have one week to appeal academic disqualification. The appeal must be filed directly with the Provost. After one week, academic disqualification is not subject to appeal. Students on academic disqualification may not take any further courses at Cal Lutheran.

**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.

**Students in the PsyD Program**: Grades of C+ or below must be repeated.

**Students in the MBA Program**: A grade below B- in any foundation course must be repeated. Foundation courses may only be repeated once.

**Students in a PLTS Program**: Grades of C- or below must be repeated.

**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 https://iwantmytranscript.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.

Students in the PsyD Program: PsyD students may transfer 9 units of acceptable coursework and may waive an additional 15 units.

Transfer of credit or course waivers are not granted for practica, internships, theses, dissertation, or elective courses. We consider these courses fundamental to the program’s character and must certify that students have received training according to those standards. Additionally, some topics in clinical psychology require ongoing training and development throughout our professional careers. These include ethics and cultural competency. As such, course transfers and waivers are not accepted for PSYD 763 – Ethics and PSYD 782 – Multicultural Psychology

Student in a PLTS Program: Please visit the PLTS website for a complete listing at: http://www.plts.edu/

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. Non-degree seeking students are not eligible to enroll in an Independent study.
Students in the PsyD Program: Independent studies are not permitted in the PsyD program to substitute for any course that is required for graduation. Additionally, students are not permitted to arrange tutorials with instructors to repeat failed courses. Failing a course requires one to retake the course when it is offered even if that means delaying internship or graduation. Students must take required courses at the times that they are offered and must take courses in their intended sequence.

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.

Student in a PLTS Program: Please see Transfer of Credits for more information regarding limits on the PLTS webpage.

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 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.

Two semesters 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.

Students in the PsyD Program:

• For students wishing to walk in the ceremony for the master’s degree, students must have successfully completed all Year 1 coursework (fall, spring, and summer) and the Year 2 fall coursework, be on schedule to complete the PsyD Master’s Competency Exam, and be enrolled in Year 2 spring semester courses.
• Students may walk in the ceremony for the doctoral degree if by March 15 the student has enrolled in or completed internship, passed PSYD 733 Dissertation Research Seminar 3, and a received a statement from their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.
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
  - 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
• Financial Planning
• Information Technology
• Special Education

• Master of Business Administration
  • (with professional tracks in):
    • Enterprise Innovation and Entrepreneurship
    • Finance
    • Human Capital Management
    • Information Technology
    • International Business
    • Marketing

• Master of Business Administration for the Experienced Professional
• 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
• Global Supply Chain Management
• Post MBA Certificate Program Series
• Post MSQE Certificate in Financial Economics and Risk Management

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.

Bachelor’s Degree for Professionals

Bachelor’s Degree for Professionals 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 Professionals 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 Bachelor's Degree for Professionals 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:

**Autism and Communication Center**

**California Institute of Finance**

**Center for Academic Service Learning**

**Center for Economic Research and Forecasting**

**Center for Economics of social Issues**

**Center for Entrepreneurship**

**Center for Equality and Justice**

**Center for Faith and Culture**

**Center for Non-Profit Leadership**

**Center for Performance Excellence**

**Center for Teaching and Learning**

**Community Counseling Services**

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.

Graduate and Professionals Student Council

The mission of the Graduate and Professionals Student Council is to serve as a voice to represent and advise California Lutheran University’s Graduate and Bachelor’s Degree for Professionals student body.

Meetings are open to everyone! If you are interested in attending meetings or possibly serving as a representative on the Council for your department or program, please visit the GPSC website at www.callutheran.edu/gpsc for more information.

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 Hundle 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
Sunday Night Worship
The Lord of Life Student Congregation gathers weekly for Sunday Night Worship at 6PM. 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.

Common Ground
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.

Wennes Interfaith Meditation Chapel
People of all faith communities are invited to use the Wennes Interfaith 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 internship, part-time, and full-time positions for all majors/programs at all career levels. Career Services works with more than 20,000 employer contacts and will help you target the employers you want to work for. We help with career assessments, resume writing, interviews, salary negotiations, and more. We also offer a job and internship fair every Spring Semester, a graduate school fair every Fall Semester, and graduate school advising for general programs and Pre-Med/Health and Pre-Law students. Complete a profile at www.clupostings.com to get started.

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
advise: 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.

Center for Student Success
The Center for Student Success (CSS) believes in their motto: Supporting students in their academic journey. CSS serves the Cal Lutheran Community by offering academic resources, including an Academic Support Program for Graduate Students on academic probation. CSS is located in Academic Services at 3259 Pioneer Avenue on the Thousand Oaks campus. For more information, please visit our website at www.callutheran.edu/success (http://www.callutheran.edu/student-success) or email css@callutheran.edu.

Disability Support Services
California Lutheran University is committed to providing equal educational opportunities to students with various documented disabilities who choose to self-identify. Students must register with Disability Support Services (DSS) in order to formally request and receive disability-related aids and services.

The DSS staff works together with the student, administrators, and faculty to assure access to course materials, classrooms and other campus buildings as well as on-campus programs and events. Reasonable accommodations and services are determined based on disability information and individual need. These include but are not limited to note-taker services, extended test time, alternative test location, books in alternative formats, adaptive technology lab as well as resources and referrals to other campus services.

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, Sections 504 and 508 of the Rehabilitation Act, University policies, and state requirements.

DSS is located in Academic Services at 3259 Pioneer Avenue on the Thousand Oaks campus. For more information, please visit our website at www.callutheran.edu/disabilities or email dss@callutheran.edu.

Student Counseling Services
Student Counseling Services (SCS) is the campus office that provides enrolled students with personal counseling. SCS is located at 3222 Luther Street and provides confidential personal counseling in a new state-of-the-art facility free of charge for enrolled students (including Graduate students). Counseling is provided by appointment and without an appointment (in crisis circumstances). The counseling at SCS is provided by Licensed Psychologists and by Post-doctoral Fellows who work under the clinical supervision of fully-licensed psychologists.

Students come to SCS for assistance for various reasons. Some of the challenges with which SCS assists students include identity development issues (e.g., sexual identity or racial/ethnic identity difficulties), loneliness, anxiety (Post-traumatic Stress, Obsessive-Compulsive Disorder, Panic, etc.), depression, interpersonal conflicts, romantic relationship problems, sexual behavior concerns, suicidal feelings, substance use difficulties or uncertainties, and eating disorders. By request, SCS also provides educational programming in classes and in residence halls regarding mental health issues.

Students can call SCS to schedule an appointment or can come to the center and schedule an appointment live. Individual and group counseling are available. There is also a meditation room for self-guided work and biofeedback. To book an appointment- please call 493-3SCS (727). SCS is open M-F 9:00am - 5:00pm, except for lunch from 12:00pm-1:00pm.

Community Counseling Center
The counseling services of the Community Counseling Center are available to non-students 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 (usually $10), 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. We take cash, checks, and most credit and debit cards. Please call (805) 493-3225 for an appointment.

For more information and current hours please visit our website at www.callutheran.edu/health_services

**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, retaliation, intimidation, or in any way threatening the well-being of another individual.
2. The physical abuse, harassment, retaliation, intimidation, or in any way threatening 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, or other stalking behaviors deemed inappropriate by the University.

4. Attempted or actual theft or unauthorized possession of University property or other property on campus.

5. Attempted or actual 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 Officers or any University employees, including Resident Assistants) in the performance of his or her duties. Examples include, but are not limited to: obstinate behavior or refusal to provide information requested, evasiveness, running or leaving the scene when requested to remain present, hiding, and/or breaching a signed roommate contract as facilitated by a Residence Life and Student Conduct staff member.

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” for further information).

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 Conduct System (see “Student Conduct System” for further information).

**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, suicide, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of State and local statues 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., Campus Safety, Residence Life and Student Conduct staff, including Resident Assistants) will be documented for a policy violation. All alcohol and items containing alcohol will be disposed of and/or confiscated. Beer bongs 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.

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 health and safety risks, 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 residences, 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 never permitted at approved special events and all non-distilled spirits must be served by catering services holding license to do so. On campus University residential facilities will not be considered for this exception.

Students participating in Study Abroad programs sponsored through the Cal Lutheran Study Abroad Office are held to the “Guidelines on Alcohol and Illicit Drug Use” as outlined in the Study Abroad Handbook.

**Alcohol Policy Violation Sanctions**

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

1. **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

2. **2nd Violation**  Residence Hall Probation, Educational Review, parents/guardians of students under 21 years of age notified

3. **3rd Violation**  Residence Hall Suspension, University Probation, parents/guardians of students under 21 years of age notified

4. **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 issued an Alcohol Policy Review 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.

**University Policy on Drugs**

1. The use, possession, or trafficking of non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana, consumable items containing illegal drugs and/or other hallucinogenic agents is a violation of state and federal laws. Further, the non-prescription possession, usage, and/or trafficking of any of the above agents is in violation of the policies of California Lutheran University and can result in suspension, dismissal or expulsion from the University. Medically recommended marijuana is not recognized by federal law or by the University as a legal prescription. Therefore, possession of marijuana on campus for any reason is strictly prohibited. All drugs and paraphernalia will be confiscated and/or destroyed.

2. 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 prescribed or non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana and/or other hallucinogenic agents.

3. Being in possession of a prescription drug not prescribed to the student is prohibited and will be confiscated.

4. Being under the influence of illicit drugs is considered a violation of the University policy on Drugs.

**University Policy on Paraphernalia**

1. California Lutheran University prohibits the use or possession of paraphernalia or any object that can be used in the consumption or distribution of an illegal drug. Examples include, but are not limited to, a marijuana pipe, bong or blow tube, vaporizers, e-hookahs, a scale used for measuring quantities of an illegal drug, medical marijuana bags and containers, grinders, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.

2. No drug related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

**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 California Lutheran University campus or within 20 feet of any building. This includes vapor and e-cigarettes.

2. Hookah, hookah components, hookah/shisha/vaporizer pens and e-hookahs are strictly prohibited on campus.

3. Specifically designated smoking areas beyond 20 feet from any building will be determined by the supervisor of each residence hall complex.

4. For the Pacific Lutheran Theological Seminary campus: In accordance with the City of Berkeley Municipal Code, no smoking is allowed in any building on the Pacific Lutheran Theological Seminary campus or within 25 feet of any building—this includes vapor and e-cigarettes. Additionally, the City of Berkeley Municipal Code prohibits smoking in multi-unit housing and common areas. Common areas include adjacent streets, adjoining parking lots, nearby outdoor seating, shared outdoor spaces, and areas open to the public. Specifically designated smoking areas beyond 25 feet from any building or common area will be determined by PLTS Administrators. These designated smoking areas may be closed during seasons of high fire risk.
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 and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. California Lutheran University espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens 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-arts education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at California Lutheran University.

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. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. 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/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, 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.

Retaliation

Retaliation is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

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.

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:

- Jim McHugh
  Title IX Coordinator, Special Assistant to the President for Athletic Affairs
  Gilbert Sports and Fitness Center
  (805) 493-3684

- Leanne Neilson
  Provost/Vice President for Academic Affairs
  Administration Building
  (805) 493-3145

- Melinda Roper
  Vice President for Student Affairs/Dean of Students
  Middle Modular Unit in front of Swenson Center
  (805) 493-3553

- Patricia Parham
  Asst. Vice President for HR
  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 Residence Life and Student Conduct Office at conduct@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 Residence Life and Student Conduct Office 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 and Student Conduct 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, School of Management, 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
Dean and Professor, School of 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.

Rose Aslan
Assistant Professor, Religion
Ph.D., University of North Carolina, Chapel Hill

Rose Aslan holds a B.A. in Near Eastern studies from the University of British Columbia, an M.A. in Arab and Islamic civilizations from the American University in Cairo, and a Ph.D. in religious studies, with an Islamic studies track, from the University of North Carolina at Chapel Hill. Rose designed and taught courses at UNC including Introduction to Islamic Civilizations; Space, Place and Religion (Sacred Space and Ritual in Islam); and Sufism. Her dissertation, “From Grave to Shrine: The Making of Sacred Place at the Tomb of ‘Ali ibn Abi Talib in Najaf,” studies the construction of sacred space and the development of ritual and identity at the shrine of ‘Ali in Iraq.

Jamie Banker
Assistant Professor, Graduate Psychology
M.A., University of San Diego

Jamie Banker is in the final stages of completing her Ph.D. in Marriage and Family Therapy at Virginia Tech. She received her M.A. in Marriage and Family Therapy from the University of San Diego and her B.A. in Human Development and Family Studies from Colorado State University. She served as a researcher on three funded research projects at Virginia Tech and also has worked as a research coordinator for a project that pertained to medical and mental health treatment of women who suffer from postpartum depression (PPD). She has received specialized training in areas such as psychological assessments, domestic violence, pregnancy counseling, and perinatal loss. She has extensive teaching and clinical skills, along with knowledge of issues in student affairs.

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.

Jamie Bedics
Assistant Professor, Graduate Psychology
Ph.D., Fuller Graduate School of Psychology

Jamie Bedics holds a Ph.D. in Clinical Psychology from Fuller Graduate School, an M.S. in Clinical Psychology from the University of Utah, and a B.A. in Psychology from Penn State. He completed a clinical internship at the Portland VA Medical Center where he worked as a member of the dialectical behavioral treatment (DBT) team and was trained in evidence based treatments for post-traumatic stress disorder and depression. He recently completed a two year post-doctoral fellowship at the DBT Center of Seattle under the direction of Marsha M. Linehan, Ph.D. Dr. Bedics' doctoral research involved a comparison of methods of observing how couples communicate during conflict and how different communication strategies relate to marital satisfaction and relationship commitment.

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 Dean and Associate Professor, Graduate School of 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
Director of Bachelor's Degree for Professionals 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
Associate 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
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.”

Rachel Casas
Rachel Casas has completed a joint postdoctoral fellowship in interdisciplinary studies of culture, psychology and neuroscience at the UCLA Semel Institute for Neuroscience and Human Behavior and the USC Department of Psychology. Her research focuses on practical strategies to reduce ethnic and linguistic disparities in brain health. She earned a bachelor’s in psychology from CSU Northridge and a Ph.D. in clinical psychology from the University of Iowa.

**Penchuese (Penny) L. Cefola**  
Associate Professor of English, 1987  
B.A., Prasammit 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.

**Debby Chang**  
Lecturer, Languages and Cultures  
B.S., Northeastern University

Debby Chang was born in Taiwan and grew up in Hong Kong. She came to the United States as a biology major at Warren Wilson College, and earned a B.S. in medical technology from Northeastern University. Prof. Chang has worked in medical technology, as a stockbroker, Chinese cooking instructor, and as president of a fashion wholesale business, but regards language instruction as her “destiny.” Co-author of The Key to Learning Chinese, she has taught Chinese language and culture classes since 1979, serving as the principal of Thousand Oaks Chinese School as well as serving as a bilingual facilitator in the Conejo Valley Unified School District. In 2007 she was recognized by the Overseas Chinese Affairs Office of the State Council as an “Outstanding Chinese Language Teacher.” She has taught at CLU since 2006, organizing events on campus like the Chinese Moon Festival concert, Chinese New Year celebration, and a lecture/demonstration by the Beijing Opera.

**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.

**Chien-Hsiung (Scott) Chiu**  
Writing Center Director  
Assistant Professor, English  
Ph.D., Michigan State University

Scott Chiu taught at Michigan State University in the Department of Writing, Rhetoric and American Cultures for the past three years. His doctoral dissertation focused on negotiating linguistic certainty for English as a Second Language students at MSU’s writing center. He received his B.A. in English Literature and Language from Chinese Culture University in Taiwan, his M.A. in Linguistics from Fu Jen Catholic University in Taiwan, and his Ph.D. in Second Language Studies from Michigan State University.

**Carol Lynn Coman**  
Associate Professor, School of Management, 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 sacrilege in American culture.

Heidi Coronado  
Assistant Professor, Graduate School of Education, 2014  
Ph.D., Claremont Graduate University

Dr. Coronado is a faculty member of the Graduate School of Education and teaches in the Counselor Education Department. She has played many roles in the educational system and has worked in various educational national and international settings from kindergarten to the university level as a teacher, counselor, parent educator, college professor, and community activist. Dr. Coronado's work includes: ethnic identity development, educational access and resiliency in immigrant, 1st and 2nd generation Latino/a and indigenous youth; Indigenous epistemologies and wisdom traditions for youth empowerment; class, race, gender and ethnicity in education; critical pedagogy, and Indigenous/Latino/a mental health and healing practices. Through her work, she seeks to continue her activism and create positive change in the educational system. She has also has passion to inspire, encourage, and mentor students so that they will be able to pursue and achieve their goals and dreams.

Michael Cosenza  
Associate Professor, Graduate School of 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 (CalTPA) program and conducts seminars that prepare teacher candidates for the CalTPA. 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.

Jamshid Damooei  
Professor, School of Management, 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.

John Deisz  
Professor, Physics  
Ph.D., The Ohio State University

John Deisz comes to CLU from the University of Northern Iowa (UNI), where he served as a professor in the Department of Physics for 15 years. At UNI, he designed and taught courses including Quantum Mechanics, Thermodynamics and Statistical Mechanics, and Computational Physics, and supervised undergraduate research in computational condensed matter physics. John holds a B.S. in physics and mathematics from North Dakota State University, an M.S. in engineering/applied science from the University of California, Davis, and a Ph.D. in physics from The Ohio State University. John will chair the Physics Department at CLU.

Erik Diaz  
Assistant Professor, Theatre Arts, 2013  
M.F.A., University of Connecticut

For the past six years, Erik Diaz served as the production director/production manager at the TriArts Sharon Playhouse in Sharon, Connecticut. He has been in charge of scenic design for more than 200 productions. He earned a B.A. in Theatre Scenic Design and Technical Direction from the University of Nebraska Omaha, and an M.F.A. in Theatre Scenic Design from the University of Connecticut.

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, School of Management, 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.

Cary Dritz
Distinguished Educator, Graduate School of Education
Ed.D., Brigham Young University

Cary Dritz received his M.A. in counseling and guidance and M.S. in school leadership and administration from CLU before earning an Ed.D. in curriculum and instruction at Brigham Young University. He has served as an adjunct faculty member in the Graduate School of Education since 1980. Cary has held many positions in education administration, including associate superintendent, student services, with the Ventura County Office of Education; deputy superintendent with the Santa Clara County Office of Education; and assistant superintendent, personnel services, with the Simi Valley Unified School District. Cary will be overseeing CLU’s new Woodland Hills cohort for the master’s program in educational leadership.

Morris Eagle
Distinguished Educator in Residence, Graduate Psychology
Ph.D., New York University

Morris Eagle received his Ph.D. in Clinical Psychology from New York University. Dr. Eagle is a clinical supervisor at CLU’s Community Counseling and Parent Child Study Center and directs the Center’s weekly research meetings on attachment-based interventions and other outcome and process research. In addition, Dr. Eagle has been instrumental in developing the philosophy and focus of the doctoral program in clinical psychology. He is also a major contributor to and consultant for the CLU Intimate Partner Violence Intervention Program being funded by the Verizon Corporation. Dr. Eagle is the 2009 recipient of the Sigourney Award. This award, given by the American Psychological Association, is the most distinguished recognition in psychoanalysis. Dr. Eagle has authored over 150 journal articles and book chapters; and is the author of the book Recent Developments in Psychoanalysis: A Critical Analysis. His papers include attention to philosophical issues, to conceptions of mind, to views of psychopathology, theories of treatment and the relevance of attachment theory to psychoanalysis.

Therese Eyermann
Distinguished Faculty Fellow and Chair of the Educational Leadership Program, Graduate School of Education
Ph.D., University of California, Los Angeles

Therese Eyermann comes to CLU from California State University, Channel Islands, where she served as an assistant professor of psychology, chief of staff to the president and interim university advancement operations officer. Therese has taught as an adjunct faculty member in CLU’s educational leadership program since its inception in 2008. Her research interests include leadership identity development in college students, measured by a six-stage developmental process, based on the research of Komives, et al. She has served on the Ventura County United Way’s education focus team and the Ventura County Regional P-16 Council.

Sarah Fischbach
Assistant Professor, School of Management
Ph.D., New Mexico State University, Las Cruces, N.M.
Most recently, Sarah Fischbach taught Marketing Strategy and Consumer Behavior as a visiting professor at the Shilder College of Business at the University of Hawaii at Manoa. Prior to working in academia, Sarah was a national account manager for Office Depot’s business services division, where she was awarded the Chairman’s Circle Award as the top business manager in North America. Sarah’s research interests include personal selling, ethics and technology. Her recent conference presentations include “Understanding Graphic Narrative as a Marketing Education Tool” and “Determining the Right Mix: A Discussion of Theory, Research and Experience in Designing Blended Courses.”

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

Karrolyne 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 Fraisse
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 Fraisse oversees CLU’s growing Ed.D. programs. Dr. Fraisse 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
Associate 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.

William Gartner
Visiting Professor, School of Management
Ph.D., University of Washington

William Gartner has taught at Clemson University for the past nine years, as the Arthur M. Spiro Professor of Entrepreneurial Leadership in the Arthur M. Spiro Institute for Entrepreneurial Leadership, College of Business and Behavioral Science. He has held teaching positions at University of Southern California, San Francisco State University, and Georgetown University. He is on the editorial boards for the Journal of Business Venturing, the Strategic Entrepreneurship Journal, and Entrepreneurship Theory and Practice. His research received funding from the Small Business Administration, the Kauffman Foundation, the Coleman Foundation, the Hollingsworth Foundation, the U.S. Department of Education, the Small Business Foundation of America, the Corporate Design Foundation and the National Endowment for the Arts, and won awards from the Academy of Management, the Babson-Kauffman Entrepreneurship Research Conference and the Swedish Entrepreneurship Forum. He earned a B.A. in Accounting, an MBA and a Ph.D. in Business Policy from the University of Washington.

Virginia Gean
Visiting Lecturer, School of Management
MBA, Pepperdine University

Virginia Gean has taught as an adjunct professor in the School of Management since 2005. For the past 10 years, she has also taught as an adjunct faculty member at Pepperdine University. She is currently conducting research for a book compiling the stories of Christian CEOs. She received a B.F.A from the University of Georgia and an MBA with a focus in finance from Pepperdine.

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.

Molly George
Assistant Professor, Criminal Justice and Sociology
Ph.D., University of California, Santa Barbara

Molly George earned her B.A. with honors from the University of Denver. As a graduate student at UCSB, she earned both her M.A. with honors and Ph.D. in Sociology. Additionally she completed a Ph.D. certificate with a Feminist Studies doctoral emphasis. Her areas of specialization include the sociology of work and operations, research methods, gender, and social psychology. Her teaching interests extend to deviance and crime, social problems, law and society, social inequality, and the sociology of the family.

Marylie Gerson
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
Associate Professor, 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**
Associate 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, School of Management, 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.”

**David Grannis**
Assistant Professor, Communication, 2012  
M.F.A., University of California, Los Angeles

David Grannis is not new to CLU, having taught film and television courses in the Communication Department for the last 16 years. Grannis has also served as CLU’s director of educational technology since 1999. He earned a bachelor’s in English and media studies from Sonoma State University and a Master of Fine Arts in motion picture and television production from UCLA.

**Jacquelyn Greenhill**
Lecturer, Graduate School of Education  
M.S., California Lutheran University

Jacquelyn Greenhill earned a B.S. in psychology, with an emphasis in family and child development, and an M.S. in special education from CLU. She has been a field supervisor and adjunct faculty member in the Learning and Teaching Department of the Graduate School of Education since 2012. She teaches special education teacher preparation classes for Level I and Level II candidates. Jacquelyn was a special education teacher in the Oak Park Unified School District for six years. Her private tutoring and academic coaching business, Greenhill Education Services, provides academic assessment for students from preschool through university.

**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
Associate 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.

Shauna Hannan
Associate Professor, Homiletics, Pacific Lutheran Theological Seminary
Ph.D., Princeton Theological Seminary

The Rev. Shauna Hannan served for six years as an assistant professor of homiletics at Lutheran Theological Southern Seminary in Columbia, South Carolina. She taught classes such as Foundations in Preaching, Preaching Occasional Services (Stewardship, Funeral, Public Issues), Exegetical Options for the Preacher, and Incarnating the Sermon. Her research interests include Latin American homiletical pedagogy, preaching on public issues, and theology and economic justice. Shauna received a prestigious Wabash Center Writing Fellowship in 2012 and is currently pursuing a Master of Arts in creative writing.

Grady Hanrahan
Associate Provost of Experiential Learning, Research, and Faculty Development and 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.

**Michael Hart**  
Assistant Professor, Music  
M.A., University of Iowa

A native of Minnesota, Michael Hart received a Bachelor of Music degree in Music Education and a minor in Religion from Concordia College in Moorhead, Minnesota, a Master of Arts degree from The University of Iowa and is completing his Doctor of Musical Arts degree in Conducting with a secondary concentration in Tuba Performance from the same institution. He has been a faculty member at Iowa Wesleyan College and was a band director in the Minnesota public schools teaching at the elementary, junior high and high school levels. He has been a guest conductor and an adjudicator in Iowa, Minnesota, and Arizona.

**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.

**Kirstie Hettinga**  
Assistant Professor, Communication, 2013  
Ph.D., The Pennsylvania State University

Kirstie Hettinga earned a B.A. in Mass Communication-Print Journalism and Theatre Arts and an M.A. in Mass Communication and Journalism from CSU Fresno, and a Ph.D. in Mass Communication from Penn State. For the past two years, she has served as a visiting assistant professor at Ursinus College in Pennsylvania. Her research interests pertain to the transformation of journalism through digital and mobile technologies, specifically addressing issues of accuracy and transparency and how standards are challenged by the tumultuous evolution of journalism.

**Aaron Heresco**  
Assistant Professor, Communication, Bachelor's Degree for Professionals  
Ph.D., The Pennsylvania State University

Aaron Heresco earned his Ph.D. in mass communication, with a graduate minor in social thought, from Penn State University in 2013. His academic interests include media theory and critical and cultural perspectives on the media. Aaron's most recent research has examined the intersection of media and finance, specifically the CNBC television network's role in representing finance capitalism and financialization. He was a recipient of the Harold F. Martin Graduate Assistant Outstanding Teaching Award at Penn State.

**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
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.

Mary Holden
Lecturer, Physics
M.S., Alfred University, New York

Mary Holden has served as an adjunct faculty member at California Lutheran University, in the Physics Department. She is a glass scientist and ceramic engineer with industry experience at two temperature sensor companies. She has a B.S. in Ceramic Engineering and an M.S. in Glass Science from Alfred University in New York.

Rick Holigrocki
Professor and Dean, Graduate School of Psychology
Ph.D., University of Windsor, Ontario, Canada

Rick Holigrocki brings extensive administrative experience to CLU, having served as dean of the School of Psychological Sciences for the past four years at the University of Indianapolis, following eight years as director of clinical training there. His work has fostered interdisciplinary collaboration and the development of new curricula, and under his leadership, his school received the Inspiring Excellence for Diversity Award. Rick earned his bachelor’s degree in psychology and sociology from York University in Toronto, and his M.A. and Ph.D. in clinical psychology from the University of Windsor in Ontario, Canada. He completed a postdoctoral fellowship at the Menningar Clinic, where he worked as a staff clinical psychologist. He is currently a fellow of the Society for Personality Assessment.

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

Andrea Huvard’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.

Virginia Ilie
Assistant Professor, Information Systems and Technology, School of Management
Ph.D., University of Central Florida

Virginia Ilie has held teaching positions at CSU Fullerton, Claremont Graduate University, Florida State University and the University of Kansas. Her research interests include system implementations, healthcare IT management, usability, interface design, performance measurement from IT investments, and distance education. She earned a bachelor’s in business administration from the Academy of Economic Studies in Bucharest, Romania, and an MBA in finance and a Ph.D. in information systems both from the University of Central Florida.

Cynthia Jew
Professor, Graduate School 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. Recently she has published and presented in the area of Cultural Proficiency. As a co-author of the book Cultural Proficient Inquiry, she is a national presenter in using the framework to inform conversations at the school and university level. She is the 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. As a professor in the Department of Counselor Education at CLU, she teaches classes that prepare candidates for the school counseling profession.

Bonnie Johnson
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.

Kyle Johnson
Lecturer of Music and Coordinator of Chapel Music
D.M.A., University of Missouri- Kansas City Conservatory of Music and Dance

Dr. Kyle Johnson is Coordinator of Chapel Music, University Organist, and Lecturer of Music at California Lutheran University, where he teaches organ lessons and other classes. Shortly after arriving at CLU, he founded the CLU Chapel Choir, which is a cross-cultural ensemble consisting of students, faculty, staff, administrators and locals. Dr. Johnson's choral anthem, Lamb of God, dedicated to the Chapel Choir, was recently accepted for publication by Augsburg Fortress. Dr. Johnson served for three years as Director of Music and Community Arts at St. Luke's Lutheran Church of Logan Square in Chicago, Illinois, where he oversaw the church's efforts to become a center for community building through the arts. He has also served on the music faculties of UMKC, Missouri Valley College, and State Fair Community College.

Edward H. Julius
Professor, School of Management, 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
Associate 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.’”

Victoria Kelly
Lecturer in Graduate School of Education
Director of Central Coast M.A. Leadership Program
Dr. Victoria Kelly is the Program Director for the Cal Lutheran Central Coast Learning Center in the Graduate School of Education's Educational Leadership Program. With over 20 years of experience working in school districts, Dr. Kelly has an excellent knowledge base of the educational system. Dr. Kelly was also involved in the Carnegie Project on the Education Doctorate (CPED), a three-year effort sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. Dr. Kelly contributed to discussions to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders, and professional staff in the California University system.

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.

Jason Kingsbury
Assistant Professor, Chemistry, 2013
Ph.D., Boston College

Jason Kingsbury served as an assistant professor of chemistry at Boston College for six years, receiving the prestigious Amgen New Faculty Award. Most recently, he served as a visiting assistant professor of general and organic chemistry at Pomona College. His research aims to engage advanced undergraduates in the challenging and creative aspects of multistep organic synthesis. He earned a B.A. in Chemistry from Hamilton College in New York and a Ph.D. in Organometallic Chemistry from Boston College. He was a National Institutes of Health Postdoctoral Fellow at Harvard University.

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.

Jodie Kocur
Associate 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**  
Assistant Professor, School of Management, 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**  
Associate Professor, Graduate School 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**  
Associate Professor of Criminal Justice, 2008  
B.S., University of California, Irvine  
M.A., Ph.D., Washington State University  

Schannae 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/ommm/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**  
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**  
Associate Professor of Education, 2007  
B.A., Aanhurst 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.

Barbara McNulty
Lecturer, Biology
M.S., The George Washington University

Barbara McNulty holds a B.A. in Biology from Lafayette College and an M.S. in Biological Sciences from The George Washington University, where her thesis focused on “Hidden Electrophoretic Variation in a natural population of Drosophila melanogaster.” She has taught at CLU in the Biology Department since 2007. Prior to that she was a Research Technician at the Winthrop University Hospital Cancer Research Center, and held a Teaching Fellowship at The George Washington University.

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.

Ryan Medders
Assistant Professor, Communication
M.S., San Jose University

Ryan Medders is working to complete his Ph.D. at UCSB in Communication with an emphasis on technology and society. He received his M.S. in Mass Communication from San Jose State University, and his B.A. with a major in Political Science from Stanford. His research addresses the social and psychological effects of the media; his dissertation focuses on the effects of online news.

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, School of Management, 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, Graduate School of 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  
Associate 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.

Michael Owens  
Associate Professor, Graduate School of Education  
Ph.D., University of Utah

For the past seven years, Michael Owens has taught in the Department of Administrative and Organizational Studies within the College of Education at Wayne State University in Michigan. He received his Ph.D. in educational leadership and policy from the University of Utah, and his M.Ed. in International Development Education from Brigham Young University. He joins the Graduate School of Education’s Department of Educational Leadership. Michael researches new qualitative and theoretical approaches from other fields and how to bring them into the realm of educational leadership research.

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.yaoiresearchwiki.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 Panesis  
Executive Director, Center for Entrepreneurship, School of Management  
MBA, Rutgers University

Michael Panesis has served as the entrepreneurial programs manager within the Technology Management Program (TMP) at the University of California, Santa Barbara, since 2011. Part of UCSB’s highly regarded College of Engineering, TMP teaches entrepreneurship and business principles to the entire campus. Michael’s responsibilities included running the annual UCSB New Venture Competition, an opportunity for UCSB students to
showcase their business startup ideas in disciplines including materials science, clean tech, consumer electronics, software, environmental science and education.

**Andrew Pattison**  
Instructor, School of Management, 2013  
M.P.A., University of Colorado, Denver

Andrew Pattison has served as an adjunct faculty member at University of Colorado, Denver and CLU. He holds a B.A. in Biology from Skidmore College in New York, and an M.P.A. in Environmental Policy, Management and Law from the University of Colorado, Denver, where he is completing his Ph.D. in Public Affairs with a concentration in sustainable urban infrastructure. His research interests include theories of the policy process, the role of science and technical information in policymaking, and issues of social equity in sustainability and climate policy.

**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.

**Mindy Puopolo**  
Associate Professor, Graduate School 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 Lecturer 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.

**Noelle Raffy**
Assistant Professor, Theatre Arts  
MFA, Carnegie Mellon University

Noelle Raffy earned a Bachelor of Fine Arts in fashion design from the Otis College of Art and Design, and a Master of Fine Arts in costume design from Carnegie Mellon University. Noelle comes to CLU from the University of California, Riverside, where she served as designer, costume shop manager and lecturer. She has taught Costume Design, Stage Makeup and the History of Dress, and worked on films such as the Oscar-nominated The Road, Shelter, Adventureland and Bridge to Nowhere.

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  
Associate 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 of Los Angeles. She is also a member of several professional organizations.

Daniel Restuccio  
Instructor in Multimedia, 2003  
B.F.A., Syracuse University
Faculty Profiles

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.

Judith Richards
Visiting Lecturer, School of Management
MBA, Pepperdine University

Judith Richards has over 20 years of experience working for Fortune 200 corporations as a Vice President of Marketing. Her responsibilities encompassed advertising, training, marketing communications, sales, account management and marketing research. She won multiple honors for her work and served on the board of directors, executive committee, and as a corporate officer for the American Red Cross. As an adjunct professor at CLU for the past three years, Richards has taught Marketing Theory, International Marketing and Business Ethics.

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, palaeoecology, 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.

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.

Diane Rodriguez-Kiino
Assistant Professor, Department of Educational Leadership, School of Education
Ph.D., University of Southern California

Diane Rodriguez-Kiino holds a B.A. in Psychology from San Diego State, an M.Ed. from USC in College Student Personnel Services, and a Ph.D. from USC in Education Policy, with an emphasis on International Intercultural Education. Dr. Rodriguez-Kiino recently served as the Director of Campus Diversity in Santa Barbara and she continues to consult and lecture on the issues of campus diversity and equity. She is a respected and successful grant writer and has been published in various periodicals and journals, including the Journal of Hispanic Higher Education. She currently serves as a Research Consultant at the Center for Student Success at Berkeley. She will be teaching and advising students in CLU’s Higher Education Doctoral Program.

Theresa Rogers
Assistant Professor, Biology, 2013
Ph.D., The Ohio State University

Theresa Rogers most recently served as a visiting assistant professor of biology and environmental studies at Alma College in Michigan. Her research is focused on using molecular biology and genetics to study bacterial physiology. She holds a B.S. in Biology from The Ohio State University, an M.S.
in Microbiology from the University of Georgia, and a Ph.D. in Microbiology from Ohio State. She served as a postdoctoral fellow in the Department of Microbiology and Immunology at University of Michigan.

Jean Kelso Sandlin
Associate 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.

Lory Selby
Lecturer and Director of Assessment, Graduate School of Education
Ed.D., Pepperdine University

Lory Selby earned a B.S. in education from the University of Nevada, Reno, an M.A. in education (curriculum and instruction) from Cal Lutheran, and an Ed.D. in organizational leadership from Pepperdine University. Lory comes to CLU from Pepperdine University where she served as the Director of Assessment and Accreditation and an adjunct faculty member in the Social Entrepreneurship and Change Masters Program. She has taught classes such as “Program Evaluation and Information Management” and “Orientation to Accreditation – Your Commitment to Excellence.” She also served as the Accreditation Commissioner for the Association of Christian Schools International for ten years.

