California Lutheran University
Graduate and Adult Programs
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California Lutheran University does not discriminate against any student or applicant for admission because of sex, race, color, religion, age or national or ethnic origin. California Lutheran University does not discriminate against any employee or applicant for employment because of sex, race, color, religion, age, national or ethnic origin. No otherwise qualified individual is excluded from admission, employment or participation in any educational program, activity or facility solely by reason of his or her handicap. The University's nondiscrimination policy is consistent with federal and state law. California Lutheran University prohibits the employment or enrollment of registered sex offenders in any of its educational programs and/or institutional activities.

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.
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.
University Profile

**Academic Excellence**

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

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

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

**Technology and the Quest for Knowledge**

Personal computers and the Internet have revolutionized teaching and learning. With a commitment to enhancing our students’ experience by providing the very best resources, CLU offers access to more than 15,000 electronic full-text journals to assist students with their research needs.

These journal databases, along with the rapidly expanding World Wide Web, are served over the Internet through our campus network service CLUnet. On campus, students can access CLUnet from the library, from any of several computer laboratories, or from residence hall rooms, and off campus via the Internet. Wireless Internet access is available from all buildings on the Thousand Oaks campus (except the cafeteria and bookstore) and at the off-site graduate centers.

CLU has computer laboratories that support both the Macintosh and Windows operating systems on the Thousand Oaks campus and Windows PCs at each of the graduate centers. These labs are more than Internet gateways. Students have access to a variety of productivity tools from simple word processing and spreadsheet applications to advanced statistical tools, Web page design applications and advanced graphics and video editing software.

Perhaps CLU’s greatest strength in delivering technology is a commitment to helping students learn how to use technology effectively. Our information specialists have created an easy-to-use website and subject guides to help students get started with their research.

Our qualified professional librarians regularly team up with faculty and lead class sessions aimed at enhancing student research skills and helping students identify the best resources for class projects.

**Prime Locations**

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

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

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

**The Thousand Oaks Campus**

The main campus spans 225 acres set against scenic Mt. Clef Ridge in the city of Thousand Oaks. At the heart of the beautifully landscaped campus is Kingsmen Park, surrounded by the University’s academic and residential facilities.
Off-campus Graduate Centers
For more than two decades, CLU has provided the opportunity to complete graduate and teacher preparation course work in locations convenient to the working adult student. Graduate courses that are offered at the off-campus graduate centers are identical to those offered on campus, and the various degree program requirements are also the same. A site coordinator is available at each of the off-campus centers to provide support and assistance to students and faculty.

Oxnard Graduate Center
The Palms
2000 Outlet Center Drive
Suite 150
Oxnard, CA 93036
(805) 485-6426

Woodland Hills Graduate Center
21052 Oxnard St.
Woodland Hills, CA 91367
(818) 888-6414

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

Key Facilities
• Ahmanson Science Center houses classrooms, faculty offices, laboratories, Richter Lecture Hall and Holm Atrium.
• Alumni Hall houses classrooms as well as administrative offices for adult and graduate programs.
• Centrum Café, located in the Orville Dahl Centrum adjacent to Alumni Hall, is a bustling LA-style eatery complete with espresso drinks and patio seating. Open 8 a.m. to 11 p.m. Monday through Thursday and 8 a.m. to 5 p.m. Friday and Saturday, the café offers a variety of entrees, sandwiches, pizza, soup and salads.
• George "Sparky" Anderson Baseball Field is named for the legendary Hall of Fame manager, Thousand Oaks resident and CLU supporter.
• Gilbert Sports and Fitness Center houses two major gymnasiums (1,500-seat Gilbert Arena and Soiland Recreation Center), Lundring Events Center, Forrest Fitness Center, exercise science and sports medicine facilities, a dance studio, classrooms and labs, the CLU Alumni Association Athletic Hall of Fame, the Ventura County Sports Hall of Fame, and offices for faculty, staff and coaches.
• KCLU, the area’s only National Public Radio station, was founded by the University in 1994 and broadcasts as a community service to Ventura County on 88.3 FM, Santa Barbara County on 102.3 FM and around the world online at www.kclu.org.
• Pearson Library adds approximately 3,000 new books each year to its core book collection of 130,000 volumes, which is complemented by approximately 450 journal subscriptions, microfilms, audiovisual software and access to electronic databases. Through WorldCat, students have access to more than 40 million records of every type of material, including manuscripts written as early as the 11th century, cataloged by OCLC member libraries. The library has access to more than 70 research databases covering every major field of inquiry and more than 15,000 full-text journals.
• Samuelson Aquatics Center’s 50-meter pool with diving well and diving boards accommodates competitions in swimming and diving and water polo at the intercollegiate and intramural levels.
• Samuelson Chapel, with its sweeping walls of stained glass, is home to CLU’s campus ministry programs and the site of numerous musical, academic, cultural and special events during the year.
• Soiland Humanities Center encompasses 16 classrooms, 30 faculty offices, conference rooms and the Kwan Fong Gallery of Art and Culture. The complex includes Overton Hall, Zimmerman Music Studios and Uyeno Amphitheatre.
• Spies-Bornemann Center for Education and Technology incorporates a distance learning classroom, television studio, model laboratory and faculty offices. The 23,000-square-foot facility, designed to afford maximum interaction between students and faculty, houses undergraduate, professional and graduate programs.
• Ullman Stadium provides grandstand seating for more than 300 spectators at the George "Sparky" Anderson Baseball Field.
• Planned Facilities - The University’s 20-year master plan envisions a new campus center, performing and visual arts center, enlarged library, new classroom buildings, an administrative center and additional residence halls.