Andrea Sell
Assistant Professor, Psychology
Ph.D., Florida State University

Andrea Sell earned a B.S. in Psychology from the University of Florida, and an M.S. and Ph.D. in Cognitive Psychology from Florida State University. For the past two years, she has served as a postdoctoral scholar at the University of Kentucky. Her research approach is guided by theories that incorporate systems of perception and action-planning into higher-order cognition. In particular, she investigates the role of the spatial and motor systems in grounding abstract thought.

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


Mary Jo Shane
Lecturer, 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.

Ryan Sharma
Assistant Professor and Director of Clinical Training, Graduate School of Psychology
Psy.D., University of Denver
Ryan Sharma is a Licensed Psychologist with five years of teaching experience in graduate psychology programs. Most recently he served as director of clinical training for the Department of Clinical Psychology at Antioch University in Santa Barbara. His research interests involve multiculturalism, specifically ethnic identity development and multiracial identity development. He earned a bachelor’s in psychology from Michigan State University, a master’s in clinical psychology from Pepperdine University, and a Psy.D. in clinical psychology from the University of Denver.

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.

Bethany Simmons

Assistant Professor, Graduate School of Psychology
Ph.D., University of Louisiana at Monroe

Bethany Simmons comes to CLU from the University of Louisiana at Monroe, where she was an assistant professor in the Marriage and Family Therapy program, teaching courses at the master’s and doctoral levels. In addition, she served as the director of juvenile drug court and clinical services for three years, supervising a therapeutic services program provided by MFT student-interns as part of an interdisciplinary team with court officials. She is a Licensed Marriage and Family Therapy Supervisor (LMFT-S) and a Licensed Professional Counselor (LPC). Bethany’s research interests include self-reflexivity and the influence of epistemology on therapy practices.

Terry Spehar-Fahey

Senior 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

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.

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 Apthorp 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.
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.

Linda-Marie Sundstrom
Assistant Professor, MPPA Program
D.P.A., University of La Verne

For the past seven years, Linda-Marie Sundstrom has taught at the Graduate Center for Public Policy and Administration at CSU Long Beach. She also served CSU Long Beach as the director of the Bureau of Government Research and Service, and internship coordinator for the Master in Public Administration (MPA) program. As a Fulbright Scholar, she taught in the Master of Public Administration Program, under the Office of the President of Ukraine. She holds a B.S. in business administration from California State Polytechnic University, Pomona, a master’s in public administration from CSU San Bernardino, and a doctorate in public administration from the University of La Verne.

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.

Samuel Thomas
Associate Professor of Religion, 2006
B.A., St. John’s University  
M.A., University of Notre 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 archaeology, 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  
Assistant Professor, Graduate School of Education  
Ph.D., Claremont Graduate 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.

Daniel Tillapaugh  
Assistant Professor, Graduate School of Education, 2015  
M.Ed., University of Maryland  
Ph.D., University of San Diego

Dr. Tillapaugh is an Assistant Professor in the Counselor Education department in the Graduate School of Education. With 10 years of professional experience as a student affairs administrator in a variety of settings, he completed his Ph.D. in Leadership Studies at the University of San Diego and his M.Ed. in Counseling and Personnel Services at the University of Maryland. Dr. Tillapaugh's research focuses on intersectionality and social contexts of higher education, college men and masculinities, LGBT issues in higher education, and leadership development and education. In the classroom, he teaches primarily in the Counseling and College Student Personnel program, including courses on college student development theory, leadership, administration, and organizational change in higher education, and practicum/fieldwork courses.

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.

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.

Jennifer Twyford  
Assistant Professor, Graduate School of Psychology  
Ed.S., University of Nevada, Las Vegas

For her dissertation, “Using Hope and Grit to Enhance Risk Assessment for Youth Offenders,” Jennifer Twyford conducted a countywide study of youth offenders, ages 12-18, investigating factors associated with risk and resiliency. She holds a bachelor’s in social science from California Polytechnic State
University in San Luis Obispo, and a master’s and Ed.S. in educational psychology from the University of Nevada, Las Vegas. She is completing her doctorate in counseling, clinical and school psychology at UC Santa Barbara.

**Gail E. Uellendahl**  
Professor, Graduate School of Education, 1997  
B.A., Queens College  
M.S., Hofstra University  
Ph.D., New York University

Gail Uellendahl serves as Chair of the Department of Counselor Education 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 Department of Counselor Education, she is a practicing licensed psychologist.

**Rafaela Fiore Urízar**  
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 Urízar 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.

**Vlad Vaiman**  
Associate Dean and Professor, School of Management, 2013  
Ph.D., University of St. Gallen, Switzerland

Vlad Vaiman has served as a professor and director of graduate programs at Reykjavik University in Iceland. Prior to that, he was an associate professor at FH Joanneum, one of Austria’s leading universities. He has published three books on managing talent in organizations and his scholarly work has appeared in the International Journal of Human Resource Management, Academy of Management Learning & Education, Academy of Management Perspectives, Human Resource Management, Thunderbird International Business Review, and others. He is also a co-founder and editor-in-chief of the European Journal of International Management. He earned an MBA from the University of Wyoming and a Ph.D. in International Business from the University of St. Gallen in Switzerland.

**John Villalpando**  
Associate Professor, Mathematics  
Ph.D., Clemson University

John Villalpando has taught at Gonzaga University for the past nine years, receiving an Exemplary Faculty Award in 2008. His research papers, in the area of graph theory, give results concerning a parameter of vertex labelings of graphs. He earned his bachelor’s in mathematical sciences and visual arts from Eckerd College and both his master’s and doctorate in mathematical sciences from Clemson University.

**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**  
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, School of Management, 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.

**Colleen Windham-Hughes**  
Assistant Professor, Religion  
C. Phil., University of California, Santa Barbara

Colleen Windham-Hughes recently completed her Ph.D. dissertation, “The Horizon of Birth: Natality in Religious, Ethical, and Political Experience” at UCSB. A graduate of Whitter College, she earned her M.Div. at Claremont School of Theology, followed by a C.Phil. at UCSB. Her teaching interests include Christian traditions, Christian practices and ministries, social and political theory, and philosophy of religion. A deacon in the United Methodist Church, she brings experience in family and youth ministry and religious education to her role in developing the Theology and Christian Leadership major at CLU.

**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.
Ariana Young
Assistant Professor, Psychology, Bachelor's Degree for Professionals
Ph.D., University at Buffalo, SUNY

Ariana Young completed her doctorate in Social-Personality Psychology at the University at Buffalo, SUNY. Her research examines how the self is influenced by the actual, imagined and implied presence of other people. Her work on parasocial relationships has earned considerable recognition and attention from news media. Ariana was the recipient of the 2012 Graduate Student Research Award for best paper in attitudes and social cognition from the Midwestern Psychological Association. In 2013, she received an Excellence in Teaching Award (a universitywide award) at the University of Buffalo.
University Governance

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

Board of Regents

The 35-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. Its members meet four times per year. Learn more about our Board of Regents here (http://www.callutheran.edu/president/board-of-regents.php).

Convocation

The Convocation is a group of 85 people intended to serve as a link between the University, the Church and the greater community. It 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. The Convocation meets once annually, typically in the fall, to conduct official business and elect the University’s Board of Regents. Learn more about our Convocation here (http://www.callutheran.edu/university-ministries/church-relations/convectors).

Administrative Leadership

Chris Kimball  
**President and Chief Executive Officer**

Leanne Neilson  
**Provost and Vice President for Academic Affairs**

Karen Davis  
**Vice President for Administration and Finance**

Melinda Roper  
**Vice President for Student Affairs and Dean of Students**

Matthew Ward  
**Vice President for Enrollment Management and Marketing**

Regina D. Biddings-Muro  
**Vice President for University Advancement**

Melissa Maxwell-Doherty  
**Vice President for Mission and Identity**

President’s Cabinet

Arne Bergland  
**Director of Church Relations**

Scott Maxwell-Doherty  
**University Pastor**

Juanita Hall  
**Senior Director of Multicultural and International Programs/Assistant to the President for Diversity**

James McHugh  
**Special Assistant to the President for Athletics**

Lynda Fulford  
**Associate Vice President for University Relations**

Mary Olson  
**General Manager, KCLU**
Cal Lutheran 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/
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):
  - Enterprise Innovation and Entrepreneurship
  - Finance
  - Human Capital Management
  - Information Technology
  - International Business
  - Marketing
- Executive Master of Business Administration
- Master of Business Administration in Financial Planning
- Master of Public Policy and Administration
- Master of Science in Financial Planning
- Master of Science in Quantitative Economics
- Master of Science in Information Technology
- Master of Science in Management
- Certificates
  - Post-MBA Certificate
  - Certificate in Advanced Financial Planning
  - Post-Masters Certificate in Financial Economics and Risk Management
  - Certificate in Data Analytics
  - Certificate in Global Supply Management
  - Certificate in Information Technology Management

School of Management Policies

Academic Integrity

The educational programs at California Lutheran University’s School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university’s framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management (Section C below), students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is “any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance.” Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Attendance

11 WEEK ON-CAMPUS FORMAT: All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student’s responsibility to verify course drops dates to avoid academic and financial penalties.
Students may miss a maximum of three weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

8 WEEK ONLINE FORMAT: 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 rules 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.

The Master of Business Administration (MBA)

The MBA mission is to provide students with the knowledge, capabilities and awareness needed to operate effectively in the dynamic global environment and to aim to enhance economic, social and personal well-being.

Professional tracks in the program include Enterprise Innovation & Entrepreneurship, Finance, Information Technology, International Business, Human Capital Management, and Marketing. A general MBA is also an option.

Program Learning Outcomes

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

1. FUNDAMENTALS: Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.
2. PLANNING AND ORGANIZATION: Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.
3. INDIVIDUAL COMPETENCIES: Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.
4. INTERPERSONAL COMPETENCIES: Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.
5. GLOBAL ENVIRONMENT: Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.
6. LEADERSHIP AND CHANGE: Graduates of the School of Management are able to demonstrate an understanding of the practice of effective and principled leadership including how to influence organizational change in complex and dynamic environments.
7. QUANTITATIVE AND QUALITATIVE TOOLS: Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.
8. TECHNOLOGY: Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.
9. CORPORATE SOCIAL RESPONSIBILITY: Graduates of the Masters of Business Administration (MBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.

Program Delivery

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 only a General MBA is offered in the fully online format. Depending on admission requirements, some students may complete the program in as few as 12 months, though they
The Master of Business Administration (MBA) 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: http://www.callutheran.edu/management

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. Resume
7. 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:**
1. For more information, see Admission Procedures.
2. 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.
3. Cal Lutheran Alumni with business degrees are assured admittance if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses.

**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/Management.

Change the name of the Entrepreneurship professional track to “Enterprise Innovation and Entrepreneurship”

**Courses**

**MBA 500. Foundation of Advanced Academic/Practice/Professional Practices. (3).**

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

**MBA 501. Foundations of Accounting. (4).**

The first 40% of the course (approximately) focuses on financial accounting or the measuring, processing classifying, and reporting of financial information for external use. The remaining 60% of the course (approximately) focuses on managerial accounting or the presentation of financial information to management for internal decision making purposes.

**MBA 502. Foundations 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 to 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, Its Concept and working, Comparative Statics, Market Failure and Discussion of Efficiency; 3) Product & Factor Markets and Their Structure; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.
MBA 503. Foundations of Business Statistics. (3).
This course is designed to help the entering MBA students to acquire a good intuitive grasp of statistics - what is is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MBA 505. Enterprise Mgmt, Organztn & Strategy. (3).
Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment.

MBA 506. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

MBA 507. Organizational Behavior. (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, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

MBA 508. Business Ethics and Law. (3).
Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment.

MBA 509. Marketing Management. (3).
With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. 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 launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy.

MBA 510. Strategic Decision Making. (3).
The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making those decisions, comparisons, and inferences in business settings. 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. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management.

MBA 511. Macroeconomics in the Global Economy. (3).
This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication.

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. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis.

MBA 520. 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.
MBA 521. 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.

This course uses the business model framework to comprehensively explore ways that organizations innovate and change. By utilizing all of the core business courses in a cross-functional framework, students gain perspectives on ways organizations learn and adapt. The course is practice based, where knowledge is applied through exercises and outside projects.

MBA 523. International Business. (3).
Globalization is a reality for most industries and companies. This course introduces students to the global business environment in which organizations operate. It emphasizes political, economic, cultural, legal and technological influences on the design and execution of international strategy. The course particularly explores stages and challenges facing corporations in entering foreign markets and organizing cross-border activities. The course draws heavily on current literature in management, economics, marketing and organizational theory.

This course is an investigation into the current state of Human Capital Management and the environmental influences that contribute to organizational leveraging of human capital. Environmental concerns discussed (including social media and mobile marketing) to create customer loyalty and engagement around an organization’s brand and the products and services they bring to the marketplace.

MBA 525. Sustainable Business Strategies. (3).
Sustainable businesses operate across all sectors from production of conventional goods/services to developing new breakthrough technologies. Companies that incorporate environmental, health and social value in their business activities show financial success, benefit many stakeholders, and can better leverage global challenges for long-term profitability and growth. This course explores the tremendous impact the sustainability movement is having on core business strategies and building competitive advantage. It catalogs the adoption of principles, polices and practices by mainstream corporations, and reviews how clean technologies are helping to optimize natural resource use while improving financial performance.

MBA 530. CRM in the Digital Age. (3).
Building profitable long-term customer relationships involves a keen understanding of consumer needs, wants, and psychographic patterns. This course focuses on leveraging the power of digital media platforms (including social media and mobile marketing) to create customer loyalty and engagement around an organization’s brand and the products and services they bring to the marketplace.

MBA 531. 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.

MBA 532. Strategic Public Relations. (3).
Public Relations has undergone rapid advances in technology and many of the old rules have changed dramatically. The emergence of the Internet and social media has transformed strategic planning and execution. But Public Relations is still about people and electronic communications still demands writing skills. This course will require students to evaluate challenges of executing relevant, effective public relation programs in an evolving, media-centric technology environment.

MBA 533. Strategic Brand Management. (3).
Key to the success of any marketing program is the ability to deliver an effective brand value proposition. Building, communicating and delivering upon the brand story leads to long lasting customer relationships. Students will explore the theories and challenges of brand management including building and measuring brand equity, evaluating brand communication strategies and creating meaningful brand experiences for customers in a media-rich, entertainment driven economy.

MBA 534. Consumer Behavior. (3).
Understanding the complexities of consumer buying behavior is crucial to creating and implementing effective marketing campaigns. This course is a dynamic analysis of the role of the consumer in the marketplace including the cultural, demographic and psychological influences on consumer buying behavior.

MBA 535. Advertising Management. (3).
A key component of the promotional mix, advertising plays a vital part in communication of organizational messaging. This course evaluates the theories and practices of effective advertising strategies including communication objectives, media selection & planning, implementation and evaluation.

MBA 540. 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 reading and research articles are intended to provide a foundation for introduced concepts and expose the student to the latest thinking in this area.
MBA 541. Strategic Financial Analysis. (3).
The 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.

MBA 542. Investment and Portfolio Management. (3).
This course is 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.

MBA 543. Real Estate Investments. (3).
This course provides students with an introduction of the application of financial principles to the discipline of real estate. Students should leave this course with an understanding of: investment property analysis and evaluation, commercial real estate and single-family housing loan underwriting, real property valuation, the real estate capital markets, real estate ownership structures and taxation.

MBA 544. Buyouts and Acquisitions. (3).
Buyouts and Acquisitions (also known as Mergers & Acquisitions) is an advanced course in finance. This course includes up-to-date information on corporate practices relating to M&A. The contents of the course should benefit students who plan to work in investment banking, corporate development or management consulting. This is a fast paced course geared towards an interactive learning environment. The intent of this course is to study relevant areas that impact Mergers & Acquisitions, including fundamental financial analysis and valuation, legal/accounting issues, the process of buying and selling a company and post-merger integration. The course will be taught from the perspective of applying theory and fundamental analysis to Mergers & Acquisitions from the perspective of corporate development and investment banking. The course's approach is intended to provide practical and real world application while developing the students' conceptual and strategic thinking and decision-making skills. Guest speakers have included private equity investors, corporate development executives, M&A attorneys, and due diligence professionals.

MBA 545. Behavioral Finance. (3).
This seminar 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 three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health.

MBA 550. Agile Product Development. (3).
Agile product development techniques increase an organization’s ability to create and deliver quality products and service faster. The course focuses on developing capabilities, practical tools and frameworks to get product - market fit faster by applying foundational concepts of product lifecycles and go-to-market strategies.

MBA 551. Entrepreneurial Marketing and Selling. (3).
This course explores the strategies and tactics used to market products and services with low marketing budgets and no brand history. The course covers various guerrilla marketing activities, social media strategies, public relations efforts, direct marketing and promotional event methods.

MBA 552. Entrepreneurial Finance. (3).
Entrepreneurial finance focuses on the valuation of emerging ventures and ways that resources are allocated and applied to new activities. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the startup; and how funding contracts are exit decisions should be structured.

MBA 553. Growth Stage Venture Management. (3).
This course focuses on venture growth after the initial startup of the firm. The course looks at the various managerial, operational, financial, HR and strategic issues facing organizations that experience substantial growth over time.

MBA 554. International Business Law. (3).
This course offers an overview of main areas of international business law which are important for global business executives. It provides an introduction to the international legal environment, including an overview on major legal traditions and their impact on the conduct of international business. The course examines fundamental legal frameworks governing global commerce and international trade relations. It explores topics such as international jurisdiction, global and regional trade agreements and bodies, as well as a broad range of regulatory and legal issues, such as the trade in goods and services, dispute settlement and foreign direct investment.

MBA 561. International Finance. (3).
This course is designed to familiarize students with the international capital environment and challenges faced by all companies seeking global successes. In addition to introducing interest rate parity, purchasing power parity and the international Fisher Effect, this course will 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.
MBA 562. International Marketing. (3).
This course addresses the fundamental differences between domestic and international marketing. It provides students with the background and the tools necessary to develop techniques for preparing strategically oriented international marketing plans. Special attention will be given to the effect of the political, economic, cultural, legal and technological environment on product, distribution, pricing, and promotion strategies. The course will also explore how marketing mix decisions differ across various market entry modes, and it will discuss standardization vs. adaptation strategies at the intersection of market demands and corporate strategy.

MBA 563. Global Strategy. (3).
This course will explore advanced topics in managing the geographic scope of the firm. It asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances? Given a global strategy, how should the firm be organized to execute it? It addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

MBA 564. 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.

MBA 570. Compensation Management. (3).
This course will analyze wage, benefits, and salary administration in private and public organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs. The integration into an organizational strategy will also be evaluated.

MBA 571. Talent Recruitment and Selection. (3).
This course is an investigation into the current, contemporary practices and models of selecting personnel for assignment to positions within organizations. Discussion of utility theory as well as various instruments for recruitment and selection will be discussed. An overview of succession planning for leadership will be integrated into the course. Examines skills and strategies in interviewing, selection, observation, and evaluations processes, issues related to supervision of staff, the process of progressive discipline.

MBA 572. Employee Relations. (3).
A discussion of the strategy of engaging unions, managing employee-management relations, discussions of Importance of understanding employee relations, Approaches to Industrial Relations - Unitary, Pluralistic, Marxist. Role of Three Actors to Industrial Relations- State, Employer & Employees. Causes for poor IR, Developing sound IR. Ethical approach to IR: Idea of trusteeship - Principles & features, Code of conduct. Case studies surrounding results of poor IR management.

MBA 573. Training and Development. (3).
Efficient and effective management of an organization’s human capital is critical source of its competitiveness and sustainability. Additionally, the dynamic and largely uncontrollable nature of global, political, social, economic, technological, and organizational forces requires on-going strategic development of the skills and talents of an organization's employees for its very development and in some cases survival. Focused, outcomes-driving training and development is critically related to the traditional major goals of Human Capital Management: acquire, develop and maintain an organization’s human capital. It is also a critical and direct strategic driver of organizational success.

This course aims at providing students with the knowledge essential to their successful undertaking of management responsibilities in the near future. The course encompasses key topics in International Human Resource Management with significant coverage of emerging theory and issues in this area. Globalization of business is forcing managers to grapple with complex issues as they seek to gain or sustain a competitive advantage. Faced with unprecedented levels of foreign competition at home and abroad, firms are beginning to recognize not only that international business is high on top management’s list of, but also that finding and nurturing the human resources required to implement an international or global strategy is of critical importance. The role of human resource management in this complex, ever-changing world is central to this course.

MBA 575. Employment Law. (3).
Employment Law will introduce students to employment laws that have a substantial impact on organizations and the workforce environment. The course will focus on cases that have occurred in the regulatory environment of the employment relationship Lastly, this course will present to students a framework for becoming productive and effective employers and employees in the workplace.

MBA 590. Internship. (3).
Supervised internship in a company of student's choice (the internship position must be in line with his/her track specialization).

MBA 591. The Business Plan. (3).
The students will have a chance of completing a comprehensive business plan for a new venture. All arrangements for providing companies for the above project are made through the Cal Lutheran MBA program office.
MBA 592. 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.

MBA 594. International Travel. (3).
International travel courses are organized by the School of Management in collaboration with relevant the University office.

MBA 595. Consulting to Business. (3).
This course is a study of the history and theory of management consulting from the late nineteenth century to the present day, with hands-on techniques and skills of the consulting process imparted via an actual business consulting project. Students will deliver individual and group consulting assignments to a local business client based at the CLU Center for Entrepreneurship or other local business sectors in LA and Ventura County. Topics can range from Business Plan Development, Channel Strategy development and implementation, Operational Improvements, Organizational Design and Optimization, etc. The project will have complexity that covers several areas in a business and is worth of being considered an MBA Capstone effort. This course enables students to apply the academic theory of management consulting to practical business operations.

MBA 599. MBA Project. (3).
Identified and supervised by a School of Management faculty member.

Executive MBA

The Executive MBA (EMBA) program at California Lutheran University is an elite program for seasoned professionals who have already achieved significant business success. Our interdisciplinary, experience-driven curriculum is organized around five key areas:

- Leading Operations
- Managing Processes
- Leading People
- Leading Strategy
- Professional and Personal Advancement

After completing an MBA degree, the student will have an in-depth understanding of the building blocks of business management, theories and practical tools in core subject areas. Furthermore, the student will possess critical and creative thinking skills to apply theories and related tools to solve business problems related to planning, organizing, leading and controlling in any organization, private or public, in an fast paced domestic or global environment. Additionally, the students will have developed a better understanding their strengths and weaknesses in interpersonal relations, teamwork and leadership.

The program features 15 courses, 3 credits each, delivered in a hybrid model (8 on-campus courses, 7 online courses). The on-campus courses will be offered in a compressed weekend format.

Admission Requirements

The EMBA program begins each October and is delivered over 18 months to a cohort consisting of working professionals with a minimum of 5-7 years or relevant professional experience.

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. Resume
7. 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
Requirements for the Executive MBA

The Executive MBA requires 45 semester credits of coursework 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.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMBA 500</td>
<td>Strategy Development in Global Context</td>
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<tr>
<td>EMBA 501</td>
<td>Ethical and Legal Practices in Business</td>
<td>3</td>
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<tr>
<td>EMBA 502</td>
<td>Strategic Decision Making High Perform</td>
<td>3</td>
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<td>EMBA 503</td>
<td>Organizational Design</td>
<td>3</td>
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<tr>
<td>EMBA 504</td>
<td>Finance for Executives</td>
<td>3</td>
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<tr>
<td>EMBA 505</td>
<td>People Management</td>
<td>3</td>
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<td>EMBA 506</td>
<td>Marketing Management for Executives</td>
<td>3</td>
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<td>EMBA 507</td>
<td>Leadership and Change Management</td>
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<tr>
<td>EMBA 508</td>
<td>Negotiations and Conflict Management</td>
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<td>EMBA 509</td>
<td>Information Systems for Executives</td>
<td>3</td>
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<td>EMBA 510</td>
<td>Global Economics</td>
<td>3</td>
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<td>EMBA 511</td>
<td>Project Management</td>
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<td>EMBA 512</td>
<td>Innovation/Organization Entrep</td>
<td>3</td>
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<tr>
<td>EMBA 513</td>
<td>Professional and Personal Development (Take three times for a total of 3 credits)</td>
<td>1</td>
</tr>
<tr>
<td>EMBA 599</td>
<td>Final Project</td>
<td>3</td>
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**Courses**

**EMBA 500. Strategy Development in Global Context. (3).**
Globalization is a reality for most industries and companies. This course goes beyond a mere introduction to the global business environment in which organizations operate. This course will merge topics of strategy development with advanced issues of managing the geographic scope of the firm. The course asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances. Give a global strategy, how should the firm be organized to execute it? It addresses the creating of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include (but not limited to) the political, economic, cultural, legal and technological environment of international strategy, an exploration of the stages and challenges facing corporations in entering foreign markets, the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

**EMBA 501. Ethical and Legal Practices in Business. (3).**
This course addresses the ethical and legal issues that managers face in the practice of leadership. Special consideration is given to the intersection of ethics and law in the areas of business that impact organizational performance, such as freedom and responsibility; whistleblowing, privacy and employment issues; corporate governance; marketing and transparency; products liability and financial integrity.

**EMBA 502. Strategic Decision Making High Perform. (3).**
The main focus of this course is on the decision making process and the role of management science in that process. Students will need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying methods for making these decisions, comparisons, and inferences in business settings. 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. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for top management aimed at achieving the high level of performance in their organizations.
EMBA 503. Organizational Design. (3). 
Organization Design is a formal, guided process for integrating the people, information and technology of an organization. It is used to match the form of the organization as closely as possible to the purpose the organization seeks to achieve. Through the design process, organizations act to improve the probability that the collective efforts of members will be successful. This course focuses on effective organizational design in both traditional and innovative organizations, with special emphasis on innovative organizational forms that can provide strategic advantage. Topics include when to use functional, divisional or matrix organizations, how IT creates new organizational opportunities, and examples of innovative organization possibilities, such as democratic decision-making, crowd-based organizations internal resource markets, and other forms of collective intelligence.

EMBA 504. Finance for Executives. (3). 
This course provides a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial thought. It will examine the topics of financial statement structure, ratio analysis, cash flow and break-even analysis, cash management, capital budgeting, the NPV rule measuring risk, capital acquisition, securities market and capital structure. Upon completing this course, students should better read, understand, interpret and explain corporate financial management and investment decisions.

EMBA 505. People Management. (3). 
This course will equip students with knowledge of processes and practical tools on how to connect organizational excellence to people management by systematically identifying, attracting, motivating, developing and retaining the organization's best people. This course focuses on developing a strategic approach to managing core talent, which includes the enhancement of an employment brand in order to produce superior recruiting results, the formulation of integrated marketing and communication strategy to build brand awareness, and the implementation of technics aimed to successfully manage employee retention and engagement, among others. The course identifies practices and solutions for increasing the likelihood of top talent remaining with the organization and becoming its future leaders.

EMBA 506. Marketing Management for Executives. (3). 
Today's executives are faced with the shifting demographic forces impacting consumer behaviors in a global marketplace. The ability for organizations to plan build, manage and grow ethical and profitable customer relationships is more important than ever. This course provides executives with insights and strategies for positioning their organizations and its associated products and/or services in highly competitive markets. Topics include customer loyalty, branding, pricing, promotion, digital marketing marketing information systems, channel management, marketing structures, industry marketing, marketing communications, lead management, and marketing campaign strategy.

EMBA 507. Leadership and Change Management. (3). 
This course will cover and apply a variety of core concepts and theories related to leadership and leading change. Key models, theories, and practices from sociology, psychology and organizational science will be investigated which form the knowledge base for leadership and change management skills. The focus of the course is on identifying and developing key competencies and core skills such as delegation, leadership communication styles, issues related to leadership in a global context, models of leadership effectiveness, and implementing planned change efforts, all while setting MBA students up for continuous learning of these skills throughout their professional careers. To this end, students will be provided with: in-depth materials for every topic through soft-copies of recent significant articles on the topic self-evaluation instruments, and specific suggestions for further learning and development of skills through activities available throughout their program.

EMBA 508. Negotiations 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 strategies and tactics involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, reading, videos, and role-play simulations. 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.

EMBA 509. Information Systems for Executives. (3). 
The Information Systems for Executives course focuses on the links between business strategy and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization.
EMBA 510. Global Economics. (3).
This course provides insight into the complex working of macroeconomics from its contemporary theoretical perspective and practice. The course aims at providing an international perspective for the understanding of the subject matter and how current changes have given an ever-increasing reliance on the relevance and the necessity of macroeconomic decisions to be made in a coordinated manner among the nations in the emerging global setting. The course explains the current state of affairs in creating better opportunities for many people and business entities in the global economy. It explores the reasons for the emergence of many of the crises that have brought serious challenges in meeting the needs of balanced and well-functioning economies in many countries and regions of the world. It employs current examples such as the development of the Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rate regimes, fiscal rules and regulation. Participants are encouraged and assisted to use critical and deductive reasoning, adaptive thinking and ethical judgment in reaching the possible conclusion.

EMBA 511. Project Management. (3).
Project management is an increasingly prominent and sought-after discipline within private and public organizations alike. More and more organizational managers aim to acquire project management skills 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 designed for experienced managers. Specifically, the course 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).

EMBA 512. Innovation/Organization Entrep. (3).
A company’s ability to succeed is an increasingly competitive global arena often depends on its ability to create new revenue streams and pursue new business opportunities. They must be faster, more creative, nimble, flexible and innovative. Or, in other words, they must develop a culture of corporate entrepreneurship and innovation - the practice of employing entrepreneurial skills and approaches within the context and the constraints of an established organization. The course will explore topics such as reasons and conditions for engaging in corporate entrepreneurship and innovation, the difference between innovation and entrepreneurship, different forms of corporate entrepreneurship, the creation of structures and processes supporting corporate entrepreneurship and innovation, the role of corporate culture, and others.

EMBA 513. Professional and Personal Development. (1).
This course, which is positioned and conducted throughout the MBA-EP study, aims to help students to increase their self-understanding regarding personal values, strengths and weaknesses, as well as to improve their ability to set and follow future goals both in personal and professional life. Through a variety of personality tests, personal development papers, short focus courses, group work consultations, coaching clinic, etc., students will have an excellent opportunity to develop the skills and mindset that really matters for achieving personal professional success. This is offered in one unit increments over three terms.

EMBA 599. Final Project. (3).
Students will have a choice of completing a comprehensive business plan for a new venture or working on a consulting project with the local (or global) organization. All arrangements for providing companies for the above projects are made through the Cal Lutheran MBA program office.

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. Cal Lutheran’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 $75,320 in May 2013. The middle 50 percent earned between $49,410 and $99,920. The lowest 10 percent earned less than $33,190 and the highest 10 percent earned more than $124,680. 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, which includes a personal statement and non-refundable $25.00 (U.S.) application fee ($50.00 for paper applications);
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution.
4. Two letters of recommendation;
5. 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.

Admission Counseling

Interested individuals should make an appointment for an interview with the Graduate Admission Counselor. 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 (805) 493-3325.

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

(45 Credits)

The MBA in Financial Planning requires 45 semester credits of course work, which must be completed within a seven-year period. The program is comprised of 16 courses: eight general MBA courses, three courses specific to the financial-planning program and five courses specific to either of two elective tracks (Track 1 or Track 2). Completion of the general and financial planning core courses and Track 1 courses lead to an MBA and eligibility to sit for the CFP® Examination. Completion of the general requirements, core financial planning courses and Track 2 leads to an MBA in Financial Planning. Additional coursework may be required for individuals whose academic records reflect the need for preparation in the areas of accounting, economics, finance and/or statistics. The requirement for this preparation is determined during the admissions process. Basic knowledge of word processing and spreadsheet applications is expected.

MBA General Requirements

(24 credits)

Required Regardless of Track

MFP 505  Enteprise Mgt, Org & Strategy (Required for Either Track)
MFP 506. Information Technology Management. (3).
Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization’s functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment. Cross-listed with MBA 505.

MFP 508. Business Ethics and Law. (3).
Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment. Cross-listed with MBA-508.
MFP 509. Marketing Management. (3).
With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. 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 launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy. Cross-listed with MBA 509.

MFP 510. Strategic Decision Making. (3).
The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. 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. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management. Cross-listed with MBA 510.

MFP 511A. Macroeconomics for Investment. (3).
This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication. Cross-listed with MBA 511.

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. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis. Cross listed with MBA 513.

MFP 521. 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.

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.

MFP 525. Employee Benefits/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: MFP 521 and MFP 513.

MFP 526. 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: MFP 521 AND MFP 513.

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 521 and BUS 513.
MFP 530. Advanced Estate Planning. (3).
A significant task of a financial planner is to address the estate planning needs of clients. This course covers the more complex areas of trust and tax law not normally included in a financial planning program. The material covered is structured for those who tailor and administer financial and estate plans covering the most important planning concepts and examines the most important techniques used to set and meet the financial goals of the client and their families. 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.

MFP 531. 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 workplace. 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. Cross-listed with MBA 531.

Small to medium-sized businesses and professional practices are a primary market for the experienced financial planner. It is pivotal for the planner to: understand and anticipate the client’s risks and concerns, provide the client with workable and practical solutions to mitigate risks, and provide the client with viable incentive and reward packages to attract and retain highly skilled and valued employees. This course uses a theory-practice approach of readings, class discussion, discussion boards, assessment tools, and case studies to provide students with an in-depth analysis of these problems and their solutions.

MFP 535. Psychology and Cultural Dynamics. (3).
This course is part of a series of courses designed to prepare students to provide services customary of business professionals. Ultimately, the goal of the class is for students to enhance their potential to succeed in the business world by augmenting their skills and abilities to communicate and persuade effectively given cultural parameters. The present course will focus on the development of communication skills based on best practices, cultural realities, and methods from several fields central and peripheral to business and management. For example, students will formulate an individual orientation to communication based on theoretical learnings, empirical evidence, and personal preferences. Additionally, students will learn strategies to ascertain what clients attempt to communicate, and strategies to arrive at workable solutions to typical business communication challenges.

Influencing financial planning clients is a leadership event. Understanding the influential tactics that clients respond to is one of the key success skills that financial planners must master. Understanding the values that their clients have, identifying those values, understanding the goals of the clients, and succeeding in getting clients to change their spending, saving and earning strategies to achieve those goals is crucial to helping both the planner and client succeed. This course will focus on the social psychology of leading and influencing clients through behaviors that the planner displays, developing skills in evaluating client values, and preparing a plan for further development of their leadership skills. The course will stress theoretical approaches and models as well as practical application relevant for financial planners.

MFP 537. Retirement Income Planning. (3).
This course is intended to explore how financial planning practitioners bridge the gap between client’s wealth and their cash flow needs during retirement. To do this we will explore the implications of longevity, inflation and return volatility on client funding needs. Students will create a pro-forma retirement budget in order to define both base and discretionary spending levels. Students will then use both Probability-based and Safety-first methods to determine appropriate asset allocations based on client risk tolerance and capacity. Comparisons will be made between Annuitized products (including Social Security) and capital assets to better understand the risks of both. Students will also explore alternative retirement products such as LT Care Insurance, Longevity Insurance, and Reverse Mortgages as ways to hedge against running out of assets during retirement.

MFP 541. Strategic Financial Analysis. (3).
The 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. Cross-listed with MBA 541.

MFP 542. Investment and Portfolio Management. (3).
This course is a study of the various type 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. Cross-listed with MBA 542.

MFP 543. Real Estate Investments. (3).
This course provides students with an introduction of the application of financial principles to the discipline of real estate. Students should leave this course with an understanding of: investment property analysis and evaluation, commercial real estate and single-family housing loan underwriting, real property valuation, the real estate capital markets, real estate ownership structures and taxation. Cross-listed with MBA 543.
MFP 545. Behavioral Finance. (3).
This seminar 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 three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health. Cross-listed with MBA 545.

The purpose of the applied research course is to advance your expertise within a particular planning niche. Students will integrate material learned in prior financial planning courses with current research for the intended purpose of creating a book, which positions you as a content expert. Applied research methodology to be explored includes: project design, exploratory research, analysis and presentation. A second benefit of the course is that you will learn how to self-publish within Amazon's CreateSpace.

MFP 598. 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 courses. 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: MFP 521, MFP 525, MFP 526, MFP 527 AND MFP 513.

Master of Science in Financial Planning
Master of Science in Financial Planning

Focused on the "art and science" of financial planning, this program allows you to customize your courses and earn an accredited degree that positions you for success in your chosen career path. Our M.S. in Financial Planning degree requires students to successfully complete a program comprised of 12, three-credit hour courses (totaling 36 credits).

Track 1: M.S. + Eligibility for the CFP ® Exam
Consists of 10 core courses and two electives. Our courses are registered by the Certified Financial Planner (CFP®) Board of Standards. Upon completion of the program, you will earn an M.S. in Financial Planning and gain eligibility to sit for the prestigious CFP® Certification Exam.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFP 513</td>
<td>Financial Principles and Policies</td>
<td>3</td>
</tr>
<tr>
<td>MFP 521</td>
<td>Introduction to Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 522</td>
<td>Tax Management and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MFP 525</td>
<td>Employee Benefits/Retirement Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 526</td>
<td>Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>MFP 527</td>
<td>Principles of Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 542</td>
<td>Investment and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>MFP 545</td>
<td>Behavioral Finance</td>
<td>3</td>
</tr>
<tr>
<td>MFP 598</td>
<td>Capstone Course in Financial Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFP 511A</td>
<td>Macroeconomics for Investment</td>
<td>3</td>
</tr>
<tr>
<td>MFP 530</td>
<td>Advanced Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 531</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MFP 534</td>
<td>Financial Planning Small/Family Business</td>
<td>3</td>
</tr>
<tr>
<td>MFP 535</td>
<td>Psychology and Cultural Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MFP 536</td>
<td>Social Psychology of Client Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MFP 543</td>
<td>Real Estate Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

Track 2 M.S. only; for those with CFP ® certification
Identical to the first track except for the fact that five of the introductory-level financial planning courses are replaced with advanced financial planning courses and interdisciplinary-study courses. Upon completion of the program, you will earn an M.S. in Financial Planning.
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 591</td>
<td>Financial Principles and Policies</td>
<td>3</td>
</tr>
<tr>
<td>BUS 501</td>
<td>Introduction to Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 593</td>
<td>Investment and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 502</td>
<td>Tax Management &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 505</td>
<td>Employee Benefits &amp; Retirement Plan</td>
<td>3</td>
</tr>
<tr>
<td>BUS 506</td>
<td>Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 507</td>
<td>Principles of Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 508</td>
<td>Capstone Course in Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

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.

Master of Science in Management

The Master of Science in Management offers a solid foundation in management theory and practice with an emphasis on operational leadership and interpersonal communication. This program is designed to provide a solid foundation in management for advancement in non-traditional business careers.

31 Credits

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSM 501</td>
<td>Foundations of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MSM 502</td>
<td>Foundations of Economics</td>
<td>3</td>
</tr>
</tbody>
</table>
Global Supply Management

Certificate in Global Supply Chain Management

The Certificate in GSCM is an option for domestic and international candidates who need to gain or upgrade their supply chain management skills to meet current market demands as well as prepare for the American Production and Inventory Control Society (APICS) certification.

This Certificate program is suitable for those students who have obtained a Bachelor’s degree and are interested in managing or working in various aspects of the global supply chain.

The program will prepare students to optimize and support the business, as well as design innovative operating models and cost reduction strategies.

Required Course
GSCM 504 Fund Global Supply Chain Mgmt 3

Take 12 Credits from the following:
GSCM 580 Global Strategic Sourcing 3
GSCM 581 Managing Global Production/Operation 3
GSCM 582 Total Quality and Service Management 3
GSCM 583 Logistics and International Trade 3
GSCM 584 Supply Chain Strategies Planning 3

The Post Graduate Certificate Series

CLU’s Post Graduate Certificate Series enables those with graduate degrees 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. Additional courses may be required for students without an MBA degree to meet prerequisites for select Professional Tracks.

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 Graduate 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) 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 weekends.
- provides a choice of six professional tracks: Enterprise Innovation & Entrepreneurship, Finance, Human Capital Management, Information Technology, International Business, and Marketing. 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) 493-3325 to schedule an appointment.

Admission Requirements

Candidates for admission to the Post Graduate 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 graduate degree was not earned at CLU, submit official transcripts of your graduate degree.\(^1\)

\(^1\) 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)

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

Post Graduate 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 Enterprise Innovation and Entrepreneurship, Finance, Financial Planning, Human Capital Management, Information Technology, International Business, and Marketing.

Financial Planning

Individuals who have already earned their MBA in Financial Planning or have obtained a Certified Financial Planner designation can earn a Post-MBA Certificate in Advanced Financial Planning by completing a set of four targeted courses. (Each course is three credits.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 531A</td>
<td>Macroeconomics for Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUS 528</td>
<td>Strategic Financial Analysis,</td>
<td>3</td>
</tr>
<tr>
<td>BUS 555</td>
<td>Psychological-Cultural Dynamics of Communication and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>BUS 560</td>
<td>Advanced Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 564</td>
<td>Behavioral Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 566</td>
<td>Social Psychology of Leading Clients</td>
<td>3</td>
</tr>
<tr>
<td>BUS 594</td>
<td>Financial Planning for Small and Family Businesses</td>
<td>3</td>
</tr>
</tbody>
</table>

Enterprise Innovation and Entrepreneurship

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Enterprise Innovation and Entrepreneurship. (Each course is 3 credits.)

<table>
<thead>
<tr>
<th>Required Emphasis Course:</th>
<th>MBA 522</th>
<th>Innovative Business Models</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three Professional Concentration courses from the list below:</td>
<td>MBA 550</td>
<td>Agile Product Development</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MBA 551</td>
<td>Entrepreneurial Marketing and Selling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA 552</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA 553</td>
<td>Growth Stage Venture Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA 5STE</td>
<td>Special Topics of Entrepreneurial Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Finance

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Finance. (Each course is 3 credits.)

**Required Emphasis Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 521</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three Professional Concentration courses from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 540</td>
<td>Financial Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 541</td>
<td>Strategic Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 542</td>
<td>Investment and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 543</td>
<td>Real Estate Investments</td>
<td>3</td>
</tr>
<tr>
<td>MBA 544</td>
<td>Buyouts and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>MBA 545</td>
<td>Behavioral Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 552</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 561</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5STF</td>
<td>Special Topics of Finance</td>
<td></td>
</tr>
</tbody>
</table>

### Information Technology

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Information Technology Management. (Each course is 3 credits.)

**Required Emphasis Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three Professional Concentration courses from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 512</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 520</td>
<td>IT Strategy and Business Value</td>
<td>3</td>
</tr>
<tr>
<td>IT 522</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 523</td>
<td>IT Architecture and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>IT 524</td>
<td>Emergent Technologies and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

### International Business

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in International Business. (Each course is 3 credits.)

**Required Emphasis Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 523</td>
<td>International Business</td>
<td>3</td>
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</tbody>
</table>

Select three Professional Concentration courses from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 560</td>
<td>International Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MBA 561</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 562</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 563</td>
<td>Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 564</td>
<td>Applied International Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 574</td>
<td>Global Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5STI</td>
<td>Special Topics of International Business</td>
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</tr>
</tbody>
</table>

### Human Capital Management

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Human Capital Management (Each course is 3 credits.)

**Required Emphasis Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
Select three Professional Concentration courses from the list below:

- MBA 570: Compensation Management 3
- MBA 571: Talent Recruitment and Selection 3
- MBA 572: Employee Relations 3
- MBA 573: Training and Development 3
- MBA 574: Global Human Resource Management 3
- MBA 575: Employment Law 3

MBA 5STH Special Topics of Human Capital Management

Marketing

Successful completion of four courses (one Emphasis and three Professional Concentration courses) is required to earn a Certificate in Marketing. (Each course is 3 credits.)

Required Emphasis Course: 12
- MBA 520: Marketing Research 3

Select three Professional Concentration courses from the list below:

- MBA 530: CRM in the Digital Age 3
- MBA 531: Sales Management 3
- MBA 532: Strategic Public Relations 3
- MBA 533: Strategic Brand Management 3
- MBA 534: Consumer Behavior 3
- MBA 535: Advertising Management 3
- MBA 562: International Marketing 3

MBA 5STM Special Topics of Marketing

The Master of Science in Quantitative Economics

The Master of Science in Quantitative 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 June (Summer 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. Quantitative Economics program graduates will be well prepared to accept jobs in the economics, banking, corporate finance, public finance, money management, forecasting, marketing, and real estate fields. They will be particularly strong in financial analysis and risk management, 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, environmental economics, and in 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 highly 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 500\(^1\)
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 Quantitative Economics

The curriculum includes a total of 12 graduate courses (36 credits). All courses are offered in 11-week terms.

Required Courses

(36 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 510</td>
<td>Econometrics 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 511</td>
<td>Econometrics 2</td>
<td>3</td>
</tr>
<tr>
<td>ECON 512</td>
<td>Econometrics 3</td>
<td>3</td>
</tr>
<tr>
<td>ECON 513</td>
<td>Economic Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ECON 520</td>
<td>Microeconomic Theory - Part 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 521</td>
<td>Microeconomic Theory - Part 2</td>
<td>3</td>
</tr>
<tr>
<td>ECON 530</td>
<td>Macroeconomic Theory - Part 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 531</td>
<td>Macroeconomic Theory - Part 2</td>
<td>3</td>
</tr>
<tr>
<td>ECON 543</td>
<td>Financial Economics Part I</td>
<td>3</td>
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<tr>
<td>ECON 544</td>
<td>Financial Economics Part II</td>
<td>3</td>
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<tr>
<td>ECON 545</td>
<td>Financial Economics Part III</td>
<td>3</td>
</tr>
<tr>
<td>ECON 555</td>
<td>Economics and Environmental Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 36

Courses

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 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.

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.

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.

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 544. Financial Economics Part II. (3).
This course is the second course on financial economics. Topics include the theory of derivatives valuation, numerical techniques used to value
derivatives and implement hedging programs, interest rate modeling, market risk management, and Value at Risk.

This course is the third course on financial economics. Topics include credit risk management, risk management at financial institutions, bank capital
requirements, and applications and opportunities for financial engineers. Students will be expected to design and implement a risk management program
or financial engineering application.

ECON 555. Economics and Environmental Policy. (3).
The goal of this course is to provide extension and empirical application of microeconomic and econometric theories already studied in the MSQE
program. The class will focus on the theory of public goods/externalities, regulation theory and empirical analysis in the context of environmental
problems. We will examine when markets maximize net benefits to society and under what conditions they fail to do so. Market failures that we will
discuss include public goods, externalities, and common pool problems. We will study non-market valuation of environmental goods and a few important
econometric tools that are used to conduct policy analysis. The last part of the class will focus on the design of environmental policies to improve the
performance markets. In addition to completing problem sets and 2 exams, each student will be responsible for 3-4 policy briefs, each of which involves
writing and presenting economic analysis of specific environmental policies. Prerequisites: ECON-520 and ECON-521.

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

The Post-Master of Science in Quantitative Economics. Certificate in Financial Economics and Risk Management has a sequence of three courses that provide very marketable training in financial economics and risk management. The curriculum includes a project where the student will design and implement a risk management program or financial engineering application.

The certificate requires completion of all three classes listed below, 9 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 543</td>
<td>Financial Economics Part I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 544</td>
<td>Financial Economics Part II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 545</td>
<td>Financial Economics Part III</td>
<td>3</td>
</tr>
</tbody>
</table>

The Master of Science in Information Technology

Information Technology (IT) is pervasive today and is at the core of almost any business organization. The Master of Science in Information Technology program (MS-IT) is designed to provide students with a solid and forward-thinking technical foundation used to effectively plan, design, implement and manage IT solutions and systems. It prepares students to be strong technical leaders, ready to lead IT-enabled organizational change.

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-IT 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-IT 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/management.

Candidates for admission to the MS-IT 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-IT 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/management

**Master of Science in Information Technology requirements**

The curriculum includes a total of 12 graduate courses (36 credits) total. Students will take eight core courses and four elective courses in their specialized track.

Students can obtain a general MSIT degree by selecting elective courses across tracks. Students with backgrounds that are not in Information Technology (IT) or business may need foundation courses which do not count towards the 36 credits required for the degree.

**Required of all Students**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 508</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 510</td>
<td>Software Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>IT 511</td>
<td>Data Communications and Networking</td>
<td>3</td>
</tr>
<tr>
<td>IT 512</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 513</td>
<td>Information Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 514</td>
<td>Distributed Systems (Information Technology Track)</td>
<td>3</td>
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<tr>
<td>IT 516</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
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</tbody>
</table>

**IT Track**

Take 4 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 520</td>
<td>IT Strategy and Business Value</td>
<td>3</td>
</tr>
<tr>
<td>IT 521</td>
<td>Healthcare Information Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 522</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 523</td>
<td>IT Architecture and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>IT 524</td>
<td>Emergent Technologies and Issues</td>
<td>3</td>
</tr>
<tr>
<td>IT 582</td>
<td>Special Topic</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses

IT 500. Foundations Adv & Prof Practices. (3).
This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

Java is one of the most popular programming languages used by software developers today. This course introduces students to the fundamental programming concepts and techniques in object oriented programming. This course has both theoretical and practical components. It provides students with a solid foundation needed to understand how computer programs work. Students will also learn how to write, execute and debug various Java programs. This is a foundation course for all students interested in a career in the Information Technology field whether they manage the technology or actively develop it. [Note: this is a prerequisite course for any student without technical background.]

IT 502. Foundation of Business Statistics. (3).
This course is designed to help the entering graduate students to acquire a good intuitive grasp of statistics - what is is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

IT 508. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

IT 509. Data Management. (3).
Data is a valuable organizational resource. As organizations collect more and more data, it becomes increasingly important to understand basic principles of how to store and manipulate organizational data in order to successfully run business operations. This course provides students with an introduction to the fundamental concepts, techniques and tools used in design, development and application of relational database technology in organizations. Topics include data modeling based on organizational requirements and data manipulation via structured query language tools.

IT 510. Software Planning and Development. (3).
This course uses structured software development methodologies to develop an understanding of the overall process of developing an information system starting with planning, analysis, design and implementation of the system. It focuses on the core set of skills that all analysts must possess, from gathering requirements and modeling business needs, to creating blueprints for how the system should be build and assessing usability of the system. The course also exposes students to various graphic modeling processes such as data flow diagrams used in business process reengineering, design of user interfaces and system behaviors.

IT 511. Data Communications and Networking. (3).
This course introduces the elements and architecture of computer and date communication networks, demonstrates the fundamental principles of computer networking, and provides experience in the practical use of current networking technology. Topics in this course include: network standards, protocols (TCP/IP), network architectures, network routing and switching, local area networks, wide area networks, knowledgeable decisions pertaining to strategies and architectures for the deployment of telecommunication technologies in organizations.
IT 512. Project Management. (3).
This course is an introduction to the basic fundamentals of project management based on the Project Management Institute (PMI) body of knowledge. All phases of the project management cycle are covered including project initiating, planning, executing, monitoring and controlling project status and post project lessons learned analysis. In addition, the course introduces the 10 project management knowledge areas as defined by PMI namely, project integration, scope, time, cost, quality, human resources, communications, stakeholder, risk, and procurement management. Project management best practices, tools and techniques along with constraints and trade-offs in managing projects are discussed. The course has a practical component with students executing projects as part of teams.

IT 513. Information Security. (3).
Security of informational assets has become a keenly debated issue for organizations. Effective information security management demands a clear understanding of technical as well as socio-organizational aspects. The purpose of this course is to prepare students to recognize the threats and vulnerabilities present in current information systems and how to plan for such risks. The course covers a broad range of topics including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. Students will have the opportunity to try real security and attack tools to understand how they work and how they might be used and counteracted.

IT 514. Distributed Systems. (3).
From mobile phones to the Internet, our lives depend increasingly on distributed systems linking computers and other devices together in a seamless and transparent way. This course provides students an understanding of the principles on which the Internet and other distributed systems are based, their architecture, algorithms and design and how they meet the demands of contemporary distributed applications through topics such as client/server software and N-tier architectures, middleware, Internet technologies, application development, system management, mobile and ubiquitous computing and distributed multimedia systems. Students will also learn the distributed systems infrastructure that supports Google both in terms of core search functionality and the increasing range of additional services offered by Google.

IT 515. Organizational Behavior. (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, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

IT 516. Data Structures and Algorithms. (3).
Data structures are ways to organize, store and retrieve data while algorithms are strategies for processing the data to solve computational problems. Efficient computer applications require good use of data structures and algorithms. This course introduces students to analysis and design of fundamental data structures and algorithms that are the basis of modern applications today. Students will learn to write algorithms, evaluate tradeoffs between different algorithms and assess the efficiency of the best possible algorithm for solving complex computational problems. Pre-requisites: IT-508 and IT-501.

IT 520. IT Strategy and Business Value. (3).
This course explores strategic information technology management issues associated with doing business in digital times. It provides a framework to understand how information technology strategy aligns with business strategy and focuses on developing an understanding of the key information requirements for developing information technology strategy and systems architecture. Students are encouraged to think and behave strategically with respect to exploiting leading-edge technologies, and deliver the right business value with information technology. The course will focus on digital technology trends transforming how business is done, information management and architecture, e-business models and strategies, mobile commerce, social networking, engagement and social metrics and business process innovation.

IT 521. Healthcare Information Technologies. (3).
The current trend towards computerizing the healthcare industry through interoperable electronic health records (EHR) is creating very exciting opportunities for IT and business professionals in a diverse range of organizations including hospitals, IT firms (EHR vendors), government departments and health funds. This course is designed to introduce students to the various aspects of information management in healthcare organizations. Students will also gain a solid understanding of the healthcare field and how advanced information technologies can be used to reduce costs and improve the healthcare system overall. At the same time, the course focuses on unintended consequences resulting from deployment of advanced technologies in the healthcare field including user responses and usability considerations. Privacy and security laws in HIPAA will also be discussed.

IT 522. Enterprise Systems. (3).
Integration of information and processes is one of the biggest challenges faced by organizations today. Enterprise systems attempt to integrate all departments and functions across an organization onto a single computer system that can serve every department’s particular needs for up-to-date and accurate data. These systems dictate a standard data format across the entire organization, they are modular and multifunctional. This course examines various types of enterprise systems such as enterprise resource planning (ERP) systems, supply chain management systems (SCM), customer relationship management systems (CRM) and knowledge management systems (KM) that support and enhance business activities. It provides an overview of the managerial and technical issues in selection and implementation of enterprise systems and technologies.

IT 523. IT Architecture and Infrastructure. (3).
Organizations entrust a large portion of their budget to people who lead and manage IT infrastructure and operations. The ability to respond dynamically to changing business requirements is paramount for IT infrastructure and operations (I&O) organizations. Virtualization, IT modernization, and real-time infrastructure architecture are increasingly essential to this agility. This class will balance hands on interaction with infrastructure technologies and equipment as well as applications of technologies and services. Other topics include enterprise architecture and governance, cloud computing, enterprise-wide efficiency, green computing.
IT 524. Emergent Technologies and Issues. (3).
Organizations must structure themselves to deal with emerging technologies and making the right decisions, at the right time, can be critical to determining whether the organization succeeds or fails. This course provides students with a basic understanding of emerging technologies as they relate to innovation and information systems in organizations, and the management strategies required to understand, leverage, and benefit from these technologies. Students will identify current, real technologies that are emerging or about to emerge into the mainstream, investigate those technologies, and ones from recent history, from a number of perspectives, to look at the impact of technologies on systems, business operations, and corporate and technology strategy. They will study the impact, benefits and downsides of standards as they related to information technology and delve into how those standards, and other factors, might affect the timing for implementation of emerging technologies in organizations.

IT 530. Principles of Data Analytics. (3).
This course provides an introduction to the field of business analytics, which is defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. Topics include implementation of successful analytics platforms, big and little data, predictive analytics, social media analytics, mobile analytics and date visualization. Students use industry standard tools in practical projects.

IT 531. Data Mining. (3).
Data mining is the process of discovering patterns and associations in large data sets. It supports decision making by detecting patterns, devising rules, identifying new decision alternatives and making predictions. This course provides an overview of leading data mining methods and their applications to real-world problems. It is designed to provide students with the skills to conduct data mining and statistical analysis for dealing with analytical tasks such as prediction, classification, decision trees and clustering. Students will use available software to conduct various data mining analyses and understand the application of a wide range of modern techniques to specific managerial and analytical situations, and on model interpretation to specific managerial and analytical situations, and on model interpretation.

IT 532. Data Warehouse/Bus Intelligence. (3).
This course introduces the principles and procedures related to the design and management of data warehouse (DW) and business intelligence (BI) systems. The DW is the central data repository that is used for decision-support. BI refers to the analytical applications that users can interact with in making sense of the data. The course focuses on the data warehousing process including requirement collection, data warehouse architectures, dimensional modeling, extracting, transforming, and loading strategies, and creation of data marts. The course also uses data warehousing as a platform for BI applications, such as reporting, dashboards and online analytical processing (OLAP). By completing this course, students should understand the technologies used for decision-support and possess valuable analytical skills.

IT 533. Big Data Technologies. (3).
More and more organizations are collecting large amounts of data, much of it unstructured. Big data technologies can be used to store, process and analyze large amounts of data using a distributed environment. This course introduces students to the world of big data and associated technologies. The focus of the course is Apache Hadoop, which is an open source software project that enables, distributed processing of large data sets across clusters of commodity servers. The objective of this course is to provide students a foundation for understanding big data technologies and Hadoop in particular. Topics include Hadoop system architecture, Hadoop Distributed File System (HDFS), MapReduce programming model and design patterns and technologies surrounding Hadoop ecosystem such as Pig, Hive and Oozie. The course will also introduce big data science concepts and NoSQL database technologies.

IT 582. Special Topic. (3).
This course is designed and taught by a rotating cohort of instructors and is dedicated to special topics in information technology not covered by the current curriculum. Special topics course vary and are used to introduce students to new topics in the Information Technology field.

IT 590. Internship. (1-3).
Internships are a valuable experiential learning tool where students engage in work with an organization on an approved topic. Students will write a comprehensive report based on their learning experience along with weekly logs and managerial evaluation. The report will be evaluated and graded by the instructor.

IT 599. IT Project. (3).
Students will work on proposing, developing and implementing a comprehensive project on concepts learned during their program. A project is a form of research aimed at creating or contributing new knowledge in a discipline or, an applied study that combines a specific topic with actual problems or issues within a setting.

Certificate in Information Technology and Data Analytics

The Certificate in IT Management is a four course option for professionals who need to gain or upgrade their IT skills to meet current market demands focusing on the managerial aspects of information technology.

This program is suitable for students who would like to become IT Managers, IT Project Managers, IT Consultants, IT Strategists, Chief Information Officers (CIO), or Chief Technology Officers (CTO) among others.

You will be prepared to create IT strategies that support the business, innovate with IT, and manage projects, as well as develop and maintain the IT architecture and infrastructure of an organization.

Take the 2 required courses:
The Certificate in Data Analytics is a 4-course option for professionals who need to upgrade their IT skills to meet current market demands.

Data analytics is the systematic analysis and interpretation of data using various computational and statistical tools in order to support decision-making based on the scientific method.

This program will prepare you to create, develop and implement data models as well as work with big data sets using a real-world data cluster managed in-house to derive insights and make recommendations.

Take this required course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 3 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 530</td>
<td>Principles of Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>IT 531</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>IT 532</td>
<td>Data Warehouse/Bus Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>IT 533</td>
<td>Big Data Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 582</td>
<td>Special Topic (Data Analytics)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Public Policy and Administration

For faculty listing, see Personnel (p. 42).

#### 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 550</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
PA 568  Ethics in Public Policy & Adm  3
PA 593  Public Administration Theory  3
PA 595  Implement & Analysis Public Policy  3
PA 598  Law and Public Policy  3

**Elective Courses (24 Credits)**

Select eight of the following: **24**

- PA 501  Public Administration and Public Policy
- PA 502  Public Policy Seminar
- PA 505  Local Economic Development
- PA 507  Strategic Planning
- PA 508  Sacramento Institute
- PA 510  Leadership
- PA 512  Communication Skills Public Adm
- 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 theories of administration and public policy to assist students in preparing for the MPPA comprehensive examinations.
PA 502. Public Policy Seminar. (3).
Small group tutorial experience designed for in-depth exploration of a topic or problem.

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 508. Sacramento Institute. (3).
The course provides a multi-perspective examination of policy development processes through first hand observation of the policy process. Students travel to Sacramento for a four-day seminar at the State Capital and interact with lawmakers, lobbyists, media, legislative analysts, regulators, political consultants and executive branch officials.

PA 510. Leadership. (3).
The course is designed to develop a set of core competencies and improve leadership practices. Topics covered include the historical development of leadership theories, communication, strategic analysis, leadership styles, organizational structure, and teambuilding.

PA 512. Communication Skills Public Adm. (3).
The course is intended to prepare students to think strategically about communication and to improve writing, presentation and interpersonal communication skills within a managerial setting. Professional and interpersonal dialogue and group communications will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will also be covered.

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 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 & Adm. (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. Implement & Analysis 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).
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 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
- Administrative Services
  - Preliminary
- 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)
  - Preliminary (Mild to Moderate, Moderate to Severe Specialties)

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). 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) 493-3325.

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. To review other procedures and policies please refer to the Graduate School of Education handbook (https://www.callutheran.edu/education/resources).

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 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 principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

Drawing from qualitative, quantitative, and combined applications of research this core course is designed to guide students through a systematic study of the interrelated 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 and methodological plan.

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 599. Thesis Research. (3).
Building upon the literature and methodological plan developed during EDGN 510, this class supports the implementation, analysis, and presentation of a research thesis. 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 January 15 for priority consideration for admission to the next summer 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)

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.

8. 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 nine 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 three 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.

Completion of the courses listed below totaling a minimum of 60 units:

**Educational Leadership Courses (27 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 603</td>
<td>Hist &amp; Phil Fndn Educ Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 605</td>
<td>Instructional Leadership Modern Org</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 607</td>
<td>Ethics and Values in Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 614</td>
<td>Policy Development &amp; Political Influence</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 617</td>
<td>Leadership, Diversity &amp; Inclusivity</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 622</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 621</td>
<td>Int'l Comparative Educ Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 624</td>
<td>Leading Organizational Change/Developmt</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 626</td>
<td>Managing Resources in Support Org Vision</td>
<td>3</td>
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</table>

**Research Courses (11 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 601</td>
<td>Research Tools and Application</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 612</td>
<td>Quantitative Research Design/Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 613</td>
<td>Qualitative Research Design and Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

**Dissertation Seminars Research (22 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 610</td>
<td>Research Seminar: Literature Review</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 620</td>
<td>Research Seminar: Dissertation Proposal</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 630</td>
<td>Research Seminar: Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 634</td>
<td>Dissertation Seminar 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 635</td>
<td>Dissertation Seminar II</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 636</td>
<td>Dissertation Defense</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 60
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 7 years from the date of admission).

1. Advancement to candidacy based on departmental review
2. 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, political Issues. (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.

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/Program Eval. (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 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. Org Transformation/Leading 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 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

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. (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. (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. Hist & Phil Fndn Educ 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 Modern Org. (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.

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.

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 & Political Influence. (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 & Inclusivity. (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.

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.

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.

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/Developmt. (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 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept "principles-based educational leadership." Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org 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.

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 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSEs. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSEs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).
EDLD 690. Independent Study. (1-4).

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 January 15 for priority consideration for admission to the next summer 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)

When the application is complete the file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

8. 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 Higher Education Leadership

The Doctoral Degree in Higher Education Leadership is a 60-unit program. Candidates are required to take nine 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)**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 603</td>
<td>Hist &amp; Phil Fndn Educ Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 607</td>
<td>Ethics and Values in Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 614</td>
<td>Policy Development &amp; Political Influence</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 617</td>
<td>Leadership, Diversity &amp; Inclusivity</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 619</td>
<td>Higher Education and the Law</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 621</td>
<td>Int'l Comparative Educ Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 623</td>
<td>Student Success and Retention</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 624</td>
<td>Leading Organizational Change/Developmt</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 627</td>
<td>Administration in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

   **Research Courses (11 units)**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 601</td>
<td>Research Tools and Application</td>
<td>3</td>
</tr>
</tbody>
</table>
EDLD 612  Quantitative Research Design/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

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 7 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, political Issues. (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.

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/Program Eval. (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 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. Org Transformation/Leading 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 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

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. (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. (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. Hist & Phil Fndn Educ 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 Modern Org. (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.

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.

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 & Political Influence. (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 & Inclusivity. (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.

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.

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. Int'l Comparative Educ 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/Developm. (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 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept "principles-based educational leadership." Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles-based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org 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.

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 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.
EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).
EDLD 690. Independent Study. (1-4).

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:

Course Requirements (30 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 502</td>
<td>Current Social,cultural,political Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 504</td>
<td>School Law and Public Policy</td>
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</tr>
<tr>
<td>EDLD 510A</td>
<td>Action Research for Practitioners</td>
<td>1</td>
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<tr>
<td>EDLD 510B</td>
<td>Action Research for Practitioners</td>
<td>1</td>
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<tr>
<td>EDLD 510C</td>
<td>Action Research for Practitioners</td>
<td>1</td>
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<tr>
<td>EDLD 550</td>
<td>Focusing on Student Achievement</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 568</td>
<td>Organization Leadership &amp; Public Educ</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 570</td>
<td>Curriculum Leadership/Program Eval</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 572</td>
<td>Managing Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 580</td>
<td>Org Transformation/Leading Learning</td>
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<tr>
<td>EDLD 591A</td>
<td>Fieldwork Practicum</td>
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</tr>
<tr>
<td>EDLD 591B</td>
<td>Fieldwork Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 591C</td>
<td>Fieldwork Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 598</td>
<td>Action Research Project</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 30

Requirements for the Preliminary Administrative Services Credential

Candidates must complete the following 21 credits for the Preliminary Administrative Services Credential:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 504</td>
<td>School Law and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 550</td>
<td>Focusing on Student Achievement</td>
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</tr>
<tr>
<td>EDLD 568</td>
<td>Organization Leadership &amp; Public Educ</td>
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<td>EDLD 570</td>
<td>Curriculum Leadership/Program Eval</td>
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<tr>
<td>EDLD 572</td>
<td>Managing Resources</td>
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</tr>
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<td>EDLD 580</td>
<td>Org Transformation/Leading Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 591A</td>
<td>Fieldwork Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 591B</td>
<td>Fieldwork Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 591C</td>
<td>Fieldwork Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: 21

1 Before applying for the Preliminary Administrative Services Credential program, candidates must verify completion of a minimum of four years of successful, full-time experience in public or private schools of equivalent status while in possession of a valid clear teaching or services credential.

Courses

**EDLD 502. Current Social,cultural,political Issues. (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.
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/Program Eval. (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 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. Org Transformation/Leading 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 590. Independent Study. (1-4).
EDLD 591A/591B. Fieldwork Practicum. (1,1).
EDLD 591C. Fieldwork Practicum. (1).
EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

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. (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. (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. Hist & Phil Fndn Educ 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 Modern Org. (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.

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.

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 & Political Influence. (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 & Inclusivity. (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.

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.

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. Int'l Comparative Educ 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/Developmt. (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 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept “principles-based educational leadership.” Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org 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.

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 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).
EDLD 690. Independent Study. (1-4).

Master of Science in Counseling and Pupil Personnel Services

This program is designed to prepare individuals to perform counseling services in schools at all grade levels. The Master of Science in Counseling and Pupil Personnel Services authorizes individuals to become school counselors in kindergarten through 12th grade. Candidates who complete a Master of Science in Counseling and Pupil Personnel Services are also eligible to become counselors at the college level.

Program Outcomes

Reflective, principled Counseling and Pupil Personnel Services 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 supporting student success;
7. Enlist knowledge of social and cultural influences that may impact learning and demonstrate competence as an advocate for diversity and inclusion.

Admission to the Master of Science in Counseling and Pupil Personnel Services

To assure a prompt admission decision, applicants for admission to the Master of Science in Counseling and Pupil Personnel Services 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 Pupil Personnel Services

Completion of the courses required for the M.S. in Counseling and Pupil Personnel Services listed below totaling between 49 and 52 units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCG 504</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDGN 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDGN 510</td>
<td>Educational Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 512</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 521</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 523</td>
<td>Group Process and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 524</td>
<td>Consultation Collaboration &amp; Supervsn</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 525</td>
<td>Interventions for Safe Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 526</td>
<td>Microskills in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 527</td>
<td>Educational and Career Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 528</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 529</td>
<td>Organization and Administration of PPS</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 532</td>
<td>Systems Approaches in Schools:</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 533</td>
<td>Field Study in School Counseling I</td>
<td>2</td>
</tr>
<tr>
<td>EDCG 534</td>
<td>Field Study in School Counseling II</td>
<td>2</td>
</tr>
<tr>
<td>EDCG 554</td>
<td>Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 581</td>
<td>Diverse Perspectives Educ/Cultural Ldrsh</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Select one of the following:

   Comprehensive Examination

   EDCG 599   Thesis Research ([Optional])

   Total Hours 49-52

Requirements for Pupil Personnel Services Credential

1. Completion of courses required for the Master of Science in Counseling and Pupil Personnel Services.

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).

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 509. Introduction to Educational Research. (3).
A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

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 511. Program Assessment/Evaluation & Grant. (3).
This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).
A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/ emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).
This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

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 520. 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 523. Group Process and Leadership. (3).
Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration & 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. (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. Corequisite: 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 PPS. (3).
Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.
EDCG 530. Organization & Administration CSP. (3).
Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs & Functions in CSP. (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: (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).

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 544. 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 554. 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 581. Diverse Perspectives Educ/Cultural Ldrsh. (3).
This is the foundational course in which the framework of Cultural Proficiency is introduced and woven throughout the Counseling and Guidance program. An exploration of candidates’ self identity, beliefs and values, and the impact on their roles as counselors, advocates, and leaders in diverse and inclusive educational settings will be conducted.

EDCG 582. Legal and Ethical Issues in Higher Educ. (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 584. Student Retention and Success. (3).
This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

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

Master of Science in Counseling and College Student Personnel

The Master of Science in Counseling and 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/post-traditional learners programs.
## Admission to the Master of Science in Counseling and College Student Personnel

To assure a prompt admission decision, applicants for admission to the Counseling and College Student Personnel 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 College Student Personnel

1. Completion of courses required for the M.S. in Counseling and College Student Personnel listed below totaling between 48 and 51 units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGN 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDGN 510</td>
<td>Educational Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 511</td>
<td>Program Assessment/Evaluation &amp; Grant</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 513</td>
<td>College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 521</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 523</td>
<td>Group Process and Leadership</td>
<td>3</td>
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<tr>
<td>EDCG 526</td>
<td>Microskills in Counseling</td>
<td>3</td>
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<td>EDCG 527</td>
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<td>EDCG 528</td>
<td>Practicum</td>
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<td>EDCG 530</td>
<td>Organization &amp; Administration CSP</td>
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<td>EDCG 531</td>
<td>Programs &amp; Functions in CSP</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 535</td>
<td>Field Study in College Student Personnel</td>
<td>2</td>
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<tr>
<td>EDCG 566</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDCG 582</td>
<td>Legal and Ethical Issues in Higher Educ</td>
<td>3</td>
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<tr>
<td>EDCG 581</td>
<td>Diverse Perspectives Educ/Cultural Ldrsh</td>
<td>3</td>
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<tr>
<td>EDCG 583</td>
<td>Professional Development in Practice</td>
<td>1</td>
</tr>
<tr>
<td>EDCG 584</td>
<td>Student Retention and Success</td>
<td>3</td>
</tr>
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</table>

2. Select one of the following:
   - Comprehensive Examination
   - EDGN 599 Thesis Research ((Optional))

**Total Hours: 48-51**
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 509. Introduction to Educational Research. (3).
A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

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 511. Program Assessment/Evaluation & Grant. (3).
This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).
A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/ emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).
This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

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 523. Group Process and Leadership. (3).
Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration & Supervsn. (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. (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. Corequisite: 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 PPS. (3).
Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 530. Organization & Administration CSP. (3).
Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs & Functions in CSP. (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:. (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).