History
In 1959 the Pederson Ranch, nestled against the rolling hills of Thousand Oaks, began its transformation to today’s dynamic learning community of California Lutheran University.

Richard Pederson, the son of Norwegian immigrants, donated his scenic ranch “to provide youth the benefits of a Christian education in a day when spiritual values can well decide the course of history.” Set against Mt. Clef Ridge, the ranch now forms the heart of the picturesque 225-acre campus.

Founded jointly by the Lutheran synods that eventually became the Evangelical Lutheran Church in America, California Lutheran College held its first classes 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

Core Commitments
- Liberal Learning
- Professional Preparation
- Character and Leadership Development

Learning Environment
- Programs
  - Undergraduate
  - First year experience
  - CORE 2.1 curriculum
  - Honors program
  - Major programs
  - Co-curricular programs
- A Culture that Embraces:
  - Challenge and engagement
  - Intellectual curiosity and creativity
  - Mentoring relationships
  - Diversity and connectedness
  - Dialogue between faith and reason

Professional Preparation
- Field-specific knowledge and experience
- Ethical and professional judgment
- Interpersonal and teamwork skills

Liberal Learning
- Critical thinking
- Information literacy
- Written communication skills
- Oral communication skills
- Disciplinary and interdisciplinary perspectives
- Cultural competency
- Ethical reflection

Character and Leadership Development
- Identity and values
- Diversity
- Service to the community
- Principled leadership

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

The liberal arts establish the essential foundations for defining challenges, integrating perspectives, and articulating solutions, all of which comprise the cornerstone of lifelong learning. Professional programs provide the theoretical and practical framework for students to excel in specialized careers. Finally, a CLU education must instill in students both the habits of heart and the convictions that will lead them to use their knowledge for service in their immediate communities and in society.

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

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

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

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the University is authorized by the California Commission on Teacher Credentialing to offer credentials under the Teacher Preparation and Licensing Law of 1970.

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

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

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

For information regarding WASC accreditation, contact:
Western Association of Schools & Colleges
985 Atlantic Ave., Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
E-mail: wascr@wasc.org
“I came to CLU, first and foremost because of its reputation in the area of education. It’s very highly respected in the school districts in this area. It’s crucial that educators have ethical, moral leadership values. That’s very important at CLU, training principled educators, to value everyone and reach every learner.”

Dawn Moffett
Teacher Preparation Credential
M.A. in Curriculum and Instruction
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, color, creed, sex, age, religion and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of differing physical ability.

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

The decision to admit a student to graduate study is made by the appropriate program director and the graduate admission committee. All persons seeking admission to graduate study will meet with an admission counselor and/or an adviser in the proposed major before a final admission decision is made. Note: Admission decisions are based on the overall consideration of each application. The elective choices, academic major and relative difficulty of undergraduate work are considered.