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 581. Diverse Perspectives Edu/Cultural Ldrsh. (3).
This is the foundational course in which the framework of Cultural Proficiency is introduced and woven throughout the Counseling and Guidance program. An exploration of candidates’ self identity, beliefs and values, and the impact on their roles as counselors, advocates, and leaders in diverse and inclusive educational settings will be conducted.

EDCG 582. Legal and Ethical Issues in Higher Educ. (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 584. Student Retention and Success. (3).
This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

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

Department of Learning and Teaching

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 in the summer session only 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 alone 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:

- April 1 for summer semester

Deaf and Hard of hearing program has one application cycle which is April 1 for summer admission.

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 Program
6. U.S. Constitution - verification by official transcript or passage of exam
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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDH 500</td>
<td>Characteristics Learners With Hearing Ls</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 502</td>
<td>Audiology: Diagnostics in Infants/Child</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 504</td>
<td>Educational Audiolog/Hearing Child/Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 508</td>
<td>Speech, Aural Habilitation &amp; Adv Commun</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 516</td>
<td>Language/Literacy Student W Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 518</td>
<td>Early Childhood D/Hh &amp; Working Families</td>
<td>4</td>
</tr>
<tr>
<td>EDDH 525</td>
<td>Academic Curriculum Grades K-5</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 527</td>
<td>Curriculum,instruction &amp; Technology 6-12</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 545</td>
<td>Develop Audition/Speech/Spoken English</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 546</td>
<td>Inclusion/Collaboration/Itinerant</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 548</td>
<td>Teaching Students Hearing Loss/Special</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 560</td>
<td>Extended Practicum and Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours: 40

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 Learners With Hearing Ls. (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 501. Sign Language/Deaf Culture for Teachers. (2).
This course enables the students to develop basic conversational skills in American Sigh Language. This course will emphasize basic person to person conversational signing, including sign vocabulary, fingerspelling, numbers and expressive & receptive signing skills. Students will also learn the history of ASL as well as become knowledgeable of aspects of Deaf Culture. This course focuses on interpersonal communication. It emphasizes introducing language in context and reinforcement through various activities that are interactive. The student will be an active learner in this class and must be prepared to sign with the instructor and with peers during and outside of class.

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 Audiolog/Hearing Child/Youth. (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.
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/Literacy Student W Hearing Loss. (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.

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&CurAsmt 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 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 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 & Technology 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. Develop Audition/Speech/Spoken English. (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.
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 Education Specialist credential program.

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

**Mild to Moderate and Moderate to Severe Programs only have one applications cycle which is July 1**

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 Admission to the Education Specialist Credential 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 Program
6. U.S. Constitution - verification by official transcript or passage of exam

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 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 Education Specialist Credential

(45 units)

Credential Core Classes (45 units):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLT 500</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 501</td>
<td>Theories of Teaching:learning/Developmt</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 502</td>
<td>Teaching English Learners &amp; Diverse Pop</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 503</td>
<td>Teaching Exceptional Learners Inclusive</td>
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</tr>
<tr>
<td>EDSP 521</td>
<td>Literacy/Language Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 545</td>
<td>Positive Behavioral Support</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 523</td>
<td>Planning and Instruction for Content</td>
<td>3</td>
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<tr>
<td>EDSP 519</td>
<td>Assessmnt, Instruction &amp; Devlpmt</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 534</td>
<td>M/M: Field Study/Student Teaching WithySeminar</td>
<td>1-10</td>
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<tr>
<td>EDSP 542A</td>
<td>Field Study/Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 515</td>
<td>Educating Students With Autism Spectrum</td>
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<tr>
<td>EDSP 532</td>
<td>Support Student Mild/Moderate Needs</td>
<td>3</td>
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<td>EDSP 542B</td>
<td>Field Study/Student Teaching</td>
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<tr>
<td>EDSP 545A</td>
<td>Clinical Practicum</td>
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</table>
Requirements for the Master of Science in the Special Education

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in Special Education with the following additional requirements: EDSP 510 and EDSP 599.

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 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. (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. Assessmnt, Instruction & Devlpmnt. (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.

EDSP 520. Application of Behavior Management. (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/Language Diverse Classroom. (3).
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDSP 523. Planning and Instruction for Content. (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 California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that all children can learn 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 from the California Common Core Content Standards.

This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their role as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

EDSP 527A. Creating/Extending Family Partnerships. (1).
EDSP 527B. Support Stu w MSD. (1).
EDSP 527C. Cont.Issues M/SD. (1).
EDSP 532. Support Student Mild/Moderate Needs. (3).
This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices.

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/Stu Teachng With Seminar. (3).
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. (6).
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. (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 537. Support Student Moderate/Severe Needs. (3).
This 3-unit course is intended to provide the knowledge and skills required to educate students with Moderate/Severe Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study project including assessment, curriculum and program development demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be filed-based with skill development activities in the course.

EDSP 537A. Curr Inst Prog Dev Practicum. (1).

EDSP 538. Adv Issued 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; psychotropic/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. Adv Issued 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 Environments. (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 Assemnt, Curriculum, Developmnt. (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. (8).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. Recommendation of Special Education Faculty Committee. (Graded P/NC only).
EDSP 542A/542B. Field Study/Student Teaching. (3, 6).
EDSP 542D. Field Study/Student Teaching. (2).
EDSP 545. Positive Behavioral Support. (3).
EDSP 545A. Clinical Practicum. (1).
EDSP 547A. M/M: Curriculum/Instruction in M/M. (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/Instruction M/S. (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: Communicate/Socialization/Life Skill. (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; 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 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. (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. 39 credits in education (including clinical field experiences) are required. The following courses must be included:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLT 500</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 501</td>
<td>Theories of Teaching: learning/Developmt</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 502</td>
<td>Teaching English Learners &amp; Diverse Pop</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 503</td>
<td>Teaching Exceptional Learners Inclusive</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 511</td>
<td>Teacher Performance Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EDTP 520</td>
<td>Leadership/Law Diverse Class-Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 521</td>
<td>Literacy/Language Diverse Class-Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 522</td>
<td>Teaching I: Planning Methods Content-Ele</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 523</td>
<td>Introduction to Clinical Fieldwork -Elem</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 512</td>
<td>Teacher Performance Assessment Elementary</td>
<td>1</td>
</tr>
<tr>
<td>EDTP 525</td>
<td>Teaching II: Adv Planning/Methods-Elem</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 540</td>
<td>Clinical Field Work - Elementary</td>
<td>9</td>
</tr>
<tr>
<td>or EDTP 552</td>
<td>Field Study Elementary</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 39

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLT 500</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 501</td>
<td>Theories of Teaching:learning/Development</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 502</td>
<td>Teaching English Learners &amp; Diverse Pop</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 503</td>
<td>Teaching Exceptional Learners Inclusive</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 513</td>
<td>Teacher Performance Assessment Secondary</td>
<td>2</td>
</tr>
<tr>
<td>EDTP 530</td>
<td>Leadership/Law Diverse Class-Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 531</td>
<td>Teaching I: Planning/Methods Content-Sec</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 532</td>
<td>Literacy and Language in Diverse Classrooms - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 533</td>
<td>Introduction to Clinical Fieldwork -Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 514</td>
<td>Teacher Performance Assessment Secondary</td>
<td>1</td>
</tr>
<tr>
<td>EDTP 535</td>
<td>Teaching II Subject Specific Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 560</td>
<td>Clinical Field Work-Sngl Subj-Secondary</td>
<td>9</td>
</tr>
<tr>
<td>or EDTP 572</td>
<td>Field Study - Secondary</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTP 556</td>
<td>English Learners &amp; Special Needs PopulatPopulations</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 557</td>
<td>Pedagogy for Effective Teaching: EnglishyLearners and Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 558</td>
<td>Health Environment &amp; Integration Technol</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 559</td>
<td>Health Education for Teachers,Professional Inquiry in Classroom II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**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 36 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTP 510</td>
<td>Action Research for Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 599</td>
<td>Educational Research Project and Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 2

Students who complete their teaching credential program at CLU at the undergraduate level:

Candidates need 36 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTP 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 510</td>
<td>Action Research for Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 599</td>
<td>Educational Research Project and Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 3

Classroom teachers who did not complete their teaching credential program at CLU:

Candidates need 36 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTP 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 510</td>
<td>Action Research for Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 599</td>
<td>Educational Research Project and Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Interest

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 504</td>
<td>School Law and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 568</td>
<td>Organization Leadership &amp; Public Educ</td>
<td>3</td>
</tr>
</tbody>
</table>

Reading Certificate (State Qualified Credential Authorization)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 559</td>
<td>Foundations of Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 563</td>
<td>Literacy Assessment and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 564</td>
<td>Differentiated Reading Instruction: Assessment and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 565</td>
<td>Interdisciplinary Literacy Across Levels And Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 522</td>
<td>Technology Information Systems for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDT 524</td>
<td>Media and Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>
Clear Multiple or Single Subject Credential

EDTP 556  English Learners & Special Needs Populations  3
EDTP 557  Pedagogy for Effective Teaching: English Learners and Special Needs  3
EDTP 558  Health Environment & Integration Technology  3
EDTP 559  Health Education for Teachers, Professional Inquiry in Classroom II  3

Educ-Teacher Prep Courses

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 & Adolescent Growth 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.

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 Practitioners. (3).
Drawing from qualitative, quantitative, and combined applications or research, the core course is designed to guide students through a systematic study of the interrelated activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of literature review and methodological plan. Candidates will also submit an Application to Use Human Participants in Research to the Institutional Review Board. All work in this course will lead to the writing of a masters thesis. Pre-requisite: EDTP-509.

EDTP 510C. Action Research Practitioners Tch Educ. (3).
Designed for candidates in the Department of currently teaching in a K-12 school setting. This course provides systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the (A) knowledge base, (B) techniques, and (C) applications of action research. Prerequisites: EDTP 554 and must be currently teaching with preliminary or clear credential or prior approval by advisor.

EDTP 511. Teacher Performance Assessment. (2).
Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a two-day workshop which will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs), Lesson Planning overview and the use of TaskStream. Whole group sessions will focus on the passage of the TPA’s, 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.

EDTP 512. Teacher Performance Assessment 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 TPs, 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.

EDTP 513/514. Teacher Performance Assessment Secondary. (2,1).
Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a two-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs), an overview of lesson planning, and the use of TaskStream. Whole group sessions will focus on the passage of the TPA’s, 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.

EDTP 520. Leadership/Law Diverse Class-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.
EDTP 521. Literacy/Language Diverse Class-Elementary. (3).
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDTP 522. Teaching I: Planning Methods Content-Elementary. (3).
This course is a study of the content standards, learning goals and lesson planning strategies for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, assessment and the meaningful application of mathematics and science learning in elementary classrooms. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population.

EDTP 523. Introduction to Clinical Fieldwork -Elementary. (3).
Placement is made in an elementary school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in all elementary subject areas. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 525. Teaching II: Adv Planning/Methods-Elementary. (3).
An advanced course focusing on curriculum, long-term planning, unit development, instructional strategies, grouping strategies, adaptations and assessments for diverse students in the California elementary classroom. Attention will be given to the integration of content areas and technology through thematic teaching and incorporation of adaptations for English learners and students with special needs.

EDTP 530. Leadership/Law Diverse Class-Secondary. (3).
Teacher candidates study the theories of leadership, educational law, classroom management, and discipline strategies required for an initial experience in the California classroom. Teacher candidates are concurrently placed in a classroom with a diverse student population to observe, develop and implement teaching and classroom management strategies necessary to address this student group.

EDTP 531. Teaching I: Planning/Methods Content-Secondary. (3).
This course is a study of the content standards and lesson planning strategies for all single subject content areas. This course will provide an introduction to concept development, assessment, and the meaningful application of content area learning in single subject classrooms. Good pedagogical practices regardless of subject area is the primary focus. Additional focus will be the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).
This course will address methods of teaching reading in the content areas and development of English language literacy, assessment, technology, content standards, and common core standards as they impact student achievement.

EDTP 533. Introduction to Clinical Fieldwork -Secondary. (3).
Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area, RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 535. Teaching II Subject Specific Pedagogy. (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, unit planning, and grouping strategies in a secondary classroom. Specific attention will be made to designing adaptations and appropriate assessment practices for their specific content areas. Candidates will be concurrently placed in a public school classroom where they will design and implement varied plans and assess student performance. Please contact academic advisor for the appropriate section for your content area.

Semester-long full-time assignment in an elementary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

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 Prep. (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. 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. Offered Online.

EDTP 557. Pedagogy for Effective Teaching: English Learners and Special Needs. (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. Offered Online.

EDTP 558. Health Environment & Integration Technol. (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. Offered Online.

EDTP 559. Professional Inquiry in Classroom 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. Offered Online.

Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (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).
Drawing from the work completed in EDTP-510, candidates will continue to draw from qualitative, quantitative and combined applications of research to complete a systematic study in an educational setting. Research data is gathered and analyzed leading to the completion of a written master's thesis. Public presentation of the candidate's work culminates this course.

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. Prerequisites: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by advisor.

Edut-C. Teaching and Learning Courses

EDLT 500. Foundations of Education. (3).
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures will be explored. 10 hours of fieldwork is required.

EDLT 501. Theories of Teaching:learning/Developmt. (3).
This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. 15 hours of Fieldwork required.
EDLT 502. Teaching English Learners & Diverse Pop. (3).
This course in teaching English Language Learners and Diverse Populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. 10 hours of fieldwork is required.

EDLT 503. Teaching Exceptional Learners Inclusive. (3).
This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. 5 hours of fieldwork is required.
### Graduate School of Psychology

**Graduate School of Psychology: Integrating Science, Theory, and Application**

GSoP students gain a rigorous grounding in psychological science and theory and are guided in its application to clinical activities, consultation and research.

#### Degree Programs Offered

- **Doctorate in Clinical Psychology (PsyD).** This is a 5-year (114 credit hour) APA-accredited PsyD program that is designed to develop students’ clinical skills through the integration of practice and research. Students are trained to be competent in research and scholarship and appreciative of human diversity through serving the underserved. Students are prepared for careers as a licensed doctoral-level clinical psychologists in settings such as medical centers, universities, prisons, or community counseling centers.

- **Master of Science in Counseling Psychology (MFT).** This is a 2-year (60 credit hour) counseling psychology (MFT) program that prepares graduates for careers as licensed marriage and family therapists or entry into doctoral MFT, clinical, or counseling programs. A 3-year part-time option is also available. The program focuses on teaching students a relational and systemic model for providing counseling services.

- **Master of Science in Clinical Psychology.** This is a 2-year (34 to 37 credit hour) program that employs a scientist-practitioner model and emphasizes the development of skills in research and statistics. A 3-year part-time options is also available. Most students complete this program as a way of preparing themselves for entry into a doctoral program. Graduates may be involved in activities as diverse as measuring the efficacy of clinical programs, developing new methods of assessment, or providing consultation to organizations.

#### GSoP Community Counseling Services

A key component of the graduate school of psychology is CLU Community Counseling Services. Through clinics located in Oxnard and Westlake Village, GSoP students provide low fee bilingual counseling services to adults, children, adolescents, couples, and families in our community. Student practicum experiences are fully integrated with the academic degree programs and all clinical activities are supervised by licensed clinical supervisors.

#### GSoP Mission

Our mission is to provide graduate students in clinical and counseling psychology with a high-quality, relevant, educational experience that integrates theoretical and applied learning. Class sizes are small which allows for personalized attention in a well supervised, hands-on learning environment. All programs emphasize collaboration between student, staff, and faculty to promote integrity, ethics, innovation, professional development, diversity, equity, and inclusion. We serve the community, diverse populations, and the underserved in Ventura and Western Los Angeles counties through clinical services, outreach, community partnerships, and research.

#### GSoP Vision

We aspire to be a national leader in mental health educational programs. We are committed to providing quality academic programs and clinical services developing additional clinical, research, and educational partnerships; fostering leadership, innovation, professional success, diversity, equity, and inclusion of students, staff, and faculty; increasing Graduate School of Psychology visibility and reputation regionally and nationally; and improving through the mechanisms of accreditation, program review, and stakeholder consultation.

#### Accreditation

The PsyD program is accredited by the American Psychological Association.

### Doctorate in Clinical Psychology

#### Mission Statement

The PsyD program in Clinical Psychology is grounded in the practitioner/scholar 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 clinical skills that are founded on the integration of practice and research
a. Students will understand the scientific research behind psychological assessment and develop skills in assessment
b. Students will develop skills in diagnosis and clinical conceptualization
c. Students will understand and apply evidence-based practices for a wide range of psychological problems
d. Students will exemplify professional values, attitudes, and behavior including reflective practice
e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology
f. Students will learn proficiency in relationships

2. To develop competence in research and scholarship
   a. Students will understand the scientific foundations of the broad and general areas of psychology
   b. Students will appreciate and develop skills in science and research

3. To instill an appreciation of human diversity by serving the underserved
   a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services
   b. Students will build skills in client advocacy

Program Philosophy
The educational model of the PsyD Program in Clinical Psychology at CLU is based on the practitioner-scholar model, which was developed for professional schools who were focused on training clinicians and awarded the PsyD degree (Nelson & Messenger, 2003). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of CLU’s PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As an institution, CLU has adopted three Core Commitments that guide its mission and are manifest in the vision for advanced training in clinical psychology. Liberal Learning encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. Professional Preparation is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university’s focus on Character and Leadership Development. The PsyD Program in Clinical Psychology will prepare students to become licensed clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program’s emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: integration. We 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 with certain clinical populations having specific cultural characteristics. That is, clinicians must be flexible, knowing what works for whom through an integration of the best available research, the client’s contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.
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 PsyD program as well.

The Priority deadline for the following fall semester is December 1st. Applications received after the December 1st deadline will be considered if there is still space available in the cohort.

The PsyD program will consider students when the following requirements have been met:

1. Bachelor’s degree from a regionally accredited institution.
2. Overall undergraduate GPA of 3.0 or better or overall graduate school GPA of 3.5 or better.
3. GRE General Exam - The general test for the Graduate Record Exam (GRE) is required. The test should be taken within the past 5 years. 50th percentile on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.
4. Applicants are required to have at least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses. Courses must have been completed within the last 7 years.
5. Official transcripts.
6. Personal statement: Essay stating how the PsyD Program’s philosophy fits with the applicant’s goals for pursuing a doctoral degree.
7. Clinical Experience Form
8. Research Experience Form
9. Completed application and application fee
10. Two letters of recommendation
11. Interview (for those invited)
12. Writing sample (completed at interview)

International students must provide the following:

1. TOEFL score of at least 600
2. Proof of financial sponsorship
3. Financial statements

Comprehensive Evaluation of Professional Competencies


- Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

- As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).
The Psy.D. in Clinical Psychology curriculum includes sequential research courses, practicum experience and an internship in the field:

- 114 course credits required
- Six core courses
- Research
- Practical skill development courses
- Includes three years of practicum training (one year at CLU)
- One year of internship

Relevant definitions and processes can be found at: http://www.callutheran.edu/students/student-conduct/student-handbook.html

Program Probation and Dismissal

- Program probation occurs when the student incurs concerns about professional performance or otherwise shows deficiencies in the stated program competencies (please see the section titled, “Competencies Paradigm in Doctoral Education” above). Prior to being placed on program probation, students will be reviewed by the core faculty of the PsyD program, who will determine an appropriate remediation plan in consultation with appropriate administrators. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include a.) a description of the problem and means by which it was communicated to the student, b.) the stated duration of the probationary period, c.) the responsibilities of the student, d.) the method of evaluation at the end of the probationary period. Students who are unable or unwilling to follow their remediation plan may be dismissed from the program.

- While program probation can occur whenever there is a concern about student readiness for the profession (please see “Statement of Comprehensive Evaluation of Professional Competencies” above), the following is a non-exhaustive list of circumstances that may automatically trigger program probation:
  - The student fails the Written Competency Exam (Multiple Choice portion) twice.
  - The student fails the Clinical Competency Exam (Vignette portion) once.
  - Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
  - The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct or California Lutheran University’s Standards of Conduct (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).

- Similar to the policies around program probation, academic dismissal can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:
  - The student does not pass the Clinical Competency Exam (Vignette portion) after two attempts.
  - The student does not pass the Written Competency Exam (Multiple Choice portion) after three attempts.
  - The student is unable or unwilling to follow a remediation plan, or is unable to demonstrate sufficient improvement on a remediation plan.
  - The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct or California Lutheran University’s Standards of Conduct (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal). All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: http://www.callutheran.edu/students/student-conduct/student-handbook.html

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
- 144 course credits required
- Three areas of focus:
  - Six core courses
  - Research
  - Practical skill development courses
- Includes three years of practicum training (one year at CLU)
- One year of internship

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program’s evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program’s handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program’s evaluation processes and decisions).
• Clinical Competency Exam
• Dissertation

Note: When students who are enrolled in the PsyD program successfully complete the requirements for the first two years of the program and take a Master's level competency exam, they will be awarded a Master's Degree in Advanced Clinical Psychology.

### Course Requirements

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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. Course offered as Pass/Fail.

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. Course offered as Pass/Fail.

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. Course offered as Pass/Fail.

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. Course offered as Pass/Fail.

PSYD 712. Colloquia 2. (1).
Continuation of PSYD 711 Course offered as Pass/Fail.

PSYD 713. Colloquia 3. (1).
Continuation of PSYD 712. Course offered as Pass/Fail.

PSYD 714. Colloquia 4. (1).
Continuation of PSYD 713. Course offered as Pass/Fail.

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.

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.

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. Course offered as Pass/Fail.

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. Course offered as Pass/Fail.

A continuation of PSYD-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects. Course offered as Pass/Fail.

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. Course offered as Pass/Fail.

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. (2).
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 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. Prin Psychodynamic/Psychotherapy. (3).
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. Substance Abuse. (2).
The course examines the major theories addressing substance abuse. Students will understand substance abuse 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 this issue.

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 756. Intro to Dialectical Behavior Therapy. (3).
Dialectical behavior therapy (DBT) is a comprehensive and flexible cognitive-behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. The ease with which DBT can be used for a variety of problems is demonstrated through the wide array of research studies supporting its use with various populations. DBT has been used with suicidal individuals, adults meeting criteria for substance dependence, adolescents, elderly individuals with depression, adults with eating disorders, oppositional children, victims of domestic abuse, stalking offenders, families of at risk individuals and difficult to manage correctional populations. This course is an introduction to the science underlying the treatment principles and their application.

Dialectical Behavior Therapy (DBT) is an evidence based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex, difficult to treat individuals with co-morbid disorders and now expanding to also treat Axis I disorders (such as depression, anxiety, eating disorders, substance abuse, oppositional disorder, trichotillomania, etc). Multiple research studies attest to the value of such interventions building on the DBT skills training only. The purpose of this course is to offer such training to all interested graduate students. This course is part of a series of courses aimed to train graduate students in evidence-based practices to be used with high-risk clinical populations. Please note that this is an introductory course in DBT. While this course will increase your familiarity with DBT techniques, the course is in no way a sufficient or exhaustive training in DBT.

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. (3).
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. (3).
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 777. Introduction to Mindfulness. (3).
During the past 30 years, the eastern traditions of meditation and mindfulness have been increasingly and systematically integrated into western medicine and psychotherapy. The practice of meditation has improved recovery rates from severe physical illness, improved pain management, reduced relapse rate for depression and improved general attention, concentration and overall well-being in clinical and non-clinical populations. The purpose of this course is to provide students with a theoretical background and understanding of traditional Zen practice, review the empirical literature that has integrated eastern practices in psychotherapy and to gain experience in the practice of mindfulness meditation.
PSYD 780. A History of Psychology. (3).
The intention in this course is to guide the student to understand Western psychological science through its history, and through the histories of the societies in Europe and North America within which that science has been embedded. The goal is to have the student become aware that today's psychology is not just a discipline of the 20th/21st century; rather that its roots lie within "long-forgotten" texts that still influence our thoughts today. By the end of this course students will have learned the major philosophical perspectives governing the various schools of psychology and have drawn more solid connections from past to present. Students will furthermore come to understand contextual relevance and most importantly learn ways to approach research through guiding theory. In the end, it should become clear to students why ignoring the legacy of their intellectual ancestors would be a grave mistake; the great dinosaurs from the old schools of psychology are still able to teach us 'modern' psychologists plentiful.

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. Multicultural Psychology. (3).
This course exposes students to the field of multicultural psychology, which includes science, theory, and practice related to multiple aspects of diversity and identity. Students will learn the historical progression of the science of stereotyping and prejudice as well as the models that describe identify development relevant to social categories. Students will also study the psychological consequences of oppression and learn how to incorporate cultural and contextual factors into assessment, conceptualization, and treatment planning. Parts of this course will involve experiential exercises and writing assignments designed to increase self-awareness of issues related to diversity.

PSYD 783. Intimate Partner Violence. (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. I.P.V: Adv Cliniical 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 793. Dissertation Completion. (3).
Dissertation Completion is a 3 unit course that PsyD students take to complete work on their dissertations following the completion of their internship training. Prerequisites: completion of PSYD-795 and PSYD-796.

PSYD 794. Independent Study. (1-4).
PSYD 795. Internship 1. (0.5-3).
PSYD 796. Internship 2. (0.5-3).
PSYD 797. Dissertation Continuation. (1-3).
Students enroll in dissertation continuation once they have completed coursework and are enrolled in internship.

PSYD 798. Internship. (3.00).

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 MS 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 MS Clinical Psychology program provides training in research skills. This program employs a scientist-practitioner model and emphasizes the development of skills in research and statistics. Most students complete this program as a way of preparing themselves for entry into a doctoral program.

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.

Courses in the MS programs are 500 level courses. 700 level courses are doctoral courses taken by permission only.

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 January 15. 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. At least 3 credit hours of statistics and an additional 9 hours of undergraduate or graduate psychology courses. Grades of B or higher are preferred.
   b. The Clinical Psychology program requires prior coursework that includes:
      i. At least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses.

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. The general test for the Graduate Record Exam (GRE) is required for the Clinical Psychology program and recommended for the Counseling Psychology (MFT) program. The test should be taken within the past 5 years. 50th percentile on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.

6. Two Recommendation Forms.


8. Resume or Curriculum Vitae

Note: Applicants to the MS 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 MS 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.

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 therapist is included, and up to 750 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)

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<th>Required Courses (54 Credits)</th>
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<td>PSYC 512 Systems of Counseling and Psychology</td>
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<td>PSYC 515 Survey of Psychopharmacology</td>
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<td>PSYC 550 Survey of Psychological Testing</td>
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<td>PSYC 593 Counseling Practicum III</td>
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Total Hours 54

Graduate Psychology Elective Tracks (6 credits) (Subject to change)

Select a two-course series from the following: 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)
### Courses

**PSYC 501. DBT Training.** (2).
Dialectic Behavior Therapy (DBT) is an evidence based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex difficult to treat individuals with co-morbid disorders. Due to increased feasibility and cost-effectiveness multiple interventions have been designed that are composed only of the DBT skills training treatment module. Multiple research studies attest to the value of such interventions building on the DBT skills training only. Clients’ increase in skillful behavior has been round to mediate the treatment’s impact or decreasing suicidial behavior and other major treatment outcomes. Skills training is thus at the core of the treatment and therapists need to know the skills well in order to teach them to the clients in both group setting (for skill acquisition) and individual therapy setting (for skills generalization). The purpose of this course is to offer such training to all interested graduate students.

**PSYC 510. Psychopathology.** (3).
Study of psychopathology using the DSM-5, 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).

**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 & Techniques 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 being 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 & Techniques 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 being 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 & Techniques Couples Therapy. (3).
Marital relationships; various approaches to marital therapy; assessment and intervention; issues of divorce.

PSYC 543. Principles & Techniques 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.

Introductory survey of assessment issues, acquainting students with techniques of assessment and an understanding of the use of testing and test results.

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. This track considers issues such as the definition of self in Latino cultures and the implications of a different construction of self 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. This 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/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 & 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.

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. (0).

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. Course offered as Pass/Fail.

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.

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, quasiexperimental, 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.
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.

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.

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.

A continuation of PSYC-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects.

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.

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 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.
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. 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.

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).
Pacific Lutheran Theological Seminary

Welcome to Pacific Lutheran Theological Seminary (https://www.plts.edu) (PLTS) of California Lutheran University (https://www.callutheran.edu), a seminary of the Evangelical Lutheran Church in America. (http://www.elca.org) We are a faith and learning community dedicated to excellence in theological education for developing leaders for the church in the world. Our bustling downtown location, dynamic faculty, cutting-edge curriculum, closely-knit community, and membership in the multi-denominational and multi-religious Graduate Theological Union (https://www.gtu.edu) provide a unique setting for wrestling with issues of Christian faith, discipleship, and the communication of the Gospel to a world in need of truly good news.

Four orienting perspectives characterize PLTS’ role in the church and our approach to theological education:

• **Nurturing a life-giving relationship with God** includes embracing and sharing the life-changing power of God’s love through Jesus and cultivating spiritual practices and skills for building community that strengthens people spiritually.

• **Intellectual engagement with Scripture, faith traditions, and the world** involves hearing and interacting with theological voices from the margins of power and privilege and putting Christian beliefs and practices into collaborative engagement with other religious traditions and secular disciplines.

• **Faithful social transformation** grounded in the good news of Jesus Christ endeavors to build communities of resistance and hope by integrating the spiritual and political dimensions of life through theological reflection, social analysis, and implementing strategies to work for justice and ecological healing.

• **Learning through a socio-ecological lens** that looks at race, class, gender, and earth in order to develop competencies for effective community engagement in diverse cultural and political contexts.

PLTS is an inclusive community and offers hospitality to all who participate in our programs of study. As disciples of Christ committed to public leadership among God’s people in diverse and changing cultural contexts, we eagerly learn from and welcome one another’s diversity, including, but not limited to, theological perspective, race, ethnicity, nationality, gender identity, relationship status, age, physical ability, social and economic status, and sexual orientation.

**PLTS Community Day**

Students are expected to regularly participate on Wednesday in Community Day at PLTS. On Community Day, we gather for Eucharist, formation events and/or in formation groups, and lunch together. The Worship Committee coordinates the Wednesday worship offerings on campus, working with faculty, staff, and seminarians in the preparing and leading of campus worship. For more information about how you might get involved, please contact Dr. Carol Jacobson and Dr. Shauna Hannan.

**PLTS Academic Policies**

University Graduate Academic Policies

Please refer to the Graduate Academic Policies in this catalog at:

http://catalog.callutheran.edu/grad/academicpolicies/

Academic Policies

All Pacific Lutheran Theological Seminary academic policies and procedures (including but not limited to curricular, registration and enrollment, course learning, and academic performance policies and procedures) are subject to standard California Lutheran University policies and procedures. Any variance in policies and procedures in the PLTS Catalog are superseded by those of California Lutheran University unless determined otherwise.

I. Curricular Policies

A. Four-year Degree Requirement

Normally, a seminarian cannot be awarded the MDiv or MTS without first receiving a four-year college degree. A seminarian will not be admitted to the second year of full-time degree work unless all work for the college degree is completed.

B. Transfer of Course Credits

Upon review by the Office of the Dean and evaluation by the Office of the Registrar, up to one year of coursework with a grade of C (or equivalent) or above may be transferred into a PLTS program. Undergraduate level courses are not transferable. In order to qualify for the PLTS MDiv degree, a seminarian presenting credits for transfer must normally be in full-time residence at PLTS for at least the final year of course work.

C. Requirement Exemptions
Seminarians may be exempted from required courses by:

1. Examination

This especially applies to first-year language, Bible, and history courses prior to the opening of fall semester. The successful completion of an examination does not carry course credit but permits the seminarian to substitute advanced courses in the subject area. Work in addition to the examination or specific advanced courses may be prescribed.

2. Equivalent Courses

Equivalent courses taken at another graduate-level school. To establish equivalency, in addition to a transcript record, seminarians should provide a course syllabus to be reviewed by the faculty of a subject area. Equivalency does not necessarily carry course credit.

D. Variance from Prescribed Program Procedure

In all cases of variance from the prescribed program, the seminarian should confer with their academic advisor, who will be in consultation with the Office of the Dean. Consultation with the Office of the Dean will be required before approval is final. The seminarian is responsible to see that a record of permission for the variance is included in their file by the Office of the Dean.

E. Full-Time Descriptions for Programs

A full-time program is defined as 12 credits per semester. 6 credits per semester is the minimum required to qualify for financial aid.

Note: Assuming a year-long internship, the MDiv seminarian starting prior to 2018 must average 27 credits per year of coursework in order to graduate in four years in the MDiv. For the seminarian starting the MDiv in 2018, the seminarian must average 36 credits per year of coursework in order to graduate in three years in the MDiv.

G. Maximum Time Allowed to Complete Programs

MDiv (starting 2018): 4 years + internship
MDiv (prior to 2018): 6 years + internship
MTS: 4 years
CTS and CATS: 2 years

Note: Credit transferred to programs is applied to time allowed in all programs.

1. Minimum Tuition Requirements

The allowable minimum tuition paid for the MDiv (prior to 2018) completed at PLTS must equal full-time tuition for six semesters, plus internship year charges based on charges in effect during the years of enrollment. For the MDiv (starting in 2018), the minimum tuition paid must equal full-time tuition for four semesters, plus internship year charges based on charges in effect during the years of enrollment. For seminarians transferring from other schools, minimum tuition required for the MDiv and MTS degrees will be adjusted according to a determination of the number of credits transferred to the PLTS degree program.

II. Registration and Enrollment Policies

A. Course Planning

Seminarians are expected to take courses as prescribed in the curricula which apply to their programs and classes upon entrance to PLTS. Seminarians must have prior permission for any variance. This permission is recorded on the Completion, Waiver, Substitution or Delay of Required Course Form available from the Office of the Dean and online (https://www.plts.edu/students/forms.html). The form must be completed and submitted to the Office of the Dean before a seminarian can register for a substituted class. There is normally a limit of two special reading (independent study) courses during the seminary program. Exceptions to this policy are approved by the academic advisor in consultation with the Office of the Dean.

The seminarian should also be cognizant of the fact that classes are scheduled with the prescribed course sequence in mind. Variance in the program may result in schedule conflicts. In the case of a schedule conflict, the regularly scheduled required course has priority. Seminarians starting in 2018 are required to submit a Program Variance Form (found online (https://www.plts.edu/students/forms.html)) prior to going off the recommended sequence for their program. To view individual progress towards a degree, seminarians can use the Program Evaluation tool under Students in WebAdvisor in their MyCLU.

B. Area and Free Electives

Electives may be taken from among appropriate courses offered by any of the members of the GTU combined faculties. Beyond the courses offered through PLTS and affiliated GTU schools, seminarians may participate in the program offerings of the centers related to the GTU. Courses cross-listed
in two areas (for example, STNTxxx) can only be used to satisfy electives in the area listed first (in this case, ST) unless determined otherwise by the area faculty and approved by the Office of the Dean.

Full-time degree seminarians may also register for one course each term at the University of California at Berkeley or other accredited institutions in the area (i.e., Mills College or Holy Names College). Contact the Office of the Dean or the GTU Common Registrar for cross-registration details.

C. Residential and Online Courses

One-third of course credits applied toward completion of the MDiv must be taken in residence. For the MDiv prior to 2018, 26.5 credits must be residential. For the MDiv starting in 2018, 24 credits must be residential. For the MTS, 37.5 credits must be residential.

D. Summer Session Credit

Seminarians may apply credit received from courses in GTU school summer sessions to elective requirements with permission of the Office of the Dean. Seminarians wishing to apply credit from other continuing education courses must receive prior approval from the Office of the Dean, and credit is subject to transfer credit policies.

E. Registration

Registration for all courses, required and elective, takes place under the direction of the Office of the Registrar at the time and place announced prior to each semester. The one exception is courses offered by UC Berkeley; registration for these courses is usually well in advance of GTU registration. Therefore, seminarians wishing to take such courses should make early inquiry regarding dates. A full-time degree seminarian may take one course per semester at the UC Berkeley at no charge. Registration instructions from the Office of the Registrar are sent via e-mail to seminarians for each term. Please note: Requests for admission to limited-enrollment classes may be submitted two or more weeks before classes begin.

F. Normal Course Load

A normal course load is considered to be 12-15 credits per semester. A seminarian in good standing may take 18 credits. More than 15 credits requires the permission of the Office of the Dean after approval by the seminarian's academic advisor, and may result in the payment of additional tuition.

G. Change of Enrollment

Changes made during the first two weeks of a term do not incur any tuition charges. Thereafter, charges may apply. After the deadline for registration, any change in enrollment will require an Enrollment Petition found under Forms (https://www.plts.edu/students/forms.html). No changes of enrollment (dropping or adding a course, changing credits or grading option) are permitted after the tenth week of the semester. With the permission of the instructor, a seminarian’s academic advisor, and the Office of the Dean, a seminarian may be allowed to withdraw from a course after the deadline. In such a case, the instructor has the option of recording a grade of W that will be placed on the seminarian’s transcript. The instructor also has the option to include an explanatory letter that will be placed in the seminarian’s file.

Satisfactory Academic Progress

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

Students’ progress is evaluated at the conclusion of each term and all work is evaluated cumulatively, even work completed in semesters when no financial aid was received.

The Pacific Lutheran Theological Seminary (PLTS) SAP is designed to take into consideration program requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. The PLTS SAP procedure is designed to encourage success by making provisions for each seminarian to steadily work towards graduation requirements as well as maximize opportunities for improvement through personal effort and institutional support.

Note, though not the minimum requirement necessary to meet progress, PLTS strongly encourages seminarians to maintain a 3.0 or better cumulative GPA throughout their tenure at the Seminary.

PLTS SAP requirements:

1. **GPA**: Maintain a cumulative minimum 2.50 GPA. Successful completion of a course requires a grade of “C” or better. Repeated courses are treated per the institution’s standard Repeated Coursework Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/repeated-coursework.html).

2. **Satisfactory Contextual Education and Formation Requirements Completion**: Completion of contextual education and formation requirements of the program with a Pass (P) grade;

3. **Satisfactory Enrollment and Completion of Course Load (Pace)**: Students must achieve a 67% successful completion rate of their cumulative coursework in order to remain eligible for financial aid. This is measured in terms of total units completed divided by total units attempted.
4. **Satisfactory Advancement in the Program (Maximum Time Frame):** Completion of the certificate or degree in the maximum time allotted to complete the program; 150% of the units required to receive the degree or certificate. MDiv (prior to 2018): 79.5 x 150% = 119 maximum attempted units; MDiv (starting in 2018): 73 x 150% = 109 maximum attempted units; MTS: 49.5 x 150% = 74 maximum attempted units; CATS 24 x 150% = 36 maximum attempted units.

**Satisfactory Academic Progress Procedure**

At the end of each semester, the Office of the Dean in conjunction with the Financial Aid Office reviews the academic records of progress for each seminarian to determine if the seminarian made Satisfactory Academic Progress. Students will be notified in writing and through electronic communication when it is determined they are NOT meeting minimum SAP standards. The notification will include their standing and steps for expected improvement.

**Level 1: SAP Notice:**

When a student is still maintaining SAP standards but is in danger of going below standards the school will notify the student through a “SAP Notice” status. Such situations warranting a “SAP Notice” might include but is not limited to:

1. A seminarian receiving one or more F’s/Fail/NC’s in any term, and/or whose cumulative grade point average (GPA) has fallen below a 3.0 average but remains above 2.5
2. A seminarian who will exceed the maximum time allotted to complete a program in the next academic year.

While on SAP Notice a seminarian is eligible to receive all types of financial aid. The Notice will include a statement that failure to meet minimum SAP standards at the conclusion of following semester may result in placement on Financial Aid Warning. In some cases, students may receive multiple SAP Notice status determinations (i.e. multiple semesters of maintaining minimum GPA but also earning grades less than “C” in one or more classes).

**Level 2: SAP Warning:**

A student is placed on SAP Warning the first time (or any time after a successful semester) they fail to meet one or more of the minimum SAP standards.

1. During the semester a seminarian is on warning, they will remain eligible to receive all types of financial assistance programs.
2. The warning will include written notification to the seminarian that failure to meet SAP in the following semester will result in being ineligible for institutional and federal financial aid in future semesters.
3. A student cannot receive Warning status in consecutive semesters.

Note: With being placed on warning, the Office of the Dean may advise the seminarian to follow up with a spiritual care team member about vocational discernment.

The seminarian’s academic advisor is notified that the seminarian has been placed on warning, and a Formation Conversation is scheduled to determine or revise a Program Success Plan that includes a course of action for improvement or completion in the next term. The course of action will be placed on file.

**Level 3: SAP Suspension:**

Following a semester on SAP Warning, if a student does not meet all SAP standards they will be placed on SAP Suspension and made ineligible for federal, institutional, and other types of financial aid. The student remains ineligible for financial aid until they have successfully completed one of the following processes to take them off SAP Suspension:

1. Meet all SAP Standards
2. Successfully appeal the suspension and be placed on SAP Probation

Students may continue to be enrolled in the Seminary but will not be eligible for financial aid programs while in the Suspended Status.

**SAP Probation and Reinstatement of Aid Eligibility:**

Students may become eligible for financial aid through one of two processes.

1. Meet all SAP Standards. When they have completed a semester and are in good standing in GPA, Pace, and Maximum Time Frame standards they must notify the Office of the Dean and the Financial Aid Office to request to have their aid reinstated. The reinstatement is not retroactive and only applies in semesters moving forward in the program.
2. Appeal Process (SAP Probation)

A student may appeal the suspension for extenuating circumstances. Extenuating circumstances include, but are not limited to, personal illness/accident; serious illness or death to an immediate family member; or other reasons beyond the reasonable control of the student.

1. The student must complete the SAP Appeal Form and include all requested documentation and an academic plan outlining their educational plan through graduation.
2. Appeals must be submitted within 30 days of the date of the SAP notification.
3. Appeals will be reviewed by the Appeals Committee.
4. Students will be notified of the determination of the Appeals Committee and the decision is final.
5. Denied appeals mean the student is ineligible for financial aid.
6. Approved appeals mean the student is placed on “SAP Probation” and allowed to continue to receive financial aid as long as they:
   a. Continue to improve their SAP standards and make satisfactory progress toward graduation. Failure to meet SAP Standards or meet all requirements of probation will result in immediate SAP Suspension.
   b. Meet all requirements outlined for the student’s specific Probation plan and follow all special instructions provided in the appeal approval letter.
7. Probations can be one or more semesters. The length is determined by the Appeal Committee. Probation lengths are determined by the ability and length of time needed to meet all SAP Standards before Maximum Time Frame is expired.
8. Probation lengths are not automatically extended.
9. The SAP Probation status is lifted once the student is in good standing on all SAP standards.

**Note:** All students must be in good standing with SAP requirements and all internship prerequisites must be completed prior to beginning an internship program.

**Satisfactory Academic Progress**

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

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**PLTS SAP requirements:**

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**Formation Conversation Process**

This process is designed to provide a means to assess a seminarian who demonstrates a need for growth in areas of ministry preparation via their behaviors and interactions in learning and/or other seminary settings. This process is also used when a seminarian is not making satisfactory academic progress.

The process is intended to provide the seminarian with honest and constructive feedback about these growth areas and to determine an appropriate course of action for the seminarian to take in order to address these growth areas.

Below are the steps of this process:

1. **Review in Executive Session of the Faculty**
   If a need for growth in areas of ministry preparation are expressed during an executive session of the faculty, and it is deemed necessary, the academic advisor will have the responsibility for arranging a formation conversation meeting with the seminarian.
2. **Meet with the Seminarian**
The academic advisor will make an appointment with the seminarian to 1) meet in person to notify the seminarian of the need for a formation conversation, 2) review the formation conversation process with the seminarian, and 3) refer the seminarian to spiritual care for support through this process. [The advisor can request that another faculty member be present if this is desired.]

3. Documenting Details

The academic advisor will follow up with faculty members who have expressed concerns about the seminarian during the review in executive session to document details as appropriate. This documentation serves as the basis for outlining the reasons for calling the formation conversation.

4. Conversation Composition

A conversation consists of the seminarian, the seminarian’s academic advisor, a second faculty member, and a member of the Spiritual Care Team as an observer. If the matter involves Contextual Education matters, a representative from the Contextual Education Office may also be present.

5. Observer Selection and Responsibilities

The seminarian selects an observer from among the Spiritual Care Team members. The seminarian will need to give written release to the observer to hear the details of the conversation. The release form will be provided by the academic advisor. The observer may ask clarifying questions during the process.

6. Schedule a Conversation

The academic advisor will schedule a formation conversation meeting that will work for all parties and notify all parties of the date, time, and location.

7. Outline Growth Areas in Preparation for Ministry

The academic advisor provides the seminarian with an outline of reasons for calling the formation conversation. This outline provides the grounds for the ensuing conversation to give concrete means for the seminarian to address growth areas.

8. Distribute the Outline in Preparation for Conversation

Copies of the outline are distributed by academic advisor in advance of the conversation. All distributed materials are considered “Confidential” and may not be copied or shared. Distributed materials will be returned to the academic advisor following the conversation, and all surplus materials will be destroyed in an appropriate manner by the academic advisor.

9. Formation Conversation

The academic advisor begins by providing reasons for the conversation. Discussion then occurs among the faculty representatives regarding all pertinent information, and questions are prepared for the conversation with the seminarian. The seminarian and observer are then invited into the conversation. In conversation with the seminarian, the conversants will develop appropriate outcomes or conditions to address the growth areas or an agreed upon plan to address program success (Program Success Plan). Outcomes or conditions may include a schedule for completion or regular reporting to the academic advisor as necessary. These outcomes or conditions, or the plan, will be communicated to the faculty at a faculty meeting.

10. Meeting Outcomes to Address Growth Areas or Following a Plan to Address Program Confusion

The determination that the seminarian has fulfilled all outcomes or conditions, or is effectively utilizing the plan developed will be brought to the faculty by the academic advisor following completion or at the end of any specified timeline and a follow-up conversation. Should the seminarian request an extension to fulfill specified outcomes or conditions, the academic advisor will bring this request to the faculty for consideration.

[1] (p. ) Additional structural clarity to the process is as follows: Prayer, Preparation (the members of the conversation will discuss the seminarian’s circumstances, consider the seminarian’s gifts for ministry, and determine questions to ask or areas of concern to pursue with the seminarian), Invitation (the seminarian and the observer will be invited into the meeting), Prayer, Conversation (the members of the conversation will have conversation with the seminarian, naming gifts, asking questions, pursuing growth areas, and identifying potential ways to grow), Deliberation (the seminarian and observer will leave the meeting to wait for a decision to include conditions, and the members of the conversation will deliberate in order to come to a decision), Decision (a decision with outcomes/conditions will be made during deliberation), Invitation (the seminarian and observer will be invited into the meeting and the decision will be communicated to the seminarian), and Prayer.

[2] (p. ) The course of action for improvement may include a reduced course load, taking one or more courses as Pass/Fail, other requirements that maximize improvement in the following semester, and/or regularly scheduled meetings with the seminarian’s academic advisor. The course of action for completion must include a schedule with deadlines for completing the outstanding program requirements.

ADVISEE RESPONSIBILITIES
As a student, you are empowered to plan and are responsible for your program and any licensure process you are in. Your responsibilities include:

NOTING CALENDAR INFORMATION

• Knowing and meeting deadlines for all Classroom, Contextual Education, Licensure (Candidacy), and Academic programming, and any other deadline related to your study and vocational preparation.

CHECKING COMMUNICATIONS

• Regularly checking your seminary email account and/or having your seminary email account forward to the email account you regularly check.

KNOWING PROGRAM REQUIREMENTS

• Reviewing your program evaluation in MyCLU to become familiar with your program requirements and to regularly check on your progress.
• Being knowledgeable about your program requirements.

PLANNING AND MAINTAINING YOUR PROGRAM

• Planning your program requirements with advice from your advisor.
• Fulfilling your program requirements.
• Keeping records of your program progress.
• Submitting appropriate Forms (https://www.plts.edu/students/forms.html) for fulfilling course, program, and licensure requirements.
• Contacting the Associate Dean (cevans@plts.edu) and Registrar’s Office (purmort@callutheran.edu) if you notice discrepancies in your program evaluation and/or need your program updated.

SEEKING CONTEXTUAL EDUCATION ADVICE

• Noting information about contextual education requirements sent out by email from the Contextual Education Office.
• Making an appointment with Dr Leslie Veen (lveen@plts.edu), Director of Contextual Education, to discuss contextual education requirements of your program, including enrollment; placement; and questions, issues, or concerns that arise while in placement.
• Updating your advisor about what Dr Veen advises regarding contextual education requirements after you have checked in with Dr Veen.

SEEKING ADVISING RECOMMENDATIONS

• Attending the semesterly Registration Hub information sessions in preparation for registration or any other registration information session offered;
• Making an appointment and meeting with your advisor at least once each semester for program review, program planning, and registration.
• Coming prepared for your advising appointment by reviewing information emailed by the Associate Dean and the Registrar’s Office and/or distributed during the Registration Hub, reviewing your program evaluation, reviewing your program recommended sequence, reviewing course offerings for the upcoming sessions/semesters for which registration is opening, and locating suitable courses to fulfill program requirements in the recommended sequence.
• Consulting your advisor before making registration or program changes.

SEEKING LICENSURE (CANDIDACY) RECOMMENDATIONS

• Checking with the Associate Dean regarding licensure (candidacy) timing, scheduling, and questions.
• Updating your advisor about recommendations from the Associate Dean.
• Attending licensure (candidacy) workshops offered by the Associate Dean.
• Submitting forms and paperwork to seminary and synod offices to schedule and complete licensure (candidacy) requirements and interviews.

REGISTERING FOR COURSES

• Registering for courses during each registration period.
• Verifying your registration by reviewing your class schedule.
• Notifying the Associate Dean and Registrar’s Office if there is a discrepancy in your registration.
SEEKING ACADEMIC SUPPORTS

• Being in conversation with your instructors in advance about absences, assignment questions, and difficulties with assignments.

• Making arrangements with support services, including Disability Support Services (https://www.callutheran.edu/students/disability-services) if you require accommodations, the Writing Center (https://www.callutheran.edu/students/writing-center) if you require writing assistance, and the GTU Library Reference Desk (https://www.gtu.edu/library/get-help/contact-us) if you require research assistance.

CHECKING IN WITH FINANCIAL AID AND/OR VETERANS RESOURCES

• Consulting with the Financial Aid Office and/or Veterans Resources before making registration or program changes, including changes recommended by your advisor, the Associate Dean, and/or Registrar’s Office. You are responsible for checking with Financial Aid and/or Veterans Resources about how a recommended change might affect your financial aid, financial aid status, and/or veterans benefits. You are responsible for adjusting your program accordingly to meet your financial aid needs and requirements, and notifying your advisor, the Associate Dean, and/or the Registrar’s Office of these changes and why.

TAKING CARE OF HOLDS AND PAYING FEES

• Checking your MyCLU to see if there are holds on your account: Business, Registrar, Program, Library, Veterans, etc.

• Doing what is needed to clear holds.

• Paying any fees related to holds, not registering for courses on time, etc.

CHECKING IN REGARDING PLACEMENT

• Making a plan (https://www.plts.edu/students/documents/GraduationPlanWorksheet.pdf) for post-graduation support, living, and working arrangements.

• Meeting with the Associate Dean regarding ecclesial placement (assignment).

• Consulting with Career Services (https://www.callutheran.edu/students/career-services) about interim placement while awaiting call and/or about long-term placement opportunities.

BEING EMPOWERED AND RESPONSIBLE

• Understanding that your advisor, Contextual Education Director, Associate Dean, and Registrar’s Office are here to assist you, and you are ultimately responsible for meeting your course, sequencing, registration, program, and licensure (candidacy) requirements as well as seeking the supports you need.

Programs Offered

The University offers the following degrees and certificates through the Pacific Lutheran Theological Seminary (PLTS):

• Master of Divinity Degree
• Master of Theological Studies
• Certificate of Theological Studies
• Certificate of Advanced Theological Studies
• Certificate of Theological Education for Emerging Ministries (T.E.E.M.)

Master of Divinity

The Master of Divinity (M.Div.) is a professional degree designed to develop biblical, theological, historical, practical, and contextual competencies, and to integrate these competencies in the practice of leadership in congregations and related ministry settings. The M.Div. prepares students for Word and Sacrament ministry in the ELCA, ordained ministry in another Christian tradition, Word and Service ministry in the ELCA especially in chaplaincy or other professions requiring a 72 credit hour degree, and specialized lay ministries.

The M.Div. degree program consists of 73 credit hours of coursework, contextual coursework, and co-curricular requirements. The minimum for full-time status for the M.Div. program is 12 credits per semester. A normal course load to complete the program in two academic years plus internship is 15 credits per semester. Intensive courses during two January terms and one May term are also required. Core courses must be taken with PLTS faculty. Substitutions to this requirement must be approved by the faculty member teaching in the area and by the Office of the Dean.

Contextual coursework include Ministry in Context, Clinical Pastoral Education, and Internship. Contextual courses require a one-time completion of a professional boundaries workshop prior to beginning at a site.

Ministry in Context is defined as 6 preparation and contact hours per week in a congregation for two semesters and in a community organization for one semester and receives 0.00 credit hours per semester.
Clinical Pastoral Education is normally completed in an ACPE accredited site during the first summer in program.

Internship ordinarily consists of 40 contact hours per week over the course of twelve months. Internship includes weekly pastoral visits, worship leadership, administrative duties, and other responsibilities as agreed upon. Internship is or exceeds the equivalent of enrollment in full-time coursework at PLTS.

A student preparing 1) for specialized lay ministry, 2) for Word and Service ministry in the ELCA, or 3) for ordained ministry in another Christian tradition will be in contact with the Contextual Education Office in order to prepare a plan for how to meet the internship requirement in a way that fulfills respectively 1) the student’s vocational requirements, 2) the requirements of ELCA candidacy for Word and Service ministry, or 3) the licensure requirements of the student’s Church body or denomination. For a student who is a member of a denomination that does not require internship, this requirement may be waived by petition to and vote by the faculty.

Co-curricular completion requirements include two semesters of participation in a Spiritual Care Group, two semesters of participation in a Spiritual Practice Group, a one-time professional boundaries workshop, an annual anti-racism training, a Safe Zone training, and other workshops and trainings designated as course pre-requisites.

**RELIGIOUS HERITAGE**

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<td>Introduction to Biblical Greek</td>
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<td>HSST 1125</td>
<td>Lutheran Theology: Sources &amp; Hermeneutic</td>
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<td>Christian Ethics: Radical Love Embodied</td>
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<td>Reading Christian Theology in Context</td>
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<td>Paul: Ancient Context, present, conceqýConcequences</td>
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**CULTURAL CONTEXT**

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<td>Ministry in Context II: Gathered Community</td>
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<tr>
<td>RSFT 1300</td>
<td>Intro Faith-Rooted Social Transformation</td>
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<tr>
<td>FE 1147</td>
<td>Ministry in Context III: Sent Community</td>
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**PERSONAL AND SPIRITUAL FORMATION**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SP 1124</td>
<td>Foundations of Christian Spirituality</td>
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<td>SP 1120/8120</td>
<td>Spiritual Care Group</td>
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<tr>
<td>FE 1200</td>
<td>Anti-Racism Training</td>
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<tr>
<td>FT 1203</td>
<td>Academic Theology Writing &amp; Researching</td>
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<td>FE 1205</td>
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<td>SP 2220</td>
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**CAPACITY FOR MINISTERIAL AND PUBLIC LEADERSHIP**

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<td>FE 2250</td>
<td>Clinical Pastoral Education</td>
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<td>LS 2225</td>
<td>Living Worship A</td>
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<td>Spanish for Worship I</td>
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<td>HM 2245</td>
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<td>HMRS 3000</td>
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<td>LS 2226</td>
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<td>FT 2255</td>
<td>Church Leadership</td>
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<td>PS 1146</td>
<td>Pastoral Care II</td>
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<tr>
<td>RSFT 2300</td>
<td>Faith-Based Community Organization</td>
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Master of Theological Studies

The Master of Theological Studies (MTS) is a degree designed to integrate general theological disciplines and specialized competencies in preparation for academic or ministerial vocations. The MTS provides two years of graduate theological study of the core of church theology with a Lutheran emphasis—Bible, history, theology, and ethics and cultures. The MTS requires a focused specialization/area concentration and synthesis. A diaconal concentration is available for those preparing for Word and Service rostered leadership.

The MTS consists of 49.5 credit hours, including one semester of a 1.5 credit MTS seminar [FT 2095 Fieldwork/Project Development], and 15 specialization credit hours devoted to the research and preparation of a thesis [25-35 pages in length], preparation for comprehensive examinations, or preparation and completion of a project [with a written component of at least 10 pages] related specifically to a student’s chosen specialization. The MTS seminar will guide the student through the preparation and completion of an MTS thesis/project proposal. 25.5 of the 49.5 course credits must be taken at PLTS. A full-time MTS program is defined as at least 12 credit hours per semester. A normal course load is considered to be 12 credits per semester.

Bible (6 credits)

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<tr>
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<td>OT 8175</td>
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<td>NT 8175</td>
<td>Interpreting the Gospels</td>
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History (6 credits)

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<td>HS 8100</td>
<td>History of Christianity I</td>
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<tr>
<td>HSST 1112</td>
<td>History of Christianity II</td>
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Theology (6 credits)

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<td>ST 2003</td>
<td>Systematic Theology</td>
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<tr>
<td>HSST 2902</td>
<td>Lutheran Confessional Writings</td>
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Ethics and Cultures (6 credits)

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<td>CE 2065</td>
<td>Introduction to Christian Ethics</td>
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<tr>
<td>FT 2204</td>
<td>Ministry Across Cultures</td>
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Specialization/Area Concentration (15 credits)

Electives (6 credits)

Synthesis (4.5 credits)

Co-Curricular requirements are completion. No credits

Certificate of Theological Studies

The Certificate of Theological Study (CTS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters) by seminarians interested in furthering their theological education. Courses in the areas of Bible, church history, systematic theology, and Christian ethics or cross-cultural studies (12 units total) must be taken from PLTS faculty members. The remainder of the seminarian’s program (12
Certificate of Advanced Theological Studies

The Certificate for Advanced Theological Studies (CATS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters). The CATS may also include internship (except international students). The CATS is designed for seminarians who already hold an MTS or MDiv degree (or their equivalents) in another institution [e.g., roster-seeking MTS or MDiv seminarians graduated from non-ELCA seminaries needing to fulfill core Lutheran courses and other requirements of the Lutheran-Year-In-Residence, including contextual education and formation requirements]. At least one-half of the units must be taken from PLTS faculty members. For a seminarian who desires to complete the CATS and for whom denominational requirements do not include contextual education requirements, these requirements may be waived by petition to and vote by the faculty.

Certificate of Theological Education for Emerging Ministries (T.E.E.M.)

The TEEM program develops leaders whose gifts are particularly needed for the mission of the church in urban, rural and specific ethnic-cultural ministries. TEEM begins when candidates ministering a congregation are given entrance by the Bishop and Candidacy Committee. Three years of study combines 16 courses and 4 workshops held on the PLTS campus in October and January and at Luther Seminary in June. Seminarians prepare for classes through self-study at home with the guidance of a local (academic) mentor pastor, along with a supervised Internship and a unit of Clinical Pastoral Education (CPE). The Theological Education for Emerging Ministries (TEEM) is granted by PLTS to seminarians who have fulfilled the ELCA’s academic and candidacy requirements for ordained ministry. An Award of Affiliation may be earned by students whose synod does not require the full certificate. A student must complete at least three of the courses listed below.

### Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
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<tr>
<td>TMPS 1000</td>
<td>Pastoral Care</td>
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<tr>
<td>TMOT 1015</td>
<td>Introduction to Old Testament</td>
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<td>TMOT 1010</td>
<td>Old Testament Prophets</td>
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<tr>
<td>TMNT 1010</td>
<td>Introduction to New Testament</td>
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<td>TMNT 2000</td>
<td>Pauline Epistles</td>
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<td>TMFT 2000</td>
<td>Ministry in Context</td>
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<td>TMHM 1051</td>
<td>Preaching I</td>
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<td>TMHR 1000</td>
<td>World Religions</td>
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<td>TMHS 1000</td>
<td>Church History</td>
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<td>TMHS 1001</td>
<td>Lutheran Confessions</td>
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<tr>
<td>TMST 1004</td>
<td>Systematic Theology I</td>
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<td>TMST 2004</td>
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<td>TMLS 1030</td>
<td>Lutheran Liturgy</td>
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<td>TMED 1015</td>
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<tr>
<td>TMCE 1000</td>
<td>Christian Ethics</td>
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### Workshops

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<tr>
<td>TMFT 1010</td>
<td>Evangelism</td>
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</tr>
<tr>
<td>TMFT 1015</td>
<td>Youth Ministry</td>
<td>0</td>
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<tr>
<td>TMFT 1020</td>
<td>Stewardship</td>
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<td>TMFT 1092</td>
<td>Teem Internship</td>
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<td>TMFT 1005</td>
<td>E.L.C.A. Polity</td>
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</tr>
<tr>
<td>TMFT 1025</td>
<td>Safe Boundaries</td>
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### Biblical Studies Courses

**BS 1002. Basic Greek I. (3).**
Taught by SFTS. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

**BS 1003. Basic Greek II. (3).**
Taught by SFTS. Intensive introduction to working with the Greek text of the NT; assumes familiarity with the Greek alphabet and some basic vocabulary and grammatical concepts. Class meets at SFTS.
BS 1010. Biblical Greek. (3).
Taught at CDSP. This course offers an introduction to the Hellenistic (Koine) language as found in the New Testament. The emphasis is on exposure to the basic features of New Testament Greek, the use of exegetical tools and the ability to use Greek for practical purposes such as preaching and teaching in the context of ministry. Assignments include daily quizzes, written homework assignments, exams and short exegesis exercises. The course is primarily intended for students in MDiv programs or the equivalent; all are welcome to enroll.

BS 1020. NT Greek I: An Introduction. (3).
Taught by GTU. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

BS 1036. Ecclesiastical Latin I. (3).
Taught at JST. This first half of a year’s course aimed at preparing students to read (with a dictionary) Latin from Vulgate to recent Vatican documents. No prerequisites except readiness to come to class and study two/three hours in preparation. Daily recitation, occasional quizzes, midterm and final. Text: J.F. Collins, “A Primer of Ecclesiastical Latin” (CUA Press).

BS 1037. Ecclesiastical Latin II. (3).
Taught by JST. A continuation of Ecclesiastical Latin I. Same text, same requirements. My hope is to finish the Collins Text before the end of the term and have time for reading of real texts from Bible and Christian Latin authors such as Augustine and Aquinas.

BS 1042. Latin I & II: Intensive Study. (6).
This six week course (June 12-July 21) covers two semesters of Latin. The course offers an introduction to the grammar and syntax of Latin. The goal is to learn Classical and Medieval Latin well enough by the end of Semester II to read accurately, precisely, and without extensive help. Exercises and readings are drawn from original texts of Classical and Medieval authors. There is strong emphasis on etymology, vocabulary, and comparative grammar. The three paperback textbooks are Wheelock’s Latin, 7th edition (2011); Workbook for Wheelock’s Latin by Paul Comeau and Richard LaFleur (2000); and Thirty-Eight Latin Stories Designed to Accompany Wheelock’s Latin by Anne Groton and James May (2004). Grades for each semester are made up of four components: class participation including regular quizzes, written exercises, tests every four chapters (of 40 chapters overall), and a cumulative exam at the end of the semester. The course fulfills the Latin requirement for the JST or Boston College School of Theology & Ministry S.T.L. degree. Professor Greg Carlson is happy to answer questions about the course.

BS 1110. Biblical Hebrew. (3).
Taught by PLTS and CDSP. The purpose of this course is to provide the student with a working knowledge of Biblical (Classical) Hebrew; by the end of the course, the student will be able to read any passage of narrative in the Hebrew Bible with the aid of a lexicon (dictionary). The ability to reach this goal is dependent upon three primary areas of comprehension: 1) Knowledge of the Hebrew writing system (consonants and vowel points), 2) Knowledge of Hebrew grammar and basic syntax, and 3) Knowledge of Hebrew vocabulary. Classroom time will be primarily devoted to introducing and reviewing these various facets. The primary place where the student will learn the language is in his or her own private, independent study. The learning of a new language is extremely time-intensive. The student should be prepared to spend 2 to 3 (or more) hours every day in preparation. Success in this program is almost solely dependent upon the dedication of the time and energy of the student to this class. This requirement of the class cannot be emphasized enough.

BS 1120. Basic Hebrew I. (3).
Taught by SFTS. An introduction to the basic phonology and morphology of biblical Hebrew. This course or the equivalent is a prerequisite for Basic Hebrew II, the intensive course given in January Intersession.

BS 1121. Basic Hebrew II. (3).
Taught by SFTS. The second (intensive) half of a course aimed at enabling students to achieve reading knowledge of biblical Hebrew. Class meets weekdays, at SFTS. BS1120 or equivalent.

BS 1127. Elementary Biblical Hebrew I. (3).
Taught at GTU. This is the first half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [20 max enrollment].

BS 1128. Elementary Biblical Hebrew II. (3).
Taught by GTU. This is the second half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [BS 1127 or equivalent; 20 max enrollment].

BS 1145. Introduction to Biblical Greek. (1.5).
This course designed to provide students with the basic linguistic tools to approach the Greek New Testament. This course focuses on vocabulary, grammar, and short translations. The emphasis is on becoming familiar with the basic grammatical structure of Koine Greek.
BS 1200. Rhetorical Use of Texts. (3).
Taught by PSR. This course is co-taught by Aaron Brody and Sharon Jacob. This course will introduce students to methodologies of interpretation of sacred texts. Focus will be placed on various texts of the Hebrew Bible and New Testament, but will include comparative texts from other sacred traditions (ancient Near Eastern, Mediterranean, and Hindu). Methods explored may include literary criticism, text criticism, and source criticism, material cultural approaches, arts and religion approaches, postcolonial, and critical race/ethnicity methods. Assignments will include several reflection papers. Assessment will be based on those papers and class participation and class presentations.

BS 1250. Using Biblical Languages. (3).
Taught by GTU/ABS. This course introduces students to the fundamental skills of biblical interpretation including basic Greek and Hebrew analysis of biblical texts, the use of key Hebrew and Greek grammatical and lexical aids in both print and electronic resources. Students will also be introduced to basic linguistic theory and a wide range of methods of biblical criticism. Required course for MDiv students.

BS 1900. GTU Holy Land Tour/Seminar. (1.5).

Taught by CDS. The goals of this course are: to continue the study of Hebrew in 2 semesters of Elementary Hebrew (building vocabulary, morphology, syntax) and to read significant prose sections of the Hebrew Bible. At conclusion of semester course students will have developed greater proficiency in Biblical Hebrew narrative (oral reading and translation). Regular reading (oral) and translation, weekly quiz on vocabulary & morphology. [2 semesters Elementary Hebrew; Auditors with faculty permission].

Taught by DSPT. Students in the course continue the reading of biblical prose narrative begun in fall semester, with attention to the critical apparatus of BHS and some textual witnesses from Qumran. Attention given also to oral reading of the texts. Assessment by regular class participation and by two examinations. [Faculty consent required; Interview required].

Taught by SFTS. This course will give students exposure to translating a range of Hebrew texts. Students will learn nuances of Hebrew grammar, syntax, and the text critical apparatus while reading Hebrew Scripture. The class will also raise issues of how translation matters for biblical exegesis. Pass/Fail only.

Taught by DSPT. This course is designed to develop proficiency in reading and translating New Testament Greek. For that purpose, it includes a revision of some elements of verb morphology, verbal aspect (tenses) and grammar. It nevertheless mostly consists in translating and analyzing sections of Luke, Acts and some letters from the Pauline corpus, paying special attention to syntax. The course also introduces the student to the usage of the critical apparatus of NA28. [Two semesters of Greek or equivalent; 20 max enrollment; Auditors excluded].

BS 2245. Exegesis Workshop: Greek. (0).
This course is designed to apply the basic linguistic tools learned in Biblical Greek to the task of interpreting the biblical text in the context of preaching. This course focuses on the text selected in Biblical Preaching. The emphasis is on understanding the nuances of approaching the text in its original language with the purpose of making it available to a worshipping audience.

BS 2575. Jesus and Judaism. (1).
Taught by JST. In accord with Vatican II's call for the Church to "search" its spiritual and historical ties to "Abraham's stock" (Nostra Aetate 4), this bridge course investigates the Jewishness of Jesus in the context of Palestinian Judaism of the Greco-Roman era. The course will (1) relate elements of the Gospels' narratives of Jesus' life to historical and literary developments of Second Temple Judaism, (2) compare Jesus' interpretations of Mosaic ritual laws and ethical norms to other, roughly contemporaneous Jewish teachings, and (3) examine the conflict stories in the Gospels in the light of political and social tensions of Judean life under Roman rule. Required Text: The Jewish Gospels: The Story of the Jewish Christ by Daniel Boyarin.

BS 3900. Margins, Speak. (3).
Taught by PSR. This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study and critique of particular interpretations of the New Testament coming from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and in doing so they begin to create a space in which their voices can be heard and empowered. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course serves the stated goal of helping students attend to "the continuing importance and practice of interpretation of texts and their communities in history and culture." During the semester, we will read and study biblical texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially.

BS 4430. Dead Sea Scrolls & Scriptures. (3).
Taught by JST. Survey of the Dead Sea Scrolls (DSS), their discovery, archaeology and publication. Contents will include: sectarian writings, pseudepigrapha, apocrypha and biblical texts found in the Qumran 'library'. Special focus on Jewish interpretations of Scriptures and their significance for understanding Judaism of the Second Temple / New Testament eras. Lecture / seminar format; student presentations/ book review/ research paper; intended for Advanced Students (M.A., S.T.L., PhD, ThD, STD); texts read in English (special sessions for students who read Hebrew). [Courses in OT and NT; Faculty Consent required; 15 max enrollment; Auditors with faculty permission].
BS 5000. Qumran Literature. (3).

BS 6005. Texts and Methods. (3).
Taught by JST. This seminar is required of all doctoral students enrolled in the concentrations of Hebrew Bible/ Old Testament and New Testament. Hermeneutical theories, methods, and approaches for biblical texts. Focus: accounts of dreams and visions in the New Testament. Evaluation: presentations, written assignments: hardcopy and online, major research paper. [Faculty Consent required; Auditors excluded].

BS 8100. Introductory Biblical Languages. (3).
This course introduces participants to the learning and use of Biblical languages through Bible Software. Participants will learn the basic morphology, syntax, and grammar of Biblical Hebrew and Biblical Greek in order to deploy this learning in the use of software. The course aims to equip participants with the initial skills needed to perform exegesis. Participants will be assessed by short quizzes, written assignments, and practice sessions. (Counted as Elective Credit).

Ethics Social Courses

CE 1051. Intro to Christian Ethics. (3).
Taught by PSR. ONLINE Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an *issues* or *rules* -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the *art* of moral reflection and discernment, and provide ethical leadership and guidance to others. This is a required course for MDiv students. This ONLINE course meets asynchronously using Moodle from 6/4/18 - 6/15/18. It has no required meeting times. High-speed internet connection required.

This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian Ethics. This course is jointly offered by CDSP & PLTS.

Taught at JST. This course is a theologically and scientifically informed reflection on major issues in Christian sexual ethics, with an emphasis on the Catholic tradition. Topics include: sex and sexuality, Biblical norms for sex, marriage and divorce, celibacy, homosexuality, pre-marital sex, pornography, contraception, et al. Format is reading/discussion and lecture. Student evaluation will be based on reflection papers on the reading and a final paper on a related topic of the student's choice. [Previous study of fundamental moral theology or a graduate introductory course in ethics; Faculty Consent required].