Regular Graduate Standing Admission Requirements
Applicants are admitted to regular graduate standing when the following requirements are met:
1. The applicant has completed the bachelor's (or higher) degree at a regionally accredited college or university. Normally, a minimum grade point average of 3.0 (on a 4.0 scale) is required.
2. The applicant has an acceptable score on the Graduate Record Examination or Graduate Management Admission Test, when required.
3. The applicant has completed all prerequisite courses required for the program in which the advanced degree is sought, and has completed all specific departmental or program admission requirements.
4. The applicant's completed admission portfolio has been reviewed and the applicant has been recommended for acceptance by the program adviser and/or the graduate admission committee.

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

Special Status Admission Requirements
Special Status standing is intended for those students who wish to enroll in graduate level courses but are not seeking a CLU graduate degree or credential. For example, Special Status is available for students who wish to take courses for transfer to another institution. Students applying for Special Status should meet with an admission counselor and academic adviser and submit the following materials to the Graduate and Adult Admissions Office:
1. Application for admission
2. Application fee of $50
3. Official transcript verifying bachelor’s degree (or higher) with an acceptable GPA.

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

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

1. Application for Admission to Graduate Study
   Applicants must complete an application for admission and submit the nonrefundable $75 application fee (or $50 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 Graduat e and Adult Admissions Office. Students undertaking work for teaching credentials must also submit official transcripts, including transcripts which reflect all undergraduate course work taken at any college or university.

3. Letters of Recommendation
   Three letters of recommendation by associates who can attest to the candidate’s suitability for graduate work are required. Recommendation forms are provided in the admission packet or online at www.callutheran.edu/admission/graduate.

4. Personal Statement
   Persons applying for admission to a graduate program must submit an essay of no more than two typewritten pages, describing their reason for pursuing a graduate degree with California Lutheran University. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills, specify examples of leadership and discuss career goals. Applicants may also provide pertinent information that will assist program directors in selecting candidates who can most benefit from and contribute to the program.

5. Test Scores
   Applicants with academic records which do not satisfy items A-D listed below under “Waiver of Test Requirement” must submit appropriate test scores to demonstrate their potential to successfully complete a program of graduate study. Those seeking a program in Education, Psychology, or Computer Science should submit scores for the aptitude portion of 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 Master of Public Policy and Administration program 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. are 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
   Normally, 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 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 with a 3.5 grade point average; or
   D. a previously earned master’s degree. Candidates who meet any of the above criteria and wish to have the test score requirement waived should complete and submit the “Petition to Waive the GRE or GMAT” form which is included in the admission packet.

7. Admission Interview
   Applicants must arrange to meet with an admission counselor and/or program adviser prior to registering for courses.

8. Specific Department or Program Requirements
   Some of the University’s advanced degree programs and the Teacher Preparation Program have requirements for admission in addition to the general requirements for admission to graduate study which are listed here. Applicants should consult the section of this catalog which pertains to their program to determine if any additional admission requirements exist.

9. Notification of Admission Decision
   Candidates are notified of the admission decision soon after their admission portfolio is complete and all of the requirements of the admission process are satisfied.

Admission Procedures for International Applicants
   International students seeking admission to graduate studies at CLU should submit the following:
   1. A completed International Student Application along with
the $75 application fee (in U.S.
dollars, by cashier’s check or
money order).

2. An English translation of
official transcripts sent directly
from the institution granting
the bachelor’s degree, as well
as transcripts of any graduate
work previously undertaken.
Photocopies sent directly by
the applicant are not acceptable.
A detailed transcript evaluation
is required. This can be done
through a credentials evaluation
agency. In the Los Angeles
area, an agency meeting
professional standards and the
California teacher credentialing
requirement is the International
Education Research Foundation
Inc. (IERF). Applicants must
request that evaluation results
be sent directly to California
Lutheran University, Graduate
and Adult Admissions Office.
There is a fee of approximately
$150 for this service, which
must be paid directly to IERF.
Application for the service may
be requested by contacting:

International Education
Research Foundation Inc.
Credentials Evaluation Service
P.O. Box 66940
Los Angeles, CA 90066
U.S.A.

(310) 390-6276
(310) 397-7686
www.iert.org
info@ierf.org

3. An official copy of the test
results of the Test of English as
a Foreign Language (TOEFL). The
minimum acceptable score
is 570 for the paper-based test
and 230 for the computer-based
test. Students may be required
to enroll in English classes after
arrival in the United States if it
is deemed necessary. Students
who are graduates of an
accredited college or university
in the United States, or who
have a degree from a college or
university outside the United
States in which the language
of instruction is English,
may request that the TOEFL
requirement be waived.

4. Required admission tests
appropriate to the degree
program (GRE or GMAT). This
requirement cannot be waived.

5. A current statement verifying
that the applicant has sufficient
financial resources to provide for
academic and personal expenses
while attending California
Lutheran University.

6. A personal statement of no
more than two typewritten

pages, describing the reason for
pursuing a graduate degree with
California Lutheran University.
This part of the application
provides the candidate with the
opportunity to demonstrate
writing competency and
communication skills, specify
examples of leadership and
discuss career goals. Applicants
may also provide pertinent
information that will assist
program directors in selecting
candidates who can most benefit
from and contribute to the
program.

7. Three letters of
recommendation.

8. A certified check in the amount
of $250 as a nonrefundable
deposit toward the student’s
first semester tuition to be
sent after notification of
official acceptance. This must
be received at least 45 days
prior to the start of classes as
confirmation of the student’s
intent to enroll. Once the
deposit is received, the Form
I-20 will be mailed to the
student which will enable the
student to secure a visa from the
nearest United States embassy or
consulate.
Financial Aid

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

Minimum Enrollment Requirements
The minimum enrollment requirements for financial aid include at least half-time enrollment for student loans and full-time enrollment, with financial need, for graduate scholarships. To be eligible for financial assistance, students must also be enrolled for the specified number of semesters each academic year. The following guidelines apply to the graduate programs at CLU.

Teacher Preparation Program (Credential Only)
Part-time  6 Credits
Full-time  12 Credits

All other Graduate Programs
Part-time  3 Credits
Full-time  6 Credits

Graduate Scholarships
Graduate scholarships are offered to graduate students and students in the Teacher Preparation Program based on financial need and full-time enrollment. The average scholarship award per semester (including the summer semester) is $500. In order to qualify for priority consideration and be notified of your financial aid offer prior to the beginning of the term, you must be officially admitted and have all required financial aid paperwork completed no later than sixty (60) days before the start of your first term of enrollment.

Graduate Assistantships
Each semester, a limited number of assistantships are offered to qualified graduate students. The program was established as a method to provide qualified graduate students with professional development experience, while supplying a valuable service to academic areas and administrative offices of the University.

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

A brochure describing all requirements and the application process for graduate assistantships is available in the Financial Aid Office and the Graduate and Adult Admissions Office.

Lutheran Teacher Award
Lutheran schoolteachers and administrators are eligible for a tuition reduction each semester based on their current employment at a Lutheran school. Application forms are available in the School of Education.

Graduate Assumption Program of Loans for Education
This program (Graduate APLE) provides loan assumption benefits for up to 500 students with financial need who are pursuing a recognized graduate degree and intend to become college-level faculty.

Students are awarded up to $2,000 a year for up to three years of teaching service at an accredited California college or university. To qualify, you must be a U.S. citizen or eligible non-citizen, and a legal California resident attending an eligible college in California. You must be in good academic standing, have a valid Social Security number, and have registered with the U.S. Selective Service, if required to do so.

You may also not owe a refund on a state or federal educational grant, nor have a delinquent or defaulted student loan. An application may be obtained from Financial Aid, the School of Education office or from the California Student Aid Commission. A section must be completed by a faculty member, who then must send the application to the Commission by the deadline.

Assumption Program of Loans for Education
K-12 teacher candidates may apply for the Assumption Program of Loans for Education (APLE) which offers loan assumption benefits in return for teaching service. Up to 6,500 awards are made each year to students with financial need. To qualify, you must have completed at least 60 semester units of undergraduate study and continue to be enrolled at least half time through the end of each term. You must be a U.S. citizen or eligible non-citizen, a legal California resident in good academic standing, and have a valid Social Security number. You also must not have completed the course work necessary to obtain a preliminary teaching credential. Applications are available from Financial Aid or the School of Education.
Federal Subsidized Stafford Loan
This variable interest rate loan is available to students depending upon family income level and financial need as determined by the FAFSA. The loan is certified by the school and funded by private lenders. The maximum for a given academic year is $8,500 for graduate students and $5,500 for students in the Teacher Preparation Program. The federal government pays the interest on the subsidized Stafford Loan while the individual is enrolled in school on at least a half-time basis. Proceeds from the Stafford Loan will not be available until after the third week of class, or later for students who do not meet the priority deadline.