Taught at JST. This course examines three central but often-neglected questions in Catholic social ethics. How can human labor be most life-giving? To what extent should we rethink family arrangements and gender roles in our new millennium? In what ways does our Christian vocation to care for the natural environment call for new commitments? Drawing upon recent developments such as the social teachings of Pope Francis, we will engage in moral reasoning about many issues that shape our cultural and physical environment. We will also investigate diverse Christian resources for social activism in response to the challenges of our times. Expect a combination of lecture, seminar format and student presentations. Requirements will be tailored for students in any masters or doctoral program.

CE 2012. Health Ethics. (3).
Taught at SKSM. Health and medicine lie at the intersection of thea/ologies, morals, and our bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and biopolitical knowledge to key health issues, such as end-of-life decision-making, patient-provider relationships, responsible research, genetic/reproductive technologies, and the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant "laboratory" component, in which students develop and lead hands-on analysis of key concepts and ethical problems in order to produce valuable arguments for bioethicoal debate as well as pastoral leadership.

CE 2013. Morality & Ethics. (3).
Taught by ABSW. This course is part of the 5 course Public Theology program. The class will be geared toward assisting the student in establishing a systematic personal ethical method from which one does their work--training clergy and community leaders to bring their spiritual perspective to the most pressing social issues of our time - and assisting them in creating ways to have their voices be heard. INTERSESSION 2018 Class meets daily, 1/16/18-1/20/18, from 9:00am-5:00pm at ABSW.
CE 2045/2056. Fundamental Moral Theology. (3,3).
Taught by DSPT. This course (designed for the MA/MDiv/MTS levels) will consider the fundamental principles of moral theology (the teleological drive for happiness and perfection, the moral virtues, freedom and voluntariness, natural law, prudence, the determinants of the moral act, moral "objectivity" and intentionality) from the perspective of the Roman Catholic tradition, particularly in the lineage of Aquinas. We will also examine in some detail the contemporary debate over the nature and importance of the "indirectly voluntary." Students should be prepared to engage in disciplined and critical reading and thinking in the Aristotelian/Thomist tradition, and be willing and able to synthesize a large amount of sometimes complex and difficult material; this is not an easy course. The format is lecture, with opportunity for questions and discussion; students will be required to write a book review and take an in-class final examination. Class attendance is required. [Auditors with faculty permission].

CE 2065. Introduction to Christian Ethics. (3).
This course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The structure of the course will combine lectures with class discussions throughout. Evaluation will be based upon a vocabulary quiz, a mid-term paper, a final paper, and class participation.

CE 2500. Ethics & Economics. (3).
Taught by JST. What makes a good minister? What makes a bad minister? Who do you hope to become in the course of your ministry? What sustains and enlivens pastoral ministry? What particular issues and concerns are of significance in the practice of ministry? In this course, we will bring into dialogue aspects of the ethics and spirituality of ministry in various contexts: parishes, schools, prisons, etc. The aim is to develop an account of some of the virtues relevant to pastoral ministry. This account should both reflect the best aspects of the ministers who have been formative for us, and serve as a guide in our own future practice of ministry. I assume that all students bring to this class some experience in volunteer or professional ministry. While it is not a requirement of this class that students be engaged in practical ministry during this term, I strongly encourage you to do so. The course is organized according to four salient virtues for ministry: self-care, justice, fidelity and trustworthiness, and is most suitable for M.Div. and ministry-related MA students. This class is taught as a seminar. Grading will be based on weekly reflection papers, discussion facilitation, class participation, and a final paper or project. [One prior graduate level introductory moral theology or ethics class is required; Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

CE 3050. Catholic Social Teaching. (3).
Taught at DSPT. This is a seminar course focused on the Roman Catholic social teaching as expressed in the encyclical tradition from Leo XIII to Pope Francis and the Regional Bishops’ Conferences of the Catholic Church. The study will examine the development of Catholic social thought as it emerges from the reading of the "signs of the times" in light of sacred scripture, natural law, and virtue. Method of evaluation consists of two 8-10 page papers (mid-term and final), weekly Moodle posts, group presentations, and monthly news analysis. The course is intended for MA/MTS, MDiv students. PHD and DMin students are welcome but must register for a course upgrade and complete a 20 pages research paper for their final paper. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

CE 3080. Earth Ethics As Justice Ethics. (3).
This course addresses the unprecedented moral challenge facing humankind in the early 21st century. The challenge is to forge ways of living that Earth can sustain while also building social justice between and among societies. The course engages that challenge through the lens of Christian ethics. The complex intertwining of ecological destruction with racism and economic injustice on local and global scales will be a central focus. Methodological resources include liberation ethics, Earth ethics, inter-faith perspectives, eco-feminist perspectives, and eco-hermeneutics. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. The course functions as a seminar in which all participants are responsible for leading class discussion of readings.

CE 3615. Ethics & Spiritlty of Ministry. (3).
Taught by JST. What makes a good minister? What makes a bad minister? Who do you hope to become in the course of your ministry? What sustains and enlivens pastoral ministry? What particular issues and concerns are of significance in the practice of ministry? In this course, we will bring into dialogue aspects of the ethics and spirituality of ministry in various contexts: parishes, schools, prisons, etc. The aim is to develop an account of some of the virtues relevant to pastoral ministry. This account should both reflect the best aspects of the ministers who have been formative for us, and serve as a guide in our own future practice of ministry. I assume that all students bring to this class some experience in volunteer or professional ministry. While it is not a requirement of this class that students be engaged in practical ministry during this term, I strongly encourage you to do so. The course is organized according to four salient virtues for ministry: self-care, justice, fidelity and trustworthiness, and is most suitable for M.Div. and ministry-related MA students. This class is taught as a seminar. Grading will be based on weekly reflection papers, discussion facilitation, class participation, and a final paper or project. [One prior graduate level introductory moral theology or ethics class is required; Faculty Consent required; 15 max enrollment; Auditors excluded].

CE 4035. Issues In Virtue Ethics. (3).
Taught by JST. Contemporary ethics is witnessing a resurgence of virtue and character-based modes of ethical reflection. However, one consistent challenge to this methodology is to question its adequacy as an action guide: is virtue ethics adequate to provide moral "traction" in difficult questions? How might a virtue-based approach affect analysis of moral issues? Students will delve into classical and modern virtue ethics rooted in the Thomistic/ Aristotelian tradition, and will engage two topics of their own choice using virtue ethics methodology. Grading will be based on questions posted to the course Moodle site, final paper, class participation and class presentation. [One previous class in moral theology or Christian ethics at the graduate level, or extensive work in ethics at the undergraduate level; Faculty Consent required].
CE 5002. Methods in Ethics. (3).
Taught by JST. Clear understanding of ethical method is a fundamental tool for teaching and research in ethics and moral theology. In ethics, methodology determines what “counts” as relevant information, the process by which that information is used, and the nature of an adequate response to a moral question. This seminar will explore the major methods used in Christian ethics and apply them to contemporary issues. Class format is lecture/discussion; weekly short papers and a final major paper on a topic of the student's choice are required. This class is intended for GTU PhD students, JST-SCU STD and STL (comps option) students, and advanced master's degree students in all programs. [Faculty Consent required].

CE 5600. Climate Justice Climate Ethics. (3).
This course will use methodologies of Christian ethics to examine: 1) the climate crisis as a moral matter in relationship to various forms of structural injustice including injustice grounded in race/ethnicity, class, and colonialism, and 2) pathways for addressing the climate crisis. Special attention will be given to global - local connections and perspectives from marginalized communities. Methodological resources include liberation ethics, Earth ethics, post-colonial perspectives, eco-feminist perspectives, and eco-hermeneutics. This is a seminar course involving extensive reading, writing, collaborative knowledge building, and discussion grounded in the reading. Assignments include a paper, research into the climate justice movement, peer-teaching, and occasional short written assignments. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. [15 max enrollment].

CE 8109. Intro to Christian Ethics- O.L. (3).
Taught by PSR. MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 4 - December 14, 2018.

ONLINE COURSE. This course is jointly offered by CDSP & PLTS. This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian ethics.

Taught by SFTS ONLINE - This course takes on the lens of conflict transformation to ask how to move from violence to peacebuilding, who are the stakeholders, and the part religions play on either side of the spectrum. Examines the role of religion in through theory and case studies. In part, we ask what is the political nature of religious violence, the discursive frames for victims, martyrs, perpetrators, testimony and trauma? We consider the role of religion in peacebuilding and conflict transformation through radical embrace, hope, memory work, reconciliation and reframed theodicy. [Auditors with faculty permission].

CE 8210. Intro to Christian Ethics. (3).
This online course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The course will be conducted online and asynchronously. Students will be required to read assigned texts, submit reflection papers on a regular basis, participate in online discussions, and write a final paper. NOTE: This course is jointly offered by CDSP & PLTS. [30 max enrollment].

Field Education Courses

FE 1005. Concurrent Field Study I. (3).
For PSR students. hour per week on-campus class and 15 hours per week on-site basic field education. 2-semester long course. Must take both semesters in sequence to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1006. Concurrent Field Study II. (3).
For PSR students. 3 hour per week on-campus class and 15 hours per week on-site basic field education. Second part of 2-semester long course; must take both to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1011. Internship I. (0).
For PSR students. Full-time on-site field education. Arranged in consultation and with approval of Field Education faculty. Pass/Fail only. To enroll, students must have made arrangements for an approved field education placement with the Director of Field Education. [Faculty Consent required; Auditors excluded].
FE 1145. Ministry in Context I: Gathered Community. (0).

The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly.

FE 1146. Ministry in Context II: Gathered Community. (0).

The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly. PREREQUISITES: Reading Congregations and Ministry in Context I.

FE 1147. Ministry in Context III: Sent Community. (0).

PRE-REQUISITE: MINISTRY IN CONTEXT I AND II The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly.

FE 1200. Anti-Racism Training. (0).

Required annually for ALL certificate and degree programs (except while on project/internship) and is a prerequisite for project/ internship. Meeting info TBA.

FE 1201. Discerning Appropriate Pastoral Boundaries. (0).

Discerning Appropriate Pastoral Boundaries Workshop. Prerequisite for ANY field placement in any degree program including Teaching Parish and Internship. Class meeting information TBA.

FE 1205. Professional Boundaries. (0).

FE 1220. Teaching Parish. (0).

Three semesters required of PLTS MDiv students prior to Internship.

FE 1810. Shin Buddhist Services & Ceremonies. (3).

SHIN BUDDHIST SERVICES AND CEREMONIES Teaches chanting and ceremonial required for ministerial service in the Jodo Shin Hongwanji-ha tradition. Offered every other semester.

FE 2000. Clinical Pastoral Education. (12.00).


Requires at least 20 hours per week. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Taken at a center approved by the Assoc. for CPE under the supervision of an ACPE accredited supervisor who reports progress to the student's Field Education Director and writes evaluations to be placed in the student's permanent file. Requires at least 20 hours per week. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Taken at a center approved by the Assoc. for CPE under the supervision of an ACPE accredited supervisor who reports progress to the student's Field Education Director and writes evaluations to be placed in the student's permanent file.

FE 2091. Field Education Placement I. (3).

For CDSP students. Supervised ministry in approved placements in the student's living and learning context, for students in a low-residence program. Weekly on-line check-in. Assignments: a learning covenant, weekly meetings with supervisor, weekly online reflections, keeping a journal, special reports as needed, timely completion of evaluation forms. Pass/Fail only. [PIN code required; contact cmccall@cdsp.edu. Auditors excluded.]

FE 2180. Intro to Theological Field Ed I. (3).

For CDSP students. Supervised ministry in approved placements, for students in the residential program. Weekly class sessions. Format: Lecture, discussion, and small groups. Assignments: a learning covenant, weekly reflection papers, timely completion of evaluation forms. CDSP students in first year of field education. Pass/Fail only. Students must have made arrangements for an approved placement. PIN code required; contact cmccall@cdsp.edu.

FE 2203. Cross-Cultural Experience. (0).

Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv, MCM, and MTS students only. [FE 2204; Auditors excluded].
FE 2250. Clinical Pastoral Education. (0).
Clinical Pastoral Education is a program of supervised, experience-based learning in pastoral care certified by the Association for Clinical Pastoral Education (ACPE). CPE brings theological students and ministers from different denominations and faiths into supervised clinical settings in which students provide care for persons in crisis. Through feedback from peers and teachers in the group setting, students develop new awareness of themselves as persons and of the needs of those to whom they minister. Successful completion of one unit of CPE is required before a student may begin an internship placement.

FE 2620. Theology of Ministry Practicum. (6.00).
Elective course in special Contextual Education placement or field research for Evangelism and Justice requirements. [Auditors excluded].

FE 3300. Advanced Theological Field Ed I. (3).
For CDS students. Second year of supervised ministry in approved placements and weekly class sessions on campus. Format: Seminar. Assignments: weekly reflection paper, approved learning covenant, end of term evaluations. Pass/Fail only. Students must have an approved field placement. [Pass/fail only; PIN required; contact cmccall@cdsp.edu].

FE 4012. Clinical Pastoral Education. (1-10).
This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed into the student's permanent files. Discuss first with your advisor and then faculty. Final evaluation from CPE supervisor needs to be sent to faculty by the last day of the semester to receive credit. Every year SKSM offers an orientation to CPE and to the application process; students are responsible for applying and securing a place in a CPE program. Please check the SKSM Student Handbook for more information. Auditors excluded.

FE 4020. Internship. (0).
PLTS students only. Completed Requirement/Not Completed Requirement (CR/NC) only.

FE 4053. Congregational Fieldwork. (0.5-5).
For SKSM students. Fieldwork is an opportunity to put into action the theory learned in the classroom. Working in a congregation gives the student a chance to develop their unique pastoral voice while navigating complexities of a congregation's history, culture, systems, and ethos. Fieldwork placements may include: teaching a religious education class for children or adults, working with a youth group, serving on a pastoral care team, participating in a stewardship campaign and more. Please arrange with the professor. Faculty Consent required; Auditors excluded.

FE 4061. Community Fldwrk January. (0.5-2).
Taught by SKSM. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. [Faculty Consent required; 30 max enrollment; Auditors excluded].

FE 4063. Community Field Work Summer. (0.5-5).
For SKSM students. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. Faculty Consent required; Auditors excluded.

FE 4250. Internship. (6).
Candidates for ELCA ordination are required to complete 12 months of full-time internship in a congregation or an agency/congregation combination, under the supervision of an experienced pastor. The purpose of internship is to facilitate student vocational skill development and assist in student pastoral formation. Supervising pastors work with students in the various areas of pastoral ministry and reflect with them about their learning and growth in regular supervisory sessions. The internship lay committee also meets regularly with the intern and is involved in the preparation of the intern for ordained ministry. Quarterly and cumulative evaluation reports are submitted to the Office of Contextual Education by the supervisor, intern, and internship lay committee.

Functional Theology Courses

FT 1002. Research & Writing Lab Seminary Contxt. (0).
Working on a paper, thesis, or class presentation? Need help with overcoming procrastination, writer's block, or writer's anxiety? The purpose of this lab is to offer a weekly block of time wherein an instructor is present to offer support for, and feedback on, student research, writing, time management, and goal setting. This communal environment provides accountability and energy to increase motivation and productivity. The instructor is available during this time-block to meet with students one-on-one in a nearby room for periods of fifteen minutes to half an hour as needed.
FT 1023. Finding Place, Making Space. (1.50).
Christianity has often given attention to time. In this experiential course, we will engage with questions of place. How do we learn about and facilitate a community through making decisions related to changing space and contexts? How do we create sacred spaces? What do we do with stuff? How do we think about things as idols or icons? What are our attachments? Why? What from our current space needs to be incorporated for continuity, and how can it be made new? How do we consider aesthetics and ethics together? How do we connect our community to a wider community? How will we engage our neighbors in public spaces? How do we communally understand public spaces as “our” spaces (parks, trails, etc.)? What do the spaces we create and the contexts we participate in communicate about our answer to the questions, “Who do you say that I am?”, “Who do we say that we are?”, and “What is important?” Evaluation will be based on participation and reflection papers. Pass/Fail only.

FT 1024. Formation for Ministry Group. (0).
Required for MDiv, MTS degree and CATS students. [5 max enrollment per section].

FT 1062. Interdisciplinary Lectures. (1.5).
Each week a different member of the SFTS faculty will address a common theme from the perspective of his or her discipline, providing students an opportunity to broaden and integrate learning in a key field. The course is required for all MDiv students entering in/after fall 2014 and is open to all masters degree students. Attendance is mandatory, a brief reflection paper is required. Pass/fail only.

FT 1075. Writing for Grad Theo Studies. (1.5).
Taught by PSR. This course will examine writing genres and skills central to graduate theological study. Within their degree programs, students already produce many different kinds of writing, such as personal reflection papers, analyses of case studies, and research papers. This course aims to orient students to these various genres and their distinctive purposes. We will identify key conventions of common academic and theological genres. We will also identify and practice methods of reading and writing that will help students write effectively throughout their coursework. Special attention will be given to two important and importantly different genres: the theological reflection and the academic research paper. Additional genres and writing practices studied will be selected based on student interest. Through writing exercises, workshops of student writing, and discussions of exemplars, students will develop, reflect on, and refine their abilities to communicate clear and complex ideas for their seminar studies and beyond. Meeting times TBD.

FT 1109. Theological Writing I. (1.5).
Taught by ABSW. First semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1111. Graduate Theological Writing. (1.5).
Taught by ABSW. Second semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1130. Church Leadership. (3).
Taught by ABSW. To prepare as ministry leaders in the 21st century, students will be exposed to new paradigms of church leadership. This introductory course designed to provide Masters of Divinity Students with basic principles of church as non-profit administration and management including navigating boards and organizational structures as systems, understanding budgets, assessing organizational capacity, developing staff and /or lay, and understanding social location (i.e., contextual/cultural dynamics of the neighborhood and community). Students will learn organizational concepts, such as transformational leadership, adaptive change, conflict resolution, fund development, and member equipping. Course will include periodic papers and as a final project - an organizational assessment.

FT 1145. Spanish for Worship I. (1.5).
A beginning course on Spanish language acquisition focused on worship leadership in Spanish. “Spanish for Worship I” students will study grammatical principles and will practice their usage in liturgical and biblical sources. The course will include, among other things, class discussions on biblical material, grammar quizzes, liturgical presentation projects, and a visit to a Spanish-speaking worship service of the students’ choice. While the course will utilize Lutheran liturgical materials, the course is open to all GTU students.

FT 1146. Spanish for Worship II. (1.5).
PRE-REQUISITE: SPANISH FOR WORSHIP I Spanish for Worship II is a course on Spanish language acquisition focused on worship leadership in Spanish. This course builds and expands on the grammatical and practical work covered in Spanish for Worship I, a prerequisite for this course. This course will include, among other things, class discussions on biblical material, discussions on selections from Luther's Small Catechism, liturgical presentation projects, a visit to a Spanish-speaking worship service, and the production and sharing of a statement of faith written in Spanish.

FT 1203. Academic Theology Writing & Researching. (2).
PRE-REQUISITE: Methods and Hermeneutics I This course is a general introduction to the tasks of conducting research in order to write academic theological arguments. The course focuses on honing the skills you already have in order to research more efficiently, and writing more precisely in a theological setting (papers, sermons, bible studies, etc.).

FT 1239. Organizing for Public Ministr. (3).
Taught by CDSP. This course focuses on developing skills, tools, and theoretical/reflective capacity for community organizing around multiple issues within a ministry context, and is taught by a team of experienced trainers from IAF (the nation's oldest network of faith-based and community organizations) with additional theological reflection and context provided by a CDSP professor. Format will include lectures, discussion, role-play, small group work, and reading. For those taking the course for academic credit, additional reading and writing, including pre-reading and a pre-course paper as well as a final paper, will be required. The course is open to all members of the seminary community and will also include local non-credit participants from community organizing projects.
FT 1277. Reading Congregations. (1.5).
This course assists M.Div students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological “cultures” of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshiping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community’s understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.

FT 1853. Spanish for Worship I. (3).
Spanish grammar, syntax and vocabulary with the goal of equipping students to lead worship services in Spanish. (To be followed by Spanish for Worship II.) Spanish for Worship I starts with review of basic Spanish grammar as refresher of prior Spanish language study and advances from there by abstracting grammatical principles and vocabulary from liturgical, ministry, and biblical sources. Recommended: One year of college Spanish or equivalent. Beginning students are welcome if intentional in dedicating extra time and work to catch up to level of course.

FT 1854. Spanish for Worship II. (3).
Classroom, face-to-face course. Continuation of Spanish for Worship I. Course focuses on liturgical, ministry, biblical, and theological resources to build language proficiency and confidence in the proclamation of Word and Sacrament liturgies in Spanish-speaking or bilingual contexts. Prerequisites: Spanish for Worship I. Students not having taken Spanish for Worship I could petition professor to enroll if having taken a minimum of two years of college Spanish.

FT 1855. Spanish Immersion: Los Angeles. (3).
FT 1902. Leadership in Ministry. (1.5).
Taught by CDSP. An introduction to a variety of multi-disciplinary tools for leadership in ministry. Through shared learning and case studies, together with theologically/reflect on our own practices, we will develop the courage and imagination needed for leadership. Pre-course readings, lecture, discussion, case studies. Evaluation: class participation, final paper. Audience: low-residency students.

FT 2095. Fieldwork Or Project Development. (1.5).
Seminar for PLTS students to assist in developing their required major paper or project (required for the MTS degree). In addition, for those students seeking rostered status in the ELCA, attention will be given to design and implementation of supervised fieldwork that satisfies both the PLTS degree and ELCA candidacy requirements.

Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to “go and do likewise” in the world. The need is great for vital worship at the epicenter of congregational life. This core worship course for MDiv, MA/MTS, or DMin students will explore not only theology and history of worship as well as ritual theory, but also the depths of spirituality, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations. Course is a combination of lecture, discussion, and practice. Evaluation is based on written papers and practical projects. Class will meet in person every two (2) weeks with brief online reflections on readings due every week.

FT 2203. Cross-Cultural Experience. (0).
Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv and MTS students only.

FT 2204. Ministry Across Cultures. (3.00).
In this course the student will gain increased awareness of our diverse cultural values & pieties; discuss the intersection of ethnicity/race and socioeconomic class, and its repercussions for ministry; reflect theologically on our role as church leaders in the multicultural society of the U.S.; explore ways of practicing anti-racism in our Church; discern specific issues impacting ministry with African Americans, Latinos, Asian Americans, and Anglo Americans in the multicultural context of the United States. Lecture/discussion/films/guest speakers/research presentation/exam. [Auditors with faculty permission]

FT 2208. Bay Area Immigrant Intensive. (1.5).
FT 2255. Church Leadership. (1.5).
This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS M.Div. students prior to internship.

FT 2525. Evangelical Justice Outreach. (1.5).
This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.
FT 2534. Church Leadership. (3).
This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS MDiv students prior to internship.

FT 2820. Church Administration As Minis. (3).
Taught by SKSM. Ministry is relational. This is crucial in all areas of parish administration-budgets, pledge drives, fundraisers, building campaigns, staff supervision, volunteer support, facilities, safety, long-range planning. We will consider ministerial balance and boundaries. What is the pastor's role? Where to prod and when to defer to lay leaders? When to hold a program or a committee together or let it fall apart? How to hire staff and what to pay? We will interview some experts (who learned the hard way). In discussions and papers, we will reflect on articles, books, case studies, videos, sermons and presentations based on your needs, goals and gifts. Open to UUs and other students on an ordination track. [Faculty Consent required; 21 max enrollment; Auditors excluded]

FT 2923. Orgnztnl Leadership Ch & Commnty. (3).
Taught by PSR. This course is an excursion into various forms of organizational leadership in church and community. It includes pre-requisites for leadership, defining leadership, and embodying leadership. The course lifts up the importance of the self and what leaders bring to leadership. It explores the dynamics between the leaders and the communities (or organizations) they serve. The course seeks to the soul of the students. Course format: seminar. Evaluations based on class discussion, reflection papers, research papers. Intended audience: MDiv/MA/MTS/MAST/Dmin.

FT 2942. Evangelism. (3).
This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.

FT 3950. 21st Century Evangelism. (1.5).
This course introduces the theological and practical dimensions of evangelism in the context of the 21st century and with special emphasis on the United Methodist Church. We shall investigate the theological basis of the Christian evangelistic message and think together about the ways this message can be shared in our present reality. Class format: seminar, lecture/class-discussion. Evaluation method: attendance and participation, small reflection papers, book review, and final paper.

FT 4082. Effective Change in Orgs. (1.5).
Innovating is at the core of successful enterprises today whether in congregations, or start-ups, or nonprofit agencies. It requires diligence, discipline and the credible projections of future trends and competitive forces. It requires imagination, focus and human resources. It also requires shared tools, practices and habits of mind. This course will introduce students to the tools and practices of innovation, deep congregational insight, and design thinking in churches. This is a learn-by-doing lab. Students will work collaboratively to understand and then solve challenges of today’s congregational systems. The goal of this course is to equip students with skills and practices that drive administration and management in pastoral organizations, business and social innovation. These practices enable one to meaningfully contribute to congregation-centered problem solving; they emphasize empathy, flattened hierarchies and networked decision making with large and small churches. Students will be introduced to research methods, ethnographic interviewing/observation, analysis and synthesis, reflective thinking, persona and scenario creation, ideation processes, rapid prototyping, collaboration, concept testing, iterative design and narrative communication.

FT 4670. Public Ministry. (3).
This course will explore the calling and opportunities for the church and its members to engage in ministry beyond the walls of the church itself. We will study theologies of the Public Church and also analyze various models for Christian engagement in community organizing, advocacy, and direct services. The course will challenge students to conduct research in these areas and to integrate that with on-the-ground possibilities in their community. Evaluation will be based upon participation in class discussion, a class presentation, smaller writing assignments and a larger research project.

FT 4680. Public Ministry (distance). (0).
FT 8124. Formation for Ministry Group (online). (0).
Required for MDiv degree online students. [Online PLTS students only]

Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to “go and do likewise” in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations.

FT 8227. Reading Congregations. (3).
This online course assists M.Div. students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological “cultures” of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshipping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community’s understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.
FT 9100. Addiction, 12 Steps & Church. (1.5).
Why is there a seminary course on addictions? Are there connections between addictions and the spiritual life and, if so, what are they? How might these issues affect or even shape our lives as ministers? How do our personal and individual values, life experience, and limitations impact our ability to deal with these issues and the people in whom they are embodied? How might God be manifesting in all this? The goal of the course is to familiarize church leaders with the issues of alcoholism/addiction and the 12 step process. This familiarization with alcoholism/ addiction will help church leaders so that they can recognize issues around alcoholism/addiction and refer parishioners to 12 step meetings and trained counselors. We shall try to maintain, or at least come back regularly to, a theological perspective. As we do all this, we shall become comfortable with the language and concepts of addiction and recovery. We shall move rapidly through a large amount of material. References will be available for those who wish to pursue topics in greater depth. We shall look at addiction from the standpoint of the addicted person, the significant other people who get caught up in the process with the addiction (co-dependents), the Church as extended family, and the issues as they relate to the larger community.

FT 9200. Special Topics. (1-3).
Special topics course. May be taken more than once.

HOMILETICS Courses
HM 1001. Introduction to Preaching. (3).
Taught by SFTS. Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

HM 1003. Prophetic Preaching. (3).
Taught by SFTS. This course is co-taught by Jana Childers and Yolanda Norton. This course exists at the intersection of biblical studies, preaching and worship. Students will examine the character and nature of biblical prophecy. The course also asks students to examine examples of prophetic preaching in various cultural traditions. Students will be asked to engage different social issues and currents in the sermons that they write, preach, and evaluate.

HM 1073. Foundations of Preaching. (3).
Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. [Faculty Consent required; 12 max enrollment].

HM 2100. Introduction to Homiletics. (3).
Taught by GTU and CDSP. This is a basic (introductory) course in the theory and practice of liturgical preaching. The class will be centered on the practice of preaching by students, as well as the skills of careful listening and the offering of constructive criticism for the benefit of all participants. The particular emphasis of this homiletics course will be on lectionary-based preaching in a eucharistic context. In addition, there will be reading and discussion on various models of homily preparation valuing ecumenical resources, the various texts in any community which contribute to contextualized preaching, as well as some of the important and emerging contemporary issues in preaching. [PIN code required; contact ghudgins@ses.gtu.edu.]

HM 2230. Liturgical Preaching. (3).
Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. In this course, the student will explore the elements of preaching within the context of the liturgy of the Church and its celebration of the sacraments. [Faculty Consent required; 12 max enrollment].

HM 2244. Preaching: Theology & Praxis. (3).
Taught by PSR. This course will familiarize students to diverse theologies and understandings of preaching so that they will come to understand preaching in their local contexts. Discussions will focus on biblical exegesis, interpretation, sermon form, orality, the person of the preacher, sermon delivery, issues of authority and the ethics of preaching. Weekly assigned readings. Students will preach two sermons in class which will be evaluated by professor and students.

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. [Substitutes for HM-2525 Biblical Preaching].

HM 2256. Prophetic Preaching. (3).
Taught by ABSW. This intermediate lecture/discussion course will equip students with the theories and practical skills of biblical interpretation and sermon design in many settings of prophetic ministries in the 21st century postcolonial societies. Each student will prepare and preach two sermons in class, one on a given text and the other on a student’s chosen text of his or her interest, and write a 10-15 page paper. [Basic preaching or IDS 2260; 12 max enrollment].

HM 2525. Biblical Preaching. (3).
This course uses lecture/discussion to explore strategies regarding sermon content, design, and delivery. Each student prepares sermons and preaches them in class. Evaluation is based on written assignments, sermon preparation, and sermon delivery. Pass/Fail only. Required for PLTS MDiv students prior to internship.
HM 4007. Advanced Thematic Preaching. (3).
Taught by SKSM. This is an advanced hybrid course in thematic preaching intended for students with preaching experience who seek to further develop their unique preaching presence and voice. Topics will focus on thematic development, use of poetic voice, effective sermon construction, pulpit presence, and preaching through the liturgical year. This course utilizes a high level of peer collaboration and review. All religious traditions are welcome. Some of our students (a maximum of four) will be joining us from offsite. If you plan to take this course as a low resident student, you need to have access to video recording equipment (the quality from a laptop is sufficient) in order to present your sermons. [Faculty Consent required; 15 max enrollment].

HM 4087. Contemporary Preaching Theor. (3).
Taught by ABSW. This advanced seminar, designed for advanced Masters and Doctoral students, will deal with various theories around the New Homiletic and related preaching theories which have been discussed for the past four decades. Successful students will have a good grasp of trends in preaching theories that are being dealt with among mainline North American scholars. Students will make presentations, write book reviews and research papers, and take a part in discussion around a selected author or topic each week. A prerequisite: an introductory or basic preaching course.

HM 5015. History & Theology of Preaching. (3).

HM 6010. Homiletical Pedagogy. (3).
This homiletic level course is required for GTU Ph.D. students with a concentration in homiletics. The course consists of observing, participating in and reflecting on various components of an introductory preaching course. In addition, the course will include a seminar-style component in which students will present mini-lectures, share book reviews, and workshop an Introductory Preaching course syllabus. [12 max enrollment].

HM 8101. Introduction to Preaching. (3).
Taught by ABSW. This online course is designed to enable the students to learn the theoretical and practical elements of contemporary preaching; students will be guided to enhance the practical skills of biblical exegesis and the development and delivery of their sermons that are relevant in today's world. The readings for the class will include diverse theological and cultural traditions to expand students' horizons. Students will create two sermons for the class. [Auditors excluded] SPRING 2019 SECTION: Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course. Online version of course HM-1001 [8 max enrollment].

HM 9840. St: Homiletics. (1.5-3).
Special homiletics topic course. May be taken more than once.

Historical ST/Systematic Theol Courses

HSST 0005. Ancient/Medieval Jewish Civilization. (0).
Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 1112. History of Christianity II. (3).
This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. (Flexible Life Students Only Except By Permission).

HSST 1114. History of Christianity I. (3).
Taught by CDSP. Introduction to the history of the Church, from the second century through the end of the Middle Ages. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (4 papers of 2–4 pages each) and a final examination. The course is intended for MDiv and MA/MTS students.

HSST 1115. History of Christianity II. (3).
Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (4 papers of 2–4 pages each) and a final examination. The course is intended for MDiv and MA/MTS students.

HSST 1125. Lutheran Theology:Sources & Hermeneutic. (3).
A study of Lutheran theology with the texts in the Book of Concord in light of their historical roots, significance in Lutheran tradition and global Christianity, and contemporary theological and spiritual considerations. With an ecumenical orientation, the 16th century documents are engaged, critically and constructively, as a companion and living sources for Lutheran spirituality and ministry globally speaking, and for Lutheran spiritually and socially attentive theology that is transformative and speaks to and empowers action vis-a-vis issues of justice and equity and spirituality. Students are invited to explore ways to creatively, faithfully, and intelligently articulate and apply Lutheran hermeneutics in different situations, with new conversation partners and approaches, and with new voices. The study involves an excavation to the specific faces and phases of Lutheranism in the Americas, the place of Lutheran tradition in the framework of global Christianity and the ecumenical scene. [The course prepares ELCA candidates for their required theological review essays.] This course is offered as a seven-week intensive.
HSST 1126. Reading Christian Theology in Context. (3).

This course will introduce students to a variety of Christian teachers and theologians and thereby, with their texts, provide students with a framework for the study of Christian faith in context, familiarity with major developments in theological inquiry, and a map for the diversity of sources and voices that speak particularly to the Christian experience of faith over centuries. Chronologically, the materials engaged range from the 3rd century Christian Creeds to the Enlightenment, concluding with the challenges presented in the post-Holocaust and Scientific revolutions reality. The focus in the study is theological, and the primary intent is to connect students with the Christian sources and hermeneutical explorations. Students are invited to orient towards a critical constructive look into their own faith traditions, historical or theological analysis, and/or methodological and source-critical issues.

HSST 2023. Ancient/Medieval Jewish Thought. (3).

Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 2902. Lutheran Confessional Writings. (3).

This course will examine the writings of the "Book of Concord" in their historical context, as theological documents, and with regard to their importance for contemporary proclamation and pastoral care. Lecture/discussion; midterm and final case studies. Required for second-year PLTS MDiv students and first-year MTS students.

HSST 4157. Orthodox Xtn Ch:history/Thlgy. (3).

Taught by GTU. This course is an introductory survey of the history and theology of the Orthodox Christian Church. Beginning with the Church's pre-Byzantine roots, the course will sketch the development of Orthodox Christianity through the Christological, Trinitarian, and iconoclastic controversies. Historical inquiry will be given to topics such as sin, salvation, and eschatology, as well as Byzantine art, music, and liturgy. The course combines lecture and seminar formats. Evaluation based on classroom participation, one short paper, a classroom presentation, and a final synthesis paper.

HSST 4204. Luther, the Bible, & the Jews. (3).

Martin Luther did not know any practicing Jews but he wrote about the Jewish faith throughout his career. He inherited and developed ingredients for a Christian theology and biblical hermeneutics that are of supersessionist nature. This seminar will probe the logic, ingredients, and context of Luther's comments about the Jews, particularly in his biblical hermeneutics and Christology. Attention will be given to his predecessors and contemporaries, as well as (select) subsequent appropriations of anti-Jewish ideologies in the early twentieth-century. In the post-Holocaust world of theology and history writing, and prompted by the 500th anniversary of the Reformation in 2017, a critical re-assessment of the legacy of one of the most influential Christian teachers facilitates the necessary theological adjustments with the fundamentals of Christian faith for the sake of its transformative relevance in today's global and inter-faith context. This 4000-level course is open to advanced Master's level students and PhD candidates.

HSST 4224. Women and the Reformation. (3).

Women were deeply immersed in and affected by the Reformation of the sixteenth century and contributed in the shaping of their respective traditions. In this class, we will examine women's theological voices and their reactions to the new developments in theology and spirituality - and thereby critically assess the reality of the Reformation's impact with attention to gender factors. The contributions of women from different geographical contexts and factions (Lutheran, Calvinist, Anabaptist, Catholic) are interpreted in light of their published works and with interdisciplinary approaches (theology/history/gender study). This 4000-level seminar, open to MA students, is designed to foster methodological innovation by re-interpreting a significant component of Christian tradition, by including women's works in the corpus of Christian theology, and by doing theological work with historical materials.

HSST 4450. Freedom Theology With Martin Luther. (3).

We will examine a selection of Martin Luther's works, employing different hermeneutical approaches 1) to re-engage Luther towards in-depth understanding of his theological motifs, arguments, contributions, and shortcomings in light of his own context, and 2) to re-engage Luther theologically with contemporary questions in mind, particularly focusing on the topic of “freedom”. A selection of contemporary interpreters will be consulted. In addition, the class provides first-hand familiarity with Luther’s 16th century texts, a lens for critical assessment of the interpretative traditions and trends in Luther scholarship, practice in critical reading of historical texts, and immersion in constructive Christian theology with a focus on the highly relevant topic of "freedom".

HSST 4700. Classics of Xian Journey. (3).

Taught by CDSP. This is a course in historical Christian spirituality, reading classic texts by very diverse writers who used the motif of journey or pilgrimage. It reaches from the second century to the twentieth. The readings change each year, but have included Perpetual of Carthage, Ignatius of Antioch, Origen, Augustine, Gregory of Nyssa, Bernard of Clairvaux, Bonaventure, Dante, Julian of Norwich, Martin Luther, John Bunyan, Teresa of Avila, and Evelyn Underhill. Readings are subject to change until the syllabus is published. Lectures and discussions of the texts. Course work is evaluated through two papers of 8-10 pages each. It is intended for MDiv and MA/MTS students.

HSST 4802. English Reformation. (3).

Taught by CDSP. During the sixteenth century, Christians in England underwent a series of changes in their religion, some violent and rapid, others uneven and slow, that made the country Protestant. During those changes a wide range of writings was produced, many official documents from government and church, that helped shape the changes. In turn, some of those documents gained various degrees of authority in the Anglican church of subsequent centuries. This is a "great books" course, studying those influential documents in their historical context. Extensive reading in primary sources and two papers of seven to ten pages are required. [Pre-requisite: introductory study of the history of Christianity].
HSST 8100/8100. History of Christianity II. (3,3).
This ONLINE course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. Lecture/discussion; 25-30 page journal on the reading and class material. Taught by PSR. This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. Lecture/discussion; 25-30 page journal on the reading and class material.

HSST 8115. Hist of Christianity II Online. (3).
Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and online class discussions. The course is intended for MDiv and MA/MTS students.

HSST 9100. Special Topics. (3).
Special topics course. May be taken more than once.

HSST 9200. Special Topics.. (3,00).
Special topics course. May be taken more than once.

HSST 9400/9820. Special Topics. (3,3).

History Courses

HS 1080. History I. (3).
Taught by SFTS. CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the Bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 1081. History II. (3).
Taught by SFTS. CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

HS 1105. History of Christianity I. (3).
Taught by DSPT. History of the Church from the Apostolic Period until the end of the Middle Ages, focusing, in particular, on its transformation from a small Jewish sect into the international Church of the middle ages. Some attention will be paid to the development of doctrine, but more emphasis will be placed on piety and worship, dissent, missions, mysticism, ecclesiastical organization, and Church relations to secular government. [25 max enrolment; Auditors with Faculty permission].

HS 1120. History of Christianity. (3).
Taught by PSR. This course is a basic introduction to the history of Christianity for students in a variety of programs of theological education. The format includes lecture, reading, class discussion, and the possibility of collaborative projects. The course will treat Christianity as a world religion, and will offer students ways of focusing on denominational history or the history of particular traditions, interpretation of Christianity to non-Christian communities, or the exploration of a particular theme or problem in the history of Christianity. The course will include attention to institutional church developments, theology, and the relationships of Christianity and society. Students will gain skills in finding and interpreting historical evidence, reading and using historical books and articles critically, and the ability to craft a good historical essay or presentation that could be used in an educational setting outside the classroom. Grading will be based on class participation including four written discussion forums on Moodle, and three written assignments.
presentations are required. Analyzed with a view toward understanding and interpreting their impact on contemporary debates. Seminar format; research paper and two (2) in-class presentations are required.

Taught by ABSW. Beginning in Europe and tracing its development in America, this course will survey the history of the Baptist traditions. Attention will be given to prominent persons who helped shape the tradition as well as key social and theological issues that helped define Baptist over the years. This course is also presented as partial fulfillment of the regional polity requirement for ordination in the ABC/USA.

HS 2012. American Lutheranism. (3).
What has it meant to be a Lutheran in “America,” i.e., in the United States? What might it mean to be one now? How might we develop an understanding of “American” Lutheranism as a cultural process whereby individuals and groups map, construct, and inhabit worlds of meaning? In addressing these questions, we will consider significant aspects of “American” Lutheran life?immigration and ethnicity, belief and identity, theology and confession, institutional arrangements, gender, religious practice and piety. Evaluation will be based on participation in class discussion, written assignments, and a final paper. The course will meet three times in-person during the course of the semester: 9/3, 10/15 & 12/10. The September and October meetings are both on Tuesday from 12:40pm to 2:00pm. The one in December is TBA.

St. John Chrysostom is justly celebrated for his intense concern for the poor and disenfranchised. However, some of his views (such as his attitude toward women) are written off as being due to the limitations of time and culture. Using English translations of Chrysostom’s homilies, this course will examine his views on the social fabric in relation to his overarching concern that his flock will attain the kingdom of heaven and to his understanding of what it means to be human. The students will be invited to examine their conceptions of social justice in light of their own basic presuppositions and understandings of humanity. The course will be discussion driven. Evaluation will be based on weekly written reflections, participation in classroom discussions, and one research paper.

HS 2195. Church: Modern to Contemporary. (3).
Taught by DSPT. CHURCH HISTORY, 1451-2013: A SURVEY OF THE LIFE AND STORY OF THE CATHOLIC CHURCH FROM THE FALL OF CONSTANTINOPLE TO THE FIRST DECADE OF THE 21ST CENTURY While the intent is to trace the general trends and conditions that shaped the Church Catholic during 500 years, the opportunity is given students to study more localized events and traditions, noting where movement has taken place to renew the Church and re-launch the Gospel mission. HS2195 is primarily a survey course.

HS 2442. Don Bosco Builder. (3).
Taught by DSPT. This course surveys the life and times of John Melchior Bosco (“Don Bosco,” 1815-1888) from the founding of the Salesian Society (1859) and the unification of Italy (1861) to his death (1888), with particular attention to the political, social, and religious context. This context is particularly important because these twenty-five plus years saw an ongoing laicization of society, an end of the pope’s temporal power, and the diminished influence of the Church in society, first under the governments of the historic Right (1861-1876), then under those much more hostile of the radical Left (1876-1891). Against this turbulent scenario, the course surveys the consolidation and expansion of the Salesian Society and the extraordinary diversification of the Salesian apostolate in the lifetime of the Founder. Format: Lecture, reflection papers. Intended Audience: MDiv, MA/MTS. [12 max enrollment].

HS 2498. Church to 1400. (3).
Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 1st century CE to the 15th and the eve of Modernity. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of historical perspectives and original sources. Requirements include two short essays (5-7 pages): an analysis of one of our assigned original sources and a non-textual analysis--some work of art or architecture from the historical periods covered. Each student will present for discussion one of the original sources in the syllabus. Finally, students will participate in small group ‘Pastoral Application Projects’ which entail communicating historical material in particular pastoral settings.

HS 2571. History of the Eastern Church. (3).
Taught by ABSW. This course surveys the history of “Eastern” Christianity from late antiquity (age of the emperor Justinian) until the present day. The focus will be on the formation three characteristic components of Eastern Christianity: institutions, liturgy and piety, and mysticism and theology. The focus will be on Greek Christianity in the earlier part of the course and Slavic Christianity in the later. We will include Eastern Catholics, Copts, and Assyrian Churches as well as Eastern Orthodox. Relations with the Christian west will also be considered. [20 max enrollment].

HS 2776. Church: 1400 to Present. (3).
Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 15th century to the present. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. These topics include Christianity in the late medieval world, the Reformation, early Jesuit history, faith and the Enlightenment, missiology and the Church in the 20th century. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of perspectives and historical sources.

HS 3577. Homosexuality & Christnty. (3).
Taught by PSR. This course offers an historical overview and survey of attitudes toward homoeroticism and homosexuality in ancient, medieval, and modern Christianity in the West and in present-day American Christianities. Several key figures, texts and movements will be considered and analyzed with a view toward understanding and interpreting their impact on contemporary debates. Seminar format; research paper and two (2) in-class presentations are required.
HS 4001. Swedenborg in History. (3).
HS 4144. Luther and Reformations. (3).
An examination of Catholic and Protestant Reformations broadly conceived, from the late Middle Ages to the late sixteenth century, from Conciliarism to the Formula of Concord and the immediate aftermath of the Council of Trent. Special attention to Martin Luther, his life, his theology and biblical scholarship, his spirituality, and his polemic against others, including Muslims and Jews. Discussion of the reception and impact of Luther's ideas in theology and culture more generally, in the past and in the present present, and in light of the 500th anniversary of the publication of the Ninety-Five Theses in 2017.

HS 4191. Postcolonial Theory & Theology. (3).
Taught by PSR.

HS 4476. Heresies and Inquisitions. (3).
Taught by DSPT. Students in this seminar will read and discuss the sources for Christian dissenting movements during the period 1000-1400. Focus will be on “popular” heresies: Cathars, Waldensians, Joachites, Fraticelli, Dolcinites, Free Spirits, witches etc. We shall also examine how Orthodoxy responded to dissent: persuasion, coercion, repression, and inquisition. The goal of this course will be acquiring the background and techniques needed to understand and interpret original sources on dissent and its repression in the middle ages. The outcome will be that the student is able to write an original research paper, potentially publishable as an article, on some aspect of medieval dissent or its repression, using original sources and showings control of modern scholarly literature on the topic. [10 max enrollment].

HS 4525. The Seven Councils. (3).
Taught by DSPT. The Ecumenical Councils from Nicaea (325) to Nicaea II (787). Theology and Practice of the Conciliar Principle. The dogmatic and disciplinary canons. The interaction of ecclesial and imperial power. Significant personalities and issues. Greek useful but not necessary. Format: lecture/discussion. Research paper and class presentation. [Faculty Consent required; Auditors excluded].

HS 4575. The Other Christian in History. (3).
Taught by PSR. Historical exploration of Western Christian attitudes toward outsiders and aliens from the early Christian era through the early 21st century. Consideration will be given first to theoretical issues involved in the study of “the other” in Christian history, and topics treated will include pagans, heretics, witches, Jews, Muslims, foreigners, immigrants, homosexuals, and members of “minority” groups. Seminar format; two analytical essays; one research paper and two (2) in-class presentations. Intended for MDiv, MA and PhD/ThD students. [Faculty Consent required; 12 max enrollment].

HS 4701. Swedenborg in History. (3).

HS 5022. New Religious Movements. (3).
Taught by GTU. This seminar will introduce students to the research field of New Religious Movements and to the structure and content of the Doctoral Program in New Religious Movements at the GTU. It will initiate students to the techniques of research, introduce some methodologies appropriate to the field of New Religious Movements, survey broadly the two historical periods (nineteenth century alternative movements and twentieth-century alternative movements), and promote skills in organizing and writing. The seminar will be geared specifically to the needs and interests of doctoral students in New Religious Movements, but students from other fields and other programs are welcome. Informed classroom participation is 75% of the final grade, final research paper or pastoral project is 25%.

HS 5133. From 3 Popes to 2 Councils. (3).
Taught by DSPT. After the disputed election of two Popes in 1378, Europe was uncertain which claimant was the true pope and a schism followed. Reform of the church, in head and members, was now demanded on all sides. The schism was healed through the efforts of a generation of canonists, theologians, and secular rulers, with the Church joyfully reunited through the work of the Councils of Constance (1414-18) and Basel (1431-1449). This course will cover the currents of renewal, collegiality, and reform in the Church that continued through the Catholic and Protestant reformations and which find echoes in both Vatican I and II.

HS 5810. History I. (3).
Taught by SFTS. CHRISTIANITY FROM JEWISH SECT TO COLONIAL RELIGION. (ONLINE VERSION) This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world’s largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity’s social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly asynchronous exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. The learning community will be reinforced by periodic web conferences. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.
HS 8020. Baptist History and Polity. (3).
Taught by ABSW. Beginning in Europe and tracing its development to America, this course will survey the history of the Baptist traditions that contributed to the present theological and ethical principles understood as Baptist polity. To identify oneself as Baptist is not a monolithic understanding. Students will find a very diverse practice. In this online course, attention will be given to prominent persons shaping the tradition. Students shall engage in weekly interactive exchange as discussion of readings and exploration of mutual congregational experiences. This course may fulfill the Baptist polity course requirement for ordination in the American Baptist Churches, USA. The exchange should be a fun learning experience through committed readings and invigorating exchange among students with input from the professor.

HS 8100. History of Christianity I. (3).
This online course will trace the history of Christian communities from their inception through the late medieval period. Emphasis on close reading of primary texts and issues of power, authority, the nature of discipleship, and the social and political contexts of Christian witness. Lecture/discussion; four 3-5 page papers and either a written take-home or oral final exam. Required for PLTS MTS and MCM students not taking HS 1112 or HS 2012. (Flexible Life Students Only Except By Permission).

HS 8200. Church History. (3).
Taught by ABSW. This ONLINE course will survey the history of Christianity from its earliest beginnings up to the eve of the Reformation. Special attention will be given to prominent leaders who help shape Christian doctrine. Moreover, key theological, political and social issues will be addressed and primary texts will be used to enhance group discussion.

HS 8417. Hstry of Xtnty in Pacific Reg. (3).
Taught by PSR, ONLINE. HISTORY OF CHRISTIANITY IN THE PACIFIC REGION, a course designed as an elective for MDiv, MA, DMin and PhD students. The usual historical narratives that have helped mainline, ecumenical, and progressive American Christians define their identity do not seem as relevant in the Pacific world where so many do not share the cultural and historical experience from which these narratives derive. In this class we will take a different look at the history of Christianity in the Pacific world and work to build historical narratives that will inspire and undergird the work of strengthening and re-shaping Christian communities for the future and illuminate the relevance of Christian thought and practice for addressing the problems facing Pacific societies. Students will learn skills for finding and interpreting sources of information about history, creating plausible historical narratives, and viewing historical events and persons from more than one point of view. This is an ONLINE course. There will be 4 synchronous webinars scheduled after the first meeting of the class and is otherwise asynchronous. The course will be available on the GTU Moodle platform and will involve students in a number of learning experiences. Grades will be based on written work in the class, the quality of engagement in class conversations, quizzes, and small collaborative projects. PhD students will be expected to use more than one language in their research work. [Auditors excluded].

Liturgical Studies Courses

LS 1010. Plts Worship Preparation. (0).
Worship preparation for PLTS chapel. Pass/Fail only.

LS 1012. Living Worship. (2).
This two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012A. Living Worship Part A. (2).
This is the first of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012B. Living Worship Part B. (2).
This is the second of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1020. Chapel Reflection Ritual Lab. (1.5).
Taught by SKSM. Chapel Reflections is an experiential class that workshops SKSM Chapel worship toward creating deeper understanding of and skills for ritual creation. Chapel services are defined as "an opportunity for the whole school to come together for worship and renewal... rooted in Unitarian Universalist practices and heritages present in our community." Each session of Chapel Reflections will reflect on ritual leadership demonstrated in the preceding chapels. Through focused reflection, students will have an opportunity to more deepen their understanding and implementation of successful community-building devotional workshop practices. Chapel Reflections students are expected to attend SKSM weekly Tuesday afternoon chapel service. [15 max enrollment; Auditors excluded].
Taught by PSR. For many communities of faith, worship forms the heart of their life together. It is a place where participants learn the behaviors, rhythms, and patterns of faith that form them for lives of spiritual and social transformation. In this introduction to the practice of worship, we will examine the ways in which worship both shapes and is shaped by culture, history, theology, language, and practice. As we investigate the different movements and rhythms of worship and sacraments, students will learn to harness the power of embodied spiritual and ritual practices in different ministry contexts by critically and constructively engaging liturgical texts and contexts, by designing multisensory, intercultural, and meaningful worship services, and by practicing their leadership of different elements of worship, all while immersing themselves in their own unique religious/denominational, historical, and cultural styles of worship. This lecture/discussion course will be evaluated by attendance, participation, weekly critical and constructive reflections, midterm exam and final worship design synthesis project. [Auditors with faculty permission].

Taught by JST. The Eucharist from historical, liturgical-theological, spiritual, musical and pastoral points of view. In this course will be studied the structural elements of the order of the Mass from the following points of view: 1. Historical aspects 2. Liturgical and theological aspects / Documentation 3. Reflection / The mystagogical implications 4. Musical aspects 5. Pastoral aspects.

LS 2171. Worship Lab. (3).
Taught by ABSW. This course is co-taught by Jennifer Davidson and Nancy Hall. Students enrolled in this course will develop practical worship planning skills that are intentionally multicultural, historically informed, and theologically robust. Participants will be given the opportunity to engage in discussion and hands-on creation of different elements of worship in a collaborative environment. Mindful participation in worship experiences will be cultivated through weekly, focused worship journals that encourage students to pay attention to particular themes related to course content. Students need to attend weekly worship experiences in order to fulfill the worship journal requirement. Required readings will help inform students' perspectives. Guest speakers will provide rich and diverse perspectives on worship planning approaches. This course is taught from and toward Christian worshiping contexts. It is primarily intended for MDiv and MCL degree programs, although MA students with a particular interest in worship may also enjoy this course.

LS 2175. Plan Worship- Day Season Theme. (1.5).
Taught by ABSW. Using as our course textbook “The New Manual of Worship,” (Judson Press, April 2018) by Dr. Nancy Hall, students will explore basics of worship planning, the Christian liturgical year, and special days, seasons, and themes that are part of congregational life. We’ll be writing prayers, creating liturgies, and singing hymns and songs for various occasions. Weekly reading assignments will include thought-provoking articles from online blogs, journals, and other sources on the nature of worship in an era of shifting demographics, interfaith partnerships, and boundary-crossing theologies. Learn about online and print resources that will help you plan innovative and rich worship and music experiences for any congregation. This course is open to all students in the GTU and also to community members and auditors -- lay persons, directors and ministers of music, pastors and ministry staff.....all denominations and faith traditions....everyone is warmly welcomed! [Auditors with faculty permission].

LS 2225. Living Worship A. (2).
Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 2226. Living Worship B. (2).
PRE-REQUISITE: LIVING WORSHIP A Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 4220. Research in Music & Liturgy. (3).

M.Div. Course Courses

MDV 3010. Plts Exchange Program. (0).
ELCA SEMINARIES’ J-TERM CROSS-REGISTRATION COURSES The ELCA Seminaries’ J-Term Reciprocity Program permits degree students enrolled at any of the ELCA seminaries to cross-register for select J-Term courses hosted by the other ELCA Seminaries. Only the courses listed below are available for cross-registration. For further information, consult the host seminary’s website or Registrar. For on-campus courses, students are expected to contact the host seminary regarding housing arrangements (the cost of which is the student’s responsibility).

For MTS/MDiv degree students preparing for comprehensive examinations, writing a thesis, or completing a project. 0.0-6.0 units.
New Testament Studies Courses

NT 1001. NT Introduction: Paul. (3).
Taught by SFTS. This course is an examination of Paul's life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deutero-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom": Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, and in tutorials is done with teachers and students discussing questions. Evaluation: Final examination, book review MDiv, MA/MTS.

NT 1002. Intro to the New Testament. (3).
This course is an introduction to the field New Testament Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches to the New Testament, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Composition, Synoptic problems, etc..) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate the New Testament for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 1003. Intro to New Testament. (3).
Taught by DSPT. This course will introduce the issues basic to the study of New Testament texts, reviewing the historical and social contexts, surveying the literature in terms of its referents and rhetoric. There will be an emphasis on the continuity between the two biblical testaments. The basic critical tools of modern biblical study will be utilized. The format will be lecture and discussion, with prepared participation expected and occasional short written assignments anticipated. [Faculty Consent required; 20 max enrollment; Auditors excluded].


NT 1014. NT Introduction: Gospels. (3).
Taught by SFTS. This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course hermeneutical implications of the critical interpretation of the bible will be raised and discussed.

NT 1016. Critical Intro to NT. (3).
Taught by PSR. This introductory course to the New Testament begins by familiarizing students with some basic issues of the text (manuscript transmission, translation, and canon) and the Greco-Roman and Judaic context of its writing. We will then focus on the diverse body of texts that form the NT itself, paying special attention to various methodologies of interpretation and the perspectives they represent. Intended Audience: MDiv, MA.

NT 1070. Introduction to N.T Greek. (3).
Part one of a two semester course sequence designed to enable students to read the Greek New Testament. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading the Gospel pericopes from John assigned to Lent and Easter for Year A of the Common Lectionary. Extensive online resources are supplemented by a two-hour weekly in-class discussion session. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1074. Reading NT Texts in Greek. (3).
Part two of a two semester course sequence designed to enable students to read the Greek New Testament. Some attention will also be given to the Septuagint. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading each week one or more pericopes assigned by the Common Lectionary to the following Sunday. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1075. Interpreting the Gospels. (3).
This course introduces the four canonical gospels and several apocryphal gospels, with a focus on their theologies as well as on contemporary methods of interpretation. The class is primarily for pastors who will be preaching, reflecting ethically, and giving pastoral care for parishioners in dialogue with these gospels with their narratives and words of Jesus. [20 max enrollment].

NT 1215. The Gospel of John in Greek. (3).
By reading selected portions of John's Gospel in Greek, students will build vocabulary while constantly reviewing morphology and grammar. Designed for beginning level students who have completed one semester of Greek. Required of PLTS MDiv students who have not met the Greek requirement. Lecture/discussion. Weekly quizzes.

Taught by SFTS. This is an introduction to major hermeneutical theories from Romanticism to postmodernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. MDiv/MATS/MABL/MA. [Elementary Greek].
NT 2225. Paul: Ancient Context, Present, Conception, and Consequences. (1.5).
This course is an introduction to the field of Pauline Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches within Pauline Studies, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Law, Grace, Israel, etc.) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate Paul for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 2235/2238. The Synoptic Gospels. (3,3).
Taught by DSPT. This lecture course first reviews critical and methodological issues in the study of the Synoptic Gospels. Exegesis of selected passages will be used to provide in-depth understanding of the origins of the Synoptic traditions and their theology, ecclesiology and eschatology as seen in the life, Passion, and Resurrection of Jesus and in the early Church. This discussion will include the Christological titles, the miracles of Jesus, the parables of the Kingdom, the Sermon on the Mount, the Passion Narrative, and the Resurrection Narrative. Students will be expected to provide a one-page response to eight selections of readings to be posted on moodle. By the end of the course the student will have an understanding of the first-century historical background to the gospels in the Jewish and Greco-Roman worlds and be able to discuss the historical and theological issues of the Synoptic Gospels against the background of first-century Judaism. Evaluation will be based on the weekly essays (25%), a mid-term (20%), an 8-12 page research paper (25%), and a final examination (30%). [Introduction to New Testament or equivalent - consult with professor if in doubt; PIN code required; 25 max enrollment].

Taught by DSPT. This course will be a basic introduction though at the intermediate level to the fourth Gospel, studying its literary character in detail, with some emphasis as well on its historical issues and reception within the tradition. The structure and symbolism will receive special attention, with students expected to use modern methods (as well as classic methods) to explore these features. Some previous critical study of the NT (either an introduction or another NT course) is required, since the basic tools of NT study must already be in hand. Short written assignments (three to five) and substantial reading of secondary sources and class participation will be used to evaluate student progress. [Faculty Consent required; 20 max enrollment; Auditors excluded].

NT 2257. Gospel of Mark: Then and Now. (3).
Taught by GTU. An examination of key themes of the Gospel of Mark, focusing on the implications for contemporary exegesis and application. Topics may include apocalyptic, miracles, the role of women, and Christian-Jewish relations. Format: seminar with some lecture material. Assignments include discussion, short responses, and a final paper. Audience: MDivs and MAs. [20 max enrollment].

NT 2250. Paul. (3).
An examination of Paul's life, letters, and theology, as well as of the deuto-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deuto-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped.

NT 2258. Pauline Epistles. (3).
Taught by CDSP. An examination of Paul's letters in their original socio-historical and religious context. Various methods and approaches in biblical interpretation will be used to understand the possible meanings of specific texts and their relevance for contemporary Christians and ministry. Format: Lecture, seminars, online discussions, group discussions Evaluation: short papers and exegesis paper Audience: MDiv/MA/MTS.

NT 2253. Paul's Letters-Context & Thlgy. (3).
NT 2250. Methods: Study of the Synoptics. (3).
Taught by JST. nt 2549 Contents and theological perspectives of the synoptic gospels. Introduction to exegetical methods such as historical criticism, narrative criticism and reader's response. Format: Lectures/discussion. Evaluation: Written assignments/research paper/in class and online discussions. The course is intended for MDiv, MTS, MA, and STL students. [Faculty Consent required; 32 max enrollment].

NT 4900. As Nver Seen B4: Visions in NT. (3).
Taught by JST. This seminar will examine material from the NT which describe visionary experiences found in the synoptic Gospels, the Acts of the Apostles, 2 Corinthians, and Revelation. It will use approaches from cultural anthropology, intertextuality, narrative criticism, and media studies to study these segments of the NT. Format: lectures/seminar. Evaluation: student presentations, short written assignments, term paper. [15 max enrollment; Auditors excluded].

NT 6001. Texts and Methods NT. (3).
Taught by SFTS. The Text and Methods seminar is an introduction to the state of biblical studies and the primary methodologies for New Testament. It provides hermeneutical theories from standard historical critical methods to new approaches like postcolonial theory currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. We will focus on 1 /2 Corinthians and Ephesians. Format: Seminar. Evaluation: Final exegesis paper, three reflection papers. Audience: Doctoral Students, advanced MABL. [Faculty Consent required].
Old Testament Studies Courses

Taught by DSPT. This course provides a broad overview of biblical material, starting "at the beginning" and concluding with the expulsion of Jews from the Jerusalem area in the year 135 C.E.

OT 1070. Introduction to the OT. (3).
Taught by SFTS. This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/Hebrew Bible, the history of ancient Israel, the different parts and books within the OT/Hebrew Bible, and the processes from oral to canonical books, different streams of tradition (theologies) within the OT/Hebrew Bible. Evaluation method: classroom participation, several short exams, and short papers. [Auditors with faculty permission].

OT 1076/1077. Intro to Old Testament, Intro to the Old Testament. (3,3).
This course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the nature of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments, and examinations. [PIN required; contact jgonzalez@cdsp.edu].

OT 1080. Introduction to Old Testament. (3).
Taught by ABSW. This course will provide a basic introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 2054. Beyonce and the Hebrew Bible. (3).
Taught by SFTS. This course will explore the social discourse and politics surrounding the music and public persona of Beyonce Knowles. The course will use Knowles as a paradigmatic figure to explore issues of womanist thought, with particular interest in topics of race, class, and gender, focusing on concepts of sexuality, embodiment, agency, etc. These popular social and political issues will serve as a framework to evaluate various texts in the Old Testament/Hebrew Bible. [Faculty Consent required; 20 max enrollment; Auditors with faculty permission].
OT 2056. Film & the Hebrew Bible. (3).
Taught by CDSP. An examination of the interface between biblical literature and film, especially movies, documentaries, and educational material, with reception theory as the methodological framework.

OT 2076. Womanist-Feminist Biblical Interpretation. (3).
Taught by SFTS. WOMANIST-FEMINIST BIBLICAL INTERPRETATION This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history.

OT 2094. Pentateuch & Former Prophets. (3).
Taught BY DSPT. This course, proceeding by lecture and discussion, will involve close, critical and careful study of the Pentateuch and Former Prophets (Joshua through 2 Kings), highlighting the main historical/social issues, the literary tools useful for analysis, and the relevance of the books to various communities receiving them, including ourselves. The books of Genesis and Deuteronomy will anchor study of the other books. Issues of land- its fruitfulness and fragility-will be central. Participants can expect to write about 25 pages, likely in shorter and focused segments (though to write a research paper is an option). Regular, prepared participation is also expected, demonstrating familiarity with both texts and methods of study. [Faculty Consent required; 20 max enrollment; Auditors excluded].

Taught by JST. A socio-historical and literary survey of the Pentateuch and Histories with attention to the effects of culture upon both the composition and reception of these writings in faith communities. The course provides a foundation in critical methodologies and in the theory and practice of exegesis. In addition, we will wrestle with pastoral dimensions of our study - i.e. what is the relationship of these biblical criticisms to the kinds of interpretations made of the Bible in pastoral places outside the academy; what kinds of ethical, social, and ideological impact does the Bible and its interpretation have in our world? [Faculty Consent required; 20 max enrollment].

OT 2145. Intro to the Book of the 12. (3).
Taught by CDSP.

OT 2146. Biblical Prophets. (3).
Taught by DSPT. The course will survey the biblical prophets (except Daniel), though in varying depth. The course will focus particularly on diverse ways in which prophets and the texts we have communicate: with discussion of relevant historical data (8th-5th centuries), with particular emphasis on literary and rhetorical features, and with attention to how contemporary scholars interpret the texts now. The course will make use of lecture and discussion, including five short written assignments designed to indicate how well the student has grasped the major ways in which prophets communicate. Reading will include substantial portions of the biblical latter prophets (15 books) and some secondary literature as well. Alternative assignment: Students wishing to write a 15-25 page research paper with faculty guidance will have that option. [Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 2172. Bible and Archaeology. (3).
Taught by SFTS. This seminar will include introductory material about how the field of archaeology informs biblical students. In particular the course will evaluate how material evidence excavated in Israel/Palestine has informed particular theories around the historicity and meaning of specific Old Testament texts. The course will meet three times during the Spring semester and will culminate with a two-week trip to Israel during the summer of 2018 [dates TBD]. Students are responsible for the additional cost associated with travel. No credit will be given without the trip. Mandatory first meeting is February 2, 2018, 3-6pm. Two additional meeting dates will be decided at this first gathering. [OT 1070; Faculty Consent required].

OT 2608. Wisdom/Writings. (3).
Taught by DSPT. The course provides a survey of most (not all) the books from the Old Testament/Hebrew Bible’s wisdom and writing materials, focused around a particular pair of questions related to answerable living: What is the good life envisioned and described? How do humans achieve and/or receive it? The course is aimed at the intermediate level (so for MA/MDiv/MABL students) who ideally we have had an introduction to OT (e.g., BSSP 1066, Modules A, B). The course is lecture/discussion, with the format varying from session to session. Required will be a good deal of reading (biblical and secondary), active presence and participation, three to five short written assignments, a willingness to engage critical issues of biblical study. Grades will be based on effective discussion and presentation of material well-understood and made useful for participants. Alternative assignment: Those needing a research paper may request to do one. [A recent critical introduction to OT; Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 3205. OT Exegesis: Exodus. (3).
Taught by CDSP. This course will focus on historical, literary, and ideological themes in and around the book of Exodus. The class will attend to the various social, cultural, and religious practices that influenced the construction of narrative, law, and poetry within Exodus. In addition, students will be exposed to Ancient Near Eastern literature that provide a parallel literary and ideological framework to the biblical text. Further, students will be asked to think critically about how Exodus has functioned throughout history, focusing on various kinds of reader-response, post-colonial, discursive criticism of the text. In exploring the range of hermeneutical issues at play with the text, students will be asked to contend with complex issues of how the book of Exodus functioned as both positive and pernicious for both its ancient and contemporary audiences.

OT 3275. Old Testament Exegesis. (3).
Taught by SFTS. RUTH: This seminar surveys and discusses recent literary approaches to the book of Ruth from the late 20th century until now. The introduction of the course deals with conventional questions such as place and date of composition, and political, sociological, and theological features of the narrative. The remaining of the course focuses on literary interpretations of the text with attention to the various methods and approaches used to examine the Ruth story.
OT 4000. Literary Criticism & the OT. (3).
Taught by JST. A survey of the history of literary criticism and an overview of modern literary theory itself, with special attention to its various systems and approaches. An examination of methods for biblical study that have developed with reference to these literary approaches. An examination of how these methods are applied in the criticism of actual biblical texts. [Faculty Consent; 12 max enrollment].

Taught by JST. This course offers a postcolonial study of the Jacob/Joseph Narratives (Gen 25.19-50.26). The concept of tribe is a significant identity marker in both biblical Israel and in Africa. Biblical Israel is an amalgam of tribes (the sons of Jacob). The Jacob - Joseph stories are narratives of identity formation. So too postcolonial African states are amalgams of tribes with contrasting and sometimes competing identities but also shared traditions and values that hold them together. How do these ancient and contemporary narratives function in the construction of both national as well as tribal identity? What are the peculiarities/boundaries of the tribes? What are their shared traditions and values?.

OT 4109. Josh & Judg-Afr/Afr Am Persp. (3).
Taught by JST. JOSHUA AND JUDGES - AFRICAN/ AFRICAN AM PERSPECTIVES This course studies the narratives of the books of Joshua and Judges with particular attention to issues of land, inter-tribal relations, and issues of identity as tied to land. In addition to exegetical study, readings of African and African American scholars will form the basis of much of this investigation.

OT 4390. Wisdom/Writings. (3).
Taught by JST. A seminar for advanced students [MA, STL, MDiv] that explores the Wisdom books of the Hebrew Bible (especially Proverbs, Job, Ecclesiastes) and some Deuterocanonical Books (especially Ben Sira, Wisdom of Solomon, Baruch) and prose works (Esther, Judith, Tobit, Song of Songs, Additions to Daniel & Esther). Assessment: seminar participation, class presentation and research paper. [Faculty Consent required; 12 max enrollment; Auditors with faculty permission].

OT 4420. Old Testament Prophets. (3).
Taught by JST. An investigation of the historical, compositional, and literary dimensions of the prophetic books of the Hebrew Bible. An exploration of how the message of the biblical prophets integrates the theological traditions of the past with the distinctive socio-cultural realities of their own context. Central to these investigations will be our study of these biblical texts in conjunction with relevant outside readings as well as contemporary ministerial issues and challenges with which they intersect [Faculty Consent required; 20 max enrollment].

OT 4421. Jeremiah and Empire. (3).
This course examines the book of the prophet Jeremiah and its historical context amidst the Neo-Assyrian and Neo-Babylonian empires. The portrayal of the prophet in the theo-political roles as advisor to kings, divine messenger to peoples and nations, as well as representative of YHWH will be explored, especially as this sheds light on the peculiarities of prophecy in this book. Exploration of the text will call attention to theological, liturgical and societal implications for contemporary faith communities. This exploration will be done with the help of postcolonial theory, empire studies and other critical theory. Evaluation of the course includes class participation, written assignments and an exegetical project. Fulfills PLTS Prophets requirement for PLTS students. [An intro course in OT; Auditors with Faculty permission].

OT 4422. Reading Isaiah With Hope/Peace. (3).
Taught by CDSP. This course examines the book of Isaiah from the central Jewish and Christian frames of hope and peace. These major foci, hope and peace, present the opportunity to interrogate the total scope of the book of Isaiah as well as its constituent parts. Hope and peace will also assist in reading the book in the midst of contemporary challenges such globalization, war, terrorism, national security, ethnic identity and boundaries. Participants will spend time reflecting on theological appropriations of the book of Isaiah in the context of the book itself and various present day social settings. Participants will be assessed based upon discussions, written assignment, presentations, and project development. This course fulfills the Prophets requirement for PLTS students.

OT 8107. Intro to OT - ONLINE. (3).
Taught by SFTS. Online version of OT-1070: This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/HB, the history of ancient Israel, the different parts and books within the OT/HB, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/HB, etc. Evaluation method: classroom participation, several short exams, three short papers. [Auditors with faculty permission].