Unsubsidized Federal Stafford Loan
This loan has the same terms and conditions as the Federal Subsidized Stafford Loan except that the borrower is responsible for interest that accrues while in school. Borrowers may receive both subsidized and unsubsidized Federal Stafford Loans but may not exceed Federal Stafford total limits set by the federal government or the cost of attendance. A student must be enrolled at least half-time to receive student loans. Proceeds from a Stafford Loan will not be available until after the third week of class, or later for students who do not meet the priority deadline.

Veterans’ Benefits and Responsibilities
Veterans or their eligible dependants may be entitled to education benefits from the Veterans Administration as students of California Lutheran University. Students who receive VA benefits are responsible for promptly notifying the VA Specialist in the Office of the Registrar of changes in academic program, course load, address, marital or dependant status, and of withdrawal from one or more courses. Questions about enrollment status should be directed to the VA Specialist in the Office of the Registrar. For information about benefits, contact the Veterans Administration.

Statement of Educational Purpose
Federal law requires that all students receiving aid from the United States Department of Education Programs submit a “Statement of Educational Purpose” stating that the funds will be used only for educationally related expenses. Federal regulation also mandates that each financial aid recipient receiving federal sources of aid certify compliance that he/she is registered for the Selective Service or is not required to register. Students must also certify that they are not in default on previous student loans.

Appeals
Any student with a complaint, or wishing to appeal a decision, may make an appointment with the Director of Financial Aid to discuss the situation. If further appeal is desired, a student has the right to a hearing.
**Satisfactory Academic Progress**

Good academic standing is defined as maintaining a cumulative grade point average of 3.0 or better. In order to receive financial aid, students must also complete and pass the following number of credits each term:

- **Teacher Preparation Program (Credential Only)**
  - Part-time: 6 Credits
  - Full-time: 12 Credits

- **All other Graduate Programs**
  - Part-time: 3 Credits
  - Full-time: 6 Credits

**Refunds**

Students who receive federal aid are subject to federal return of funds policies. These policies basically 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 (and attending). Students who withdraw prior to the end of the term will have their aid adjusted accordingly.

**Student Consumer Rights and Responsibilities**

Education is a significant investment. To help students make good choices, CLU provides information on academic programs, facilities, dropout rates, full cost of attendance, refund policies, financial aid programs and any other information to assist with a decision.

**Student Rights**

Students have the right to ask:

- What financial assistance is available, including information on all federal, state and institutional financial aid programs.
- What the deadlines are for submitting applications for each of the financial aid programs available.

**Student Responsibilities**

Students have the following responsibilities:

- To review and consider all information about CLU’s programs before enrolling.
- To pay special attention to the application for student financial aid. It should be completed accurately and submitted on time to the correct office.

Errors can result in long delays in the receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

- To return all additional documentation, verification, corrections and/or new information requested by either the Financial Aid Office or the agency to which the application was submitted.
- To read, understand and keep copies of all forms they are asked to sign.
- To accept responsibility for all signed agreements.
- To notify the lender of changes in the student's name, address, or school status, if the student has a loan.
- To know and comply with the University's refund procedures.
- To report any change in status or resources while receiving aid. Failure to do so may result in denial of further financial aid. If receipt of additional resources results in a determination of less financial eligibility than was computed when the award for the year was originally made, then the award will be adjusted. If funds in excess of the revised eligibility figure have already been received, then the student is responsible for the immediate repayment of those funds. Similarly, if circumstances change to increase financial need, consideration will be given for an increased award if funds are available.

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

The following costs are for the 2007–2008 academic year. Changes in costs will be listed on class schedules. The University reserves the right to change tuition and fees at any time.

### 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;
   - b. Credit/debit card payments may be made through our E-Commerce provider for a preauthorized convenience fee.