OT 8174. Introduction to OT. (3).
Taught by ABSW. This ONLINE course will provide a basic online introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 8175. Intro to Old Testament- Online. (3).
This online course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the notion of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments and examinations. [PIN required; contact jgonzalez@cdsp.edu].
Religion Psych Courses

PS 1006. Intro to Pastoral Care. (3).
This course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions. Students will use most of the class time to discuss readings and engage in the analysis of case studies in small groups, though the instructor will give short lectures to present background information supplemental to the readings for each week. The course assumes no prior knowledge or experience in pastoral care. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.

PS 1009. Introduction to Pastoral Care. (3).
The purpose of this course is to grow in self-understanding as helping persons to understand the context for situations of care, to learn an approach to pastoral care that can serve as a framework for working with people in a variety of crisis situations, to foster empathetic ways of listening and responding and to develop skills of self-criticism about our pastoral care work. These aims will be developed through assigned readings, class lecture and discussions, and role playing practice in small groups. [30 max enrollment].

PS 1010. Intro to Pastoral Theology. (3).
Taught by CDSP. This is a basic course with focus on practical application in pastoral ministry based on sound pastoral theological understanding. It will explore all the areas in congregational life in which pastoral ministry might be needed. Based on lectures, readings and conversations, students will be required to develop the appropriate response in certain situations using preaching skills, counseling, and other forms of pastoral ministry. We will also look at the restrictions under which counseling can take place or is required as directed by national or diocesan church canons. Based on role-playing, written reflections and classroom participation students will be graded on a pass/fail basis. Students may also audit the course. This course is intended for M.Div and MA/MTS students.

PS 1014. Introduction to Pastoral Care. (3).
Taught by SFTS. This is an introductory course in the important ministry of pastoral care and counseling. It is designed to introduce the M.Div. student to the basic concepts, dynamics, issues and skills necessary for effective pastoral care. This course will teach both theory and the skills of pastoral care. The course will include lectures and skill practice small groups. This course requirements include regular attendance, personal reflection papers, quizzes, and a final case study.

Taught by DSPT. Highlighting pastoral case material and interpersonal process, the course introduces students to the basic interviewing skills of pastoral counseling and provides an overview of clinical psychopathology. This course understands psycho-logical distress within the context of pastoral counseling from a biopsychosocial and spiritual perspective. The challenges of trauma, addiction, and recovery are especially highlighted. Through interviewing and group facilitation, students will hopefully experience themselves as pastoral agents of healing. Taught from a clinical psychodynamic perspective with attention to professional ethics for pastoral ministers, direct experience with underserved populations is required - students will be offered short term pastoral opportunities with homeless populations recovering from trauma and/or addiction. These community engaged learning opportunities are scheduled for some late afternoons on Friday and/or two Saturdays during the semester. Regularly scheduled sessions meet at St. Albert Priory in Oakland. Intended audience: MDiv, MA. MTS COURSE GOALS: 1) Provide an overview of the spectrum of abnormal psychology and how to identify and work with psychopathology within pastoral counseling. 2) Offer the content and skills foundation for a practical and experiential understanding of clinical assessment, formulation, and therapeutic interventions and how they serve as resources for effective and ethical pastoral counseling. 3) Develop the basic scholarly foundation for students seeking careers in clinical psychology, pastoral counseling, or related fields.

PS 1026. Intro to Pastoral Care/Theo I. (1.5).
Taught by CDSP.

PS 1060. Pastoral Care & Congregations. (3).
This survey course is designed to introduce students to the fundamentals of pastoral care, including its history, literature, theories and practices. Students will explore pastoral theology and pastoral care practice as essential components within Christian and other faith traditions and parish ministry. In this respect, students will further explore the nature of holistic care for individuals and families within faith and social communities. Through film, lectures, texts/readings and class discussions, this course will consider pastoral care and counseling principles and approaches and their relationship to common issues and concerns, e.g., worship and spiritual needs, marriage and family, sexuality, boundaries, illness, loss, grief, death and dying. In light of the fact that students find the role plays very helpful in their formation as pastoral care providers, this class will be taught twice each week; one class is devoted to lecture and the other class is a lab structure for modules (role plays). [20 max enrollment].

PS 1062. Congregational Care. (3).

PS 1145. Pastoral Care I. (1.5).
Part I of the Pastoral Care sequence. Theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups.

PS 1146. Pastoral Care II. (1.5).
Part II of theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups, etc. PREREQUISITES: Pastoral Care I.
PS 1366. Psychology of Flourishing. (1.5).
Taught by GTU. EXPLORING SPIRITUAL GROWTH IN COMMUNITY Informed by the fields of positive psychology and Christian spiritual formation, this course will examine the possibility of cultivating our lives of faith and community in a culture that pushes us to live shallowly and relate to other people superficially. We will look at recent writing on flourishing (including Susan Phillips’s “The Cultivated Life: From Ceaseless Striving to Receiving Joy”) and moral community (including Jonathan Haidt’s “The Righteous Mind: Why Good People Are Divided by Politics and Religion”). Practices of personal and communal development will be taught in an environment of mutual interest and respect for individual differences. We anticipate a lively and diverse mix of class participants, and the class is open to all. Evaluation will be based on self-analysis paper (3000-4000 words) of one’s spiritual and moral foundations and practices, integrating texts, classroom discussions, and more. Course will meet on two Saturdays.

PS 2862. Pastoral Care in Anger & Conflict. (1.5).
Taught by ABSW. For spiritual caregivers, anger—both within ourselves and encountered in those for whom we are caring—is often misunderstood, and anger and conflict frequently create an apparent impasse in ministry. To address this situation, students in this course will learn about the physiology of emotions (specifically anger), explore their own personal/cultural/familial awareness of anger, engage a theology of anger and conflict, and practice strategies for offering spiritual care with angry persons and/or in conflictual interactions. Course format includes discussions, lectures, simulated pastoral encounters, films, and student presentations. Evaluation will be based on class participation, reflection papers, and a case study.

PS 8430. Forgiveness. (3).
Taught by SKSM. FORGIVENESS & MORAL REPAIR In this on-line class, we will meet people from all over the world, from a variety of religious and cultural traditions, who have practiced forgiveness as a means of healing, reconciliation and/or liberation. We will also explore the concept of “moral repair” or how we individually and collectively might apologize, repent, and/or make amends after wrong-doing. Through readings, films, and spiritual practice exercises we will develop our “forgiveness” muscles. We will also explore ways of using forgiveness to strengthen our pastoral, prophetic and public ministries. This class will be experiential and multi-faith, drawing on personal and communal narratives, neuroscience, and psychology. Evaluation will be based on weekly reflections, spiritual practice exercises, and class discussion. [Faculty Consent required; 20 max enrollment; Auditors excluded].

PS 8450. Illness, Health & Healing. (3).
Taught by SKSM. This course invites students to listen for the voices of the ill, even when those voices are full of pain or have been long ignored. Students will develop spiritual care skills and practices to promote health and healing that will enhance their ministries and their lives. The course will draw from narrative medicine as well as scriptures and healing stories from a variety of religious traditions. Format: Class Discussion. Method of Evaluation: weekly reflections, spiritual practice exercises, and projects. Intended audience: M.Div., MASC, MA. This online course is asynchronous. Low residency. Relates to Threshold #: 5; 7; and 8 Relates to MFC Competencies #: 2; 3; and 6 [20 max enrollment; Auditors excluded].

Systematic Theology Courses

ST 1084. Systematic Theology I. (3).
Taught by SFTS. The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God’s relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. [Auditors with Faculty permission].

ST 1085. Systematic Theology II. (3).
Taught by SFTS. This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologians. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being “saved by grace through faith alone,” and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments.

ST 1091. Theology: Nature & Method. (3).
Taught by DSPT. This course (formerly titled “ST-1710 Theology: Method & Structure”) is an introduction to the nature, method, sources, and structure of theology, focusing on (but not limited to) the Roman Catholic tradition and St. Thomas Aquinas in particular. Issues to be considered include: the nature of theology, its method, the relationship between philosophy and theology, the theology of revelation, and the respective roles of scripture, tradition, magisterium, faith, and reason in theology. The course also introduces students to writing research papers in theology. Format: Lecture & discussion, with some student presentations. Assignments for evaluation: (1) class participation; (2) oral reports; (3) one research paper (in stages, including proposal, initial version, & final version) of 4000-5000 words. Intended audience: MA, MDiv, and MTS. students.

Taught by JST. The purpose of this survey course is to provide an overview of the development of the theology of the Holy Spirit from its scriptural foundations, its early patristic development focusing mostly on Augustine and Gregory of Nyssa as exemplars of Western and Eastern approaches, key developments in East and West after the medieval schism, and some modern pneumatological developments in the work of Sarah Coakley, Robert Doran, Hans Urs von Balthasar, John Zizioulas, and others. Sacramental, ascetic, pastoral, and ecclesiological issues will be considered throughout the course. The format of the course is lecture and discussion, with assessment conducted via short papers and a final examination. The course is designed for all MDiv, MTS, and MA students. [30 max enrollment].

ST 2012. Theology of Pope Francis. (3).
Taught by JST. This course will examine the writings and addresses of Pope Francis in order to articulate his animating theology and spirituality. The course is open to any degree-seeking student. Assessment will be based on participation (including presentations) and papers. [15 max enrollment].

Taught by JST. This course examines the nature and function of theology through a systematic inquiry into the dynamics of faith and revelation, the role of scripture and tradition, the use of religious language and symbols, the genesis of doctrine, the operation of theological method, and the relationship of theology to praxis. This course introduces basic theological concepts and terms, exposes students to a range of major theologians and theological styles, and situates the study of theology in the life and ministry of the Church. For these reasons, this course can serve as an introduction to the study of theology. It is designed for MDiv students and others in first degree programs (MA, MTS, etc.). This course will use a lecture/discussion format. Evaluations will be through short papers, class presentations and two exams.

ST 2029. Contemp Anglican Theologians. (3).
Taught by CDSP. This course will examine the work of several Anglican-identified theologians treating a variety of themes and topics. This will allow us to encounter and learn from the many ways in which Anglican theologies are engaged theologies, theologies that challenge us to rethink how we imagine and interact with both church and world, and that provoke deep transformations in the lived life of faith. This is a seminar course focused on close reading and discussion of texts by Sarah Coakley, Kelly Brown Douglas, Jay Emerson Johnson, William Stringfellow, Kathryn Tanner, Keith Ward, and Rowan Williams, along with a few stand-alone articles. The requirements are active classroom participation and a research paper of 18-20 pages on the work of an Anglican theologian not encountered directly in the course readings, selected in consultation with the instructor. The course is appropriate for students in all degree programs and there are no prerequisites.

ST 2160. Introduction to Theology. (3).
Taught by PSR. The course emphasizes liberatory, and contemporary thought, through brief but in-depth encounters with historically pivotal or influential essays, texts, thinkers, and ideas. Students will learn to use and interpret basic theological concepts and models, using traditional vocabularies (doctrine of God, creation, theological anthropology, Christology, suffering and evil, soteriology, pneumatology, eschatology) by engaging a variety of theological texts critically and creatively. Students will be invited to participate as theologians while gaining a sense of how theology is a temporal, contextual, ongoing and imaginative endeavor, in which present articulations are flooded with, produced by, argue with, extend, contradict, and depart from inherited claims about the relations between God, Jesus/Christ, the Holy Spirit, humanity, life, and the universe(s). Course format: Lecture and discussion. Evaluation: Class participation, Moodle posting, 2 brief papers and term paper.

ST 2188. Thlgy I:Introducing Practice. (3).
Taught by CDSP. This course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, Christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [Faculty consent required].

ST 2190/2225. Constructive Theology. (3,3).
In this course you will be introduced to the disciplines of constructive theology - its methods, its sources, and its expressions in various faith communities. You will consider the doctrines of the Christian tradition in their biblical, historical and present-day developments; interacting with voices both ancient and contemporary from a variety of communities, contexts and concerns. Together we will learn how to engage the work of theology today, using the resources of our Christian traditions and other scholarly disciplines for the sake of developing the systematic/constructive habitus you will need in order to serve as theological leaders in a variety of communities and ministries. Lecture and discussion format. Three written assignments (research paper/constructive project/credo essay) and class participation form the bases of student assessment. (This course is an approved substitution for ST 2003 Systematic Theology.).

ST 2232. Historcl Dwlpmt of Christology. (3).
Taught by DSPT. The primary purpose of this lecture course (designed for the MA/MDiv/MTS levels) is to survey the main lines of Christological development from the earliest Patristic writers through Aquinas. The areas of particular concentration will be the Patristic development from Nicea to Constantinople III and Aquinas’ Christology and soteriology. Its secondary purpose is to survey the main lines of Marian doctrine, both as it has evolved historically, as it is being revisioned by contemporary authors. Modern and contemporary developments in Christology, including the various “Quests” of the historical Jesus, will be covered in ST 3115, Contemporary Christology, in the spring semester of 2016. The requirements for the course are attendance, and 20 pages of written work distributed over three essays. NOTE: this course is a prerequisite for ST 3115. [Auditors with Faculty permission].
Taught by DSPT. Beginning with the scriptural understanding of the Trinity, the course will trace the development of the doctrine, especially in the theology of Thomas Aquinas, and then examine certain contemporary approaches to the doctrine against that background (Schleiermacher, Barth, Rahner, Moltmann, Boff, LaCugna). Lecture/discussion. One 15-20 page research paper or two 7-10 page research papers. Intended audience: MA/MTS/MDiv.

Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of “Antiochene” and “Alexandrian” emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the “liberal” Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [25 max enrollment; Auditors with faculty permission].

ST 2458. Introducing Ecclesiology. (3).
Taught by JST. This lecture course is an introduction to ecclesiology. We will survey biblical, historical, cultural, and theological resources for the understanding of the Christian churches, with particular emphasis on ecumenical concerns and global perspectives. By considering the social and cultural contexts, we will survey the various ways in which the Christian community has understood itself historically, and the polar tensions that have perforced the present. Among the issues to be discussed are the purpose or mission of the Church, its relationship to the world, and the interaction between global and local churches. The class is taught from a Roman Catholic perspective with cross reference to Protestant and Orthodox ecclesiologies. Foundation course for MDiv and MTS students. ThM/STL/STD students should consult with the instructor for an semi-independent coursework on ecclesiology SRC-8888. [25 max enrollment].

ST 2488. Theology II: Deepening the Practice. (3).
Taught by CDSP. This course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu.]

Taught by JST. This course studies the theology of liberation from the perspectives of African and African American experiences. It presents and analyzes the origins, the sources, the challenges and fundamental concepts and themes of African and African American liberation theologies. It also discusses major African and African American American liberation theologians, comparing them, contrasting them, and evaluating their contributions and their theological relevance. It shows how African and African American liberation theologians promote the connection between the proclamation of Christian faith and the struggle for liberation, calling Christians for a preferential option for the poor and for social justice, and presenting God as a God of the poor and for the poor, a God of the oppressed, a God of liberation, who is against all forms of oppression and imperialism. Sensitive to the ecumenical perspective of liberation theologies, our reading list includes both catholic and protestant liberation theologians from Africa and from America. [20 max enrollment].

ST 2645. Theological Anthropology. (3).
Taught by JST. Theological Anthropology studies the reality and mystery of our human existence in light of Christian traditions of philosophy, theology and scripture, with a particular focus on the Catholic tradition. It attempts a foundational theological inquiry into human self-understanding, including concepts of person, affectivity, sexuality, individuality and community. This examination will also be informed by what we know from contemporary social and natural sciences. A major portion of the course will consider examine the human-divine relationship through the Christian narratives of creation-redemption, grace-sin, and the final fulfillment of human existence. Discussions in the course will invite dialogue with perspectives on the human person offered by non-Christian religions. [20 max enrollment].

ST 2661. Introduction to Eschatology. (3).
Taught by JST. This survey course examines the scriptural, historical, traditional, and systematic development of theologies of “the last things” (the final judgment, the recapitulation of all things in Christ, resurrection, hell, etc.). Various classical, modern, artistic, and literary sources from Roman Catholic and other Christian perspectives will be considered with an eye to reinforcing students’ systematic-theological foundations, but also with attention to pastoral and sacramental concerns. Topics such as social sin and social hope will be touched upon. The course is designed for MDiv students and others in first degree programs (MA, MTS, etc.). This course will use a lecture/discussion format. Evaluations will be through short papers, class presentations and two exams. [30 max enrollment; Auditors with faculty permission].

ST 2664. Christian Eschatology. (3).
Taught by PSR. Christian Eschatology: Theology from the Edges explores the Christian eschatological imagination through a careful engagement with pre-modern and contemporary texts dealing with the theological category of the future. Students will be encouraged to reflect on the ways in which visions of the future inform particular (and often ambiguous) social and political dispositions and sensibilities. Course will include readings from pre-modern sources (Augustine and Joachim of Fiore) and contemporary theological works: Jürgen Moltmann, Rubem Alves, Catherine Keller and also a section on contemporary fiction dealing with the post-apocalyptic imagination. Class format: lecture/discussions. Requirements include: class participation, a theological essay, and a final creative project.
ST 3067. Theology of Sacraments. (3).
Taught by DSPT. This course will introduce students to systematic theological reflection on the sacraments in general and on each of the seven sacraments. While other traditions will be touched upon, the focus will be on the Roman Catholic tradition, especially as found in the teachings of St. Thomas Aquinas. In this tradition, it is believed that (1) the sacraments, being instituted by Christ and deriving their own power from him, introduce us to his divine life; and (2) these sacraments are celebrated by the Church, so that this life may be professed and shared. This course focuses primarily on the first of these two fundamental aspects of the sacraments, although the second (liturgical) aspect will be presented in many ways. Format: lecture and discussion. Requirements: weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, brief presentations, annotated bibliography, and a final exam. Intended audience: MDiv, MA, and MTS students.

ST 3069. Special Topics in Sacraments. (3).
Taught by DSPT. This course will help students to deepen their systematic theological reflection on the sacraments in general and on each of the seven sacraments, with a particular focus on the sacraments of Eucharist and Holy Orders. The Roman Catholic tradition as exemplified in the teachings of St. Thomas Aquinas, with reference to its historical context, will provide the basis for reflection. Students completing the course will be able to explain, discuss, and apply the insights gained here for preaching, catechesis, liturgy, and further theological studies. Format: Lecture and discussion. Requirements: Weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, brief presentations, annotated bibliography, and a final exam. Intended Audience: MDiv or MA Theology students; other graduate students admitted with permission. [An introductory course in sacramental theology; Auditors excluded].

ST 3115. Contemporary Christology. (3).
Taught by DSPT. This lecture course (designed for the MA/MDiv/MTS levels) will trace the modern development of the various “Quests of the Historical Jesus” (First, Second, and Third), with particular emphasis on Edward Schillebeeckx’ hermeneutical and theological principles and James Dunn’s historical Christology, as well as on several other important “Third Quest” figures (Crossan, Brown, Meier, Wright, Theissen, and Sanders). Requirements for the class are regular attendance, and 20 pages of writing (to be distributed over three essays assigned by the instructor). The prerequisite for the class is to have completed ST 2232 (Historical Development of Christology) or its equivalent (work assuring a fairly comprehensive knowledge of the Patristic/coronal development of Christology from Ignatius of Antioch through Constantine the Great, and of Aquinas’ understanding of the hypostatic union in the framework of his metaphysics of “esse”). [ST 2232 or equivalent; Faculty Consent required; Auditors with Faculty permission].

ST 3128. Theological Anthropology. (3).
Taught by DSPT. This course is an introduction to historical and contemporary issues in Christian anthropology, with an emphasis on the theology of Thomas Aquinas. It will consider (a) the human person created in the image of God, according to the states characterized by innocence, sin, law, grace, and glory; (b) historical justification & nature/grace controversies; and (c) hope & eschatology. Format: Lecture & discussion. Assignments for evaluation: (1) class participation; (2) a book review; (3) an essay, based on the readings, of 1500 to 3000 words, and (4) two popular-style short articles (suitable for a weblog, bulletin, or popular periodical), based on the readings, each of 600 to 1500 words in length. Intended audience: M.A., M.Div., and M.T.S. students.

ST 3462. Can Eschatology Be Saved?. (3).

ST 3530. Spirit/s & Pneumatology. (3).
Taught by GTU. This course explores the Christian understanding of the Holy Spirit within a pluralistic global context. Among the major topics covered will be the history of the development of doctrines related to this branch of theology, along with an examination of how these have been imagined, encoded, and deployed across time and place. Other relevant exploratory areas include the felt presence of the Spirit at work in the world and Church as well as the relation of body and spirit. Finally, in light of contemporary contextual theologies, how do African, Asian, Latin American and feminist theologies of the Spirit engage these questions? How might we make sense of Spirit and spirits in the experience of indigenous Amerindian religious contexts and compare and contrast them to Christian elaborations of divine Spirit as a cosmic, creative, invigorating and animating force? The course will conclude with discussion of Spirit/s in other religious traditions. Some readings will be in Spanish, although Spanish is not required and is being taught by a Ph.D. student in systematic theology in conjunction with a missiologist. This course is taught by PhD student Cecilia Tizirano with a Newhall Award, under the supervision of Eduardo Fernandez. (Lecture/Seminar format. Papers and Presentation. Open to various levels with an opportunity for upgrading).

ST 4042. Christianity & Dharma Religions. (3).
Taught by GTU. This lecture/seminar course will introduce students to the ongoing dialogue between Christianity and the religions of India, focusing on Hinduism and Jainism, but also the multifaceted reality of Indian Christianity. Students will explore a number of important themes developed by these different religions through the concurrent reading of foundational texts from the Christian, Hindu and Jain traditions. The course will also explore fundamental principles of inter-religious dialogue and comparative theology and encourage students to develop their own theology of religions. The class is geared to advanced masters students, though doctoral students are also welcome to attend. Active participation in all classes, ten reflection papers and a final reflection paper are required. Participation in this class is required for all students taking part in the inter-religious immersion to India sponsored by the Jesuit School of Theology and the Dharma Civilization Foundation usually the following January. [Faculty Consent required].

ST 4043. Theology of Mercy. (3).
Taught by JST. The course explores topics in the theology of god in light of challenges to systematic theologians issued by Walter Kasper in his recent book “mercy” (2014) to offer a more adequate and biblically based treatment of mercy as a divine attribute. Hans Urs von Balthasar, Gregory of Nyssa, Aquinas, and Sarah Coakley are among authors considered in response to Kasper. The course will consist in lectures, student-led discussions, and presentations based on final research papers of 20-25 pages. The course is designed for advanced MDiv, MTS, MA, and doctoral students. [12 max enrollment].
ST 4150. Constructive Theology. (3).
Taught by ABSW. n this capstone course, students will engage in a process of coming to understand themselves as life-long theological readers and writers in service to whatever form their life and ministry may take after seminary. Through encounters with classical and contemporary Christian theological themes, students will have ample opportunity to grapple with and articulate their own constructive theologies in conversation with others. Students will engage womanist, black liberation, Dalit, disability, Pentecostal, feminist, queer, minjung, Latin@, and other liberatory theologies in this course. Our theological conversations will be supported and enabled through regular written assignments including journaling, class discussion, and prayerful disciplines. This course is taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere), and is a blend of active learning, discussion, and interactive lecture where students' voices and journeys are valued. This is a required course for ABSW students nearing the end of their degree program. Students from across the Graduate Theological Union are most welcome.

ST 4152. Vatican II: Theological Import. (3).
Taught by JST. Lecture/seminar studying the theological importance of the Second Vatican Council by careful reading of the council documents, as well as of historical and critical commentaries, and its influence on ecumenical and inter-religious dialogue. More than fifty years after the council, its full impact and implementation are still being realized. Weekly papers, brief class presentations, final research paper. Intended for advanced MDiv, MA/STL, PhD/STD students. [25 max enrollment; Auditors with faculty permission].

Taught by CDSP. This seminar for advanced students in all GTU degree programs (upgrade is available for doctoral students) will explore the theological intersections of eros, embodiment, and human relationality through the lenses of Christian systematic theology broadly and of queer theology more specifically. In critical conversation with work on the theological dimension of sexual desire, queer theory and queer theology, and nuanced views of gender and embodiment, this course will examine how sacred and carnal desires converge in actual bodies, reconfiguring relational possibilities as part of the inbreaking of the eschatologically "new." Active seminar participation and occasional leadership, brief reading responses, and a final theological research paper are the course requirements. [Faculty consent required; contact smacdougall@cdsp.edu. Auditors with faculty permission.]

ST 4167. Cross-Cultural Christologies. (3).
Taught by JST. This seminar course is a cross-cultural approach to Christology. By considering the social and cultural contexts of Latin American, African, and Asian Christians, we will survey the various ways that these communities have experienced the person and work of Jesus Christ. In addition, we will look at the non-Christian views of Christ (e.g., Buddhist, Hindu, Jewish and Muslim). With an emphasis on ecumenical concerns and global perspectives, we will bring new perspectives and responses to the old question that Christ posed to his followers: "Who do you say that I am?" [15 max enrollment].

ST 4211. Theo Aesthetics Cross & Race. (3).
Taught by JST. This course begins with an analysis of Hans Urs von Balthasar’s "cruciform" theological aesthetics as exemplified in sections of his Glory of the Lord series, after which students will proceed to a reading of James Cone’s cruciform aesthetics in the context of US race relations in The Cross and the Lynching Tree and other selections. The reading materials will be accompanied by the professor’s lectures and student-led class discussions. The final part of the course consists in a theological-aesthetical reading of theologies of reconciliation in a South African post-apartheid context and students’ seminar presentations on cruciform racial reconciliation in historical or contemporary contexts of their choice. Students will be evaluated on their presentations, some reflective writing, and a final paper of 20-25 pages, which can be either a thought paper or a research paper. For this advanced course, background coursework in any or all of the following areas will be presumed: fundamental theology, theological anthropology, Christology, and Trinitarian theology. The intended audience is students in the MDiv, MA/MTS, ST, or doctoral programs of their various institutions. [30 max enrollment].

ST 4419. Theology of Suffering. (3).
Taught by JST. Seminar on theological interpretations of suffering, drawing on biblical, theological, literary and artistic expressions of the human drama. Weekly reading and viewing assignments, informed discussion and summary papers; class presentations. Intended for advanced MDiv, MA/STL/PhD/STD students. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

ST 4421. Theological Synthesis/ Suffering. (3).
Taught by JST. THEOLOGICAL SYNTHESIS FROM A SUFFERING WORLD begins from the multifaceted mystery of suffering to seek a Christian theological synthesis that speaks in our contemporary world to our suffering and our hope. The starting point is the reality and the mystery of suffering. In the first part of the course we probe suffering from a range of perspectives to understand better what it is and how we encounter God in terms of it. Preeminent among the distinctions that give rise to an effective Christian theological synthesis is the notion of historical suffering for which the methods of political, liberation, and feminist theologies will be especially relevant. The second part of the course is concerned with theological synthesis in terms of and speaking from the reality of suffering. Here we begin with theological anthropology, a biblically based theology of God, Christology, soteriology, eschatology and ecclesiology in a way that relates these classical Christian dogmas to one another, to spirituality, and to ministry. This course was designed with STL, MA, and advanced MDiv and MTS students in mind. [Faculty Consent required; 18 max enrollment].
ST 5931. Natsci & Multifaith Context. (3).
Taught by GTU/PLTS. This seminar expands the conversation in Christian theology and the natural sciences to include multi-faith perspectives drawn from Hinduism, Islam, and Judaism. The focus will be on two scientific topics, scientific cosmology and evolutionary biology. The writings of religious scholars will include those of Jonathan B. Edelmann and Sangeetha Menon (Hinduism); Geoffrey Cantor, Marc Swetlitz, Daniel C. Matt, and Norbert Samuelson (Judaism); Mehdi Golshani, Bruno Guiderdoni and Seyyed Hossein Nasr (Islam); Ian Barbour, John Polkinghorne, Ted Peters, and Robert John Russell (Christianity). We will draw on the writings of Francis J. Clooney regarding comparative theology as a catalyst for the inter-faith conversations, as well as on the biographical writings of international scientists of committed religious faith published through the CTNS program “Science and the Spiritual Quest.” [Auditors with faculty permission].

ST 6007. Theology & Ethics Seminar. (3).
Taught by GTU. The Theology and Ethics Seminar will introduce first year doctoral students to foundational themes, texts, and concepts defining the contemporary study of Theology and Ethics through its concentrations at the GTU including, but not limited to: Aesthetics, Ethics, Christian Theology, Hindu Theology, Islamic Philosophy and Theology, Comparative Theology, and Theology and Science. Theology is variously experienced and expressed in religions-systematic, mythopoetic, mystical, textual, aesthetic, ethical, emotive, and embodied. We will explore both the doctrinal frameworks of theology as well as the diverse forms through which it is delivered and understood, with particular attention to sources of justice and virtue ethics, particularly in terms of their social, economic, and environmental implications. Featured guest lectures and in-class student interactive forums will offer additional opportunities for negotiating the field through interdisciplinary and interreligious pathways. Requirements include student presentations, attendance at occasional GTU colloquia, and a final research paper. Appropriate for PhD/ThD.

ST 8108. Systematic Theology I Online. (3).
Taught by SFTS. This online course covers the first half of an introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course can be followed with Systematic Theology II Online, which finishes the second half of introducing Christian theology. [Auditors with faculty permission].

ST 8109. Systemic Theology II. (3).
Taught by SFTS. ONLINE This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologians. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments. This course is the online version of ST-1085.

ST 8210. Contextual Christologies. (3).

ST 8218. Thgy I: Intro Practice-Online. (3).
Taught by CDSP. This online course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu].

ST 8284. Theology As Living Conversatn. (3).
Taught by ABSW. This online theology course, students will be introduced to the complex and diverse discipline of Christian theology, conceived as a living conversation that takes place across time and cultures. The course will encourage students to claim their own places in this living conversation, and to grow into their identities as valued, theological conversation contributors, self-aware of their own social and cultural locations. Students will engage various theological methods including ordinary theology, practical theology, liturgical theology, systematic/constructive theology, science and theology, and public theology. Students’ understandings will be assessed through written work, online discussion forums, a media-appropriate project (for example Twitter/Storify, blog, letter to the editor, newsletter article, etc.) and an imaginative dialogue with a theologian. The course will be taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere) in which students' voices and experiences are encouraged and valued. This course is appropriate for MDiv, MCL, STM, and MA students, and satisfies the required core theology course for Junior Colloquium at American Baptist Seminary of the West. Students from across the Graduate Theological Union are most welcome and encouraged to take the course.

ST 8288. Theology II: Deepening Practice Online. (3).
Taught by CDSP. This online course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu].
ST 8391. Christology: Ancient & Modern. (3).
Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of “Antiochene” and “Alexandrian” emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the “liberal” Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/ liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [Faculty Consent required].

ST 8401. ONLINE Unitarian Univ Theolgy. (3).
Taught by SKSM. ONLINE - Unitarian Universalist Theologies: This reading-intensive online course grounds its exploration in the fundamentals of liberal theology, through a survey of Unitarian Universalist voices. Its main purpose is to engage those considering UU ministry in the practice of theological reflection while exploring some of the historical, philosophical, and theological contexts shaping Unitarian Universalism as we know it today. This course is intended to provide a deep engagement with modern Unitarian Universalist theologies and is not intended to replace a class in systematic theology. Students will be expected to complete the reading, write a brief weekly reading response, and participate in dialogue about personal and spiritual responses to the topics each week. Students may choose to skip submitting reading responses for two of the weeks during the semester. All students are required to submit a final paper on their own personal theology during the final week of the course. [Faculty Consent required; 20 max enrollment; Auditors excluded].

ST 9300. Special Topic: (1.5-3).
Special topics course. May be taken more than once.

Theology Education Courses

ED 1135. Critical Riggs Pedagogy: Chrstn. (3).
Taught by PSR. This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. [Auditors with faculty permission].

ED 1225. Postmodern Christian Education. (3).
Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one's community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. [PIN code required; contact ssinger@cdsp.edu. Auditors with faculty permission].

Taught by SKSM. Sunday school is dead, long live Sunday school? How are progressive congregations teaching and how are learning ministries adapting to new technology, counter oppressive pedagogies, contemporary family life issues and changes in volunteer culture? Participants in this course will visit and engage with congregational programs and develop skills for leading faith communities into the future. Each student will practice teaching and learn self-reflective techniques in an integrative project, curriculum design or immersion experience. This course is HYBRID. [Faculty Consent required; 12 max enrollment; Auditors excluded].

This course provides a basic orientation to Christian educational ministries in a parish setting. Our focus will be toward expanding and enhancing our understanding of the nature and practice of Christian education; exploring in both theory and practice the vocation of teaching; considering what is currently known about how learning occurs; and practicing an ongoing conversation about the meanings of the gospel message. Required of PLTS MDiv students prior to internship. Lecture/discussion, with weekly reflections and final project. Pass/Fail only.

This course provides a practically minded orientation to Christian faith formation, paying close attention to a diversity of pedagogies and a variety of practices that can encourage growth in faith and Christian living for all ages. We concentrate upon:
ED 2226. Christian Faith Formation: ContextualyCurriculum Project. (0.5).
This fully online, asynchronous course is the continuation of Christian Faith Formation: Pedagogies and Practices, however it can be taken independently as a component of any supervised fieldwork curriculum. It is intended to guide you in your development of a contextual curriculum project, to be designed, taught and evaluated in your internship or field education site. Prior graduate level study of diverse pedagogical theories and effective educational practices is essential to a successful project. This course is offered on a pass-no credit basis. If a letter grade is requested in writing, one will be provided.

ED 2753. High School Topics in Equity. (1.5).
Taught by JST. High school education intersects with issues of race, orientation, and gender. These dimensions are in play in both overt and subtle ways, from the classroom to the immersion trip, the volleyball court, or the service learning site. The aim of this course is to introduce students to the complex equity issues in Bay Area Catholic High Schools, and to also build a framework and language to be effective in their educational ministry. A key component of this course is deepening student's personal understanding of systemic racism and privilege, and to analyze how their own positionality informs how they see the world.

ED 2755. Parish Administration. (3).
Taught by JST. The course will cover many practical topics related to serving as a pastor or pastoral associate in a Catholic parish. Specific topics are: "Strength Based Leadership" and leadership practices for building strong working teams; stewardship; human resource and employment basics; the diocesan Catholic school system; parish budgets and finance councils; parish pastoral councils and volunteers; and self-care.

ED 4212. Intro to Liberal Religious Ed. (3).
Taught by SKSM. This course provides a broad introduction to the theory and practice of liberal religious education, with an emphasis on Unitarian Universalist congregations. Students of all religious traditions are welcome. Topics include an overview of the history and philosophy of UU religious education, teaching methods and learning processes, theories of human development, the congregation as an educating community, current approaches and innovations in religious education for all ages, collegial relationships and professional standards for religious educators, and curriculum resources. Coursework includes a field placement (approximately three times a month) in a local congregation's religious education ministry, weekly journaling, periodic written assignments, responsibility for leading class openings and discussions, and a final project of significance to the student's future ministry. [Faculty Consent required; 12 max enrollment].

ED 4700. Interreligious Learning & Edu. (3).
Taught by PSR. Increasing religious conflict and violence based on ignorance and indifference call for inter-religious learning as a necessary and alternative religious practice today. This course surveys histories, theories, and practices of inter-religious learning and education. The course also explores issues and problems related to inter-religious engagement in particular religious, cultural, and historical contexts, and deals with subject matters, such as pluralism, identity, religion, and postmodern philosophies. Students participate in conversations with their own religious and cultural backgrounds, and find ways to apply inter-religious education to their own contexts as they conduct either a research project with their working theories or a practice project which presents a thorough plan for an inter-religious curriculum, ministry, or any other activity.

ED 8110. Postmodern Christian Education. (3).
Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one's community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. This course is the online version of ED 1225. [15 max enrollment; PIN code required; auditors excluded; contact ssinger@cdsp.edu].

Taught by PSR. CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. This ONLINE course meets asynchronously using Moodle (http://gtu.edu/library/students/moodle-help). High-speed internet connection required. (Occasional synchronous class meetings maybe scheduled; see syllabus for details.) NOTE: This course is the ONLINE version of ED 1135. CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH. Only students taking the course as an online course should register using this course number; all others should register for ED 1135.
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