2. **Monthly Payment Plan**

   Students may make monthly payments in amounts no less than one-third of the original balance. There is a 1.25 percent monthly interest charge assessed to any account with an unpaid balance at the end of any monthly billing cycle. The following is a payment schedule example for the fall semester:
   - Original balance: $1,515
   - Due at time of registration: $505
   - Second Payment: $505
   - Third Payment: $505

   Note: In the example above, monthly payment figures do not include the interest charge of 1.25 percent per month.

### 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.

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**Graduate Tuition**

- Certificate in Financial Planning: $450 per credit
- MBA and Financial Planning Programs: $570 per credit
- Post MBA Certificate Program Series: $345 per credit
- M.S. in Computer Science: $635 per credit
- Doctorate in Educational Leadership: $695 per credit
- All other Graduate Programs: $505 per credit

**Fees (Fees are non-refundable)**

- Application Fee: $50
- Audit Fee: One half the tuition listed above
- Late Registration Fee: $50 (for registrations submitted after the first class meeting)
- Late Transaction Fee: $50 (for employer reimbursement applications received after the second week of the semester)

**Transcript Fee**

- see www.clunet.edu/Registrar

**Thesis/Dissertation Binding Fee**

- (minimum of three copies required) $40 per copy

**Doctoral Program Enrollment Deposit**

- $300 (Non-refundable, credited to the student's tuition)

**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.
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 e-mail 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 e-mail will be required. The withdrawal date officially determines the tuition charges as follows:

**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 eight weeks from the end of the term. To take advantage of this plan, you are responsible for:

- Submitting a confirmation letter or company plan for reimbursement from your employer
- Submitting a completed Employer Reimbursement application the term you begin your enrollment and annually (fall term) thereafter
- Receiving your statements electronically
- Accessing your grade through WebAdvisor

If the above steps are not completed by the end of the second week of the semester, a $50 late transaction fee will be assessed. 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 eight weeks after the end of the term.

If full payment has not been received within eight weeks from the end of the term, interest of 1.25% will accrue monthly on the entire paid 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 preregistrations. 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.
“I recently sat on an interview panel for the selection of new bilingual teachers for our programs. During our daylong process, we interviewed several candidates new to the field representing many fine institutions. All three bilingual candidates from CLU were outstanding and each will be offered a contract with Ventura Unified. Each of the candidates demonstrated subject matter competence and strong bilingual communication skills, and reflected the CLU STRIVE vision statement.”

Michele R. Dean
M.A. in Educational Administration
Ed.D. in Educational Leadership
Principal, Montalvo Elementary School
Ventura Unified School District
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 this task.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Load

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

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

Most courses are assigned three (3) credits. Six or more credits is considered full time in all master's degree programs.

Special permission is necessary to carry a load of more than 10 credits per semester. Different policies are in effect during the summer sessions.

Registration Procedures

Registration procedures are outlined on the Registrar's Office Web site at www.callutheran.edu/registrar. Students who are enrolled in an online program should also refer to instructions on the Web site at www2.clunet.edu/cif. To be officially enrolled in class, students must have their financial standing cleared by the Business Office and admission requirements cleared by the Graduate and Adult Admissions Office. Student registration is contingent upon remaining in good academic standing.

Course Additions

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

Withdrawal from Courses

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

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

Audit

A student may audit a course with the approval of the instructor. The student will earn no credit and receive a grade of “AU” on the student's transcript. 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.

Grading Policies

Grades and Grade Points

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>A-</td>
<td>3.0</td>
</tr>
<tr>
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<td>2.7</td>
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</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>UW</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The following grades are not used in computing the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Incomplete – no grade points, no credit given</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress – no grade points, no credit given</td>
</tr>
<tr>
<td>P</td>
<td>Passing – no grade points, credit given</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit – no grade points and no credit given</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal – no grade points and no credit given</td>
</tr>
<tr>
<td>AU</td>
<td>Audit – no grade points and no credit given</td>
</tr>
<tr>
<td>NR</td>
<td>No Report – no grade points, no grade report submitted by faculty</td>
</tr>
</tbody>
</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.
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 may be requested in writing by the student from the Registrar's Office. The transcript charge is $5 per copy requested. CLU reserves the right to withhold grade reports or transcripts if the student's financial obligations to the University have not been met.

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 following 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-nine semester credits of graduate course work taken at other regionally accredited colleges or universities to their program at CLU. Transfer work must be:
1. graduate level (applicable to a graduate degree at the institution granting credit);
2. completed within the seven year time limit;
3. completed with a grade of at least “B”;
4. documented by official transcripts from the institution;
5. listed on a “Petition for the Transfer of Credit”;
6. approved by the appropriate program director and dean.
Transfer of credit from CLU to another institution requires approval of the receiving institution.

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

Modification of Academic Requirements
Students who wish to modify courses or program academic requirements may submit a “Graduate Petition Form,” available on the CLU Web site 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

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

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

Grade "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.

"NC" (graduate) at the time the student's complete record may be changed to "F" (undergraduate) or "NC" (graduate) at the time the student's degree is posted.

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the course and may substitute an elective course, if necessary.

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

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

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

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

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

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

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

Completion of a Degree Program
Students may graduate at various times during the year, depending on the program in which they are enrolled. MBA, MPPA, and MSCS students may graduate any one of four times during the year: May, August, November or February. Students in the Education or Psychology programs may graduate in May, August or December. The commencement ceremony is held once each year in May. Candidates for August graduation may participate in the May ceremony if they are within six credits of degree completion. Upon completion of all degree requirements, students are mailed an official copy of their transcript listing the degree earned. This is normally sent eight weeks after the semester ends. Diplomas are usually available within 8-12 weeks of the end of the semester.

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

1. make arrangements to take the comprehensive examination, if their program requires one;
2. submit the “Application for Degree” to the Registrar’s Office. Refer to the Registrar’s Office Web site 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.
“The flexibility is certainly here. They understand that we work during the day and are very responsive to my needs. I needed a program that would allow me to start when it was most convenient for me, not just in the fall. They know that students in this program are serious and dedicated, and go out of their way to help you make it happen at your pace. The quality, location, and convenience are what led me to CLU.”

Richard Suleiman, MBA
Personal Banker
Citibank

System of Course Descriptions
Course Numbering System
Graduate Programs
Credentials and Certificates
Undergraduate Programs
Adult Degree Evening Program
Institutes and Centers
Online MBA
Continuing and Professional Education
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 600-699 are doctoral level.

Courses numbered 700-899 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. 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. 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 Web site at www.callutheran.edu. The programs are as follows:

Doctorate in Educational Leadership

Doctorate in Higher Education Leadership

Master of Arts
Curriculum and Instruction
(with specializations in):
- Educational Technology
- Elementary Education
- Reading
- Secondary Education

Educational Leadership
(with specializations in):
- School Site Leadership
- Teacher Leader
- Leadership in Reading
- Leadership in Educational Technology

Master of Education

Master of Science
Clinical Psychology
Computer Science
Counseling and Guidance
(with specializations in):
- Pupil Personnel Services
- College Student Personnel
Counseling Psychology
(with an emphasis in):
- Marital and Family Therapy
- Education of the Deaf
- Special Education

Master of Business Administration
(with professional tracks in):
- Entrepreneurship
- Finance
- Information Technology
- Management
- International Business
- Management and Organizational Behavior
- Marketing
Master of Business Administration in Financial Planning

Master of Public Policy and Administration

Credentials
Administrative Services Credential (Preliminary and Professional)
Elementary Teaching Credential (Multiple Subject)/BCLAD
Pupil Personnel Services Credential (School Counseling)
Secondary Teaching Credential (Single Subject)/BCLAD
Special Education Specialist Credential (Mild/Moderate, Moderate/Severe)

Certificates
Child Welfare and Attendance
Computer Concepts and Applications Supplementary Authorization
Financial Planning
Post MBA Certificate Program Series
Reading
Resource Specialist (Special Education)

Undergraduate Programs
California Lutheran University offers 36 major and 31 minor programs of study within the University’s three schools: School of Business, School of Education and College of Arts and Sciences.

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

Institutes and Centers
The following CLU centers and institutes enhance scholarly activities, research opportunities and community outreach:
Center for Economic Research
Enterprise Development Center
For more information, contact the School of Business
(805) 493-3360

Center for Equality and Justice
For more information, contact Dr. Anita Nack
(805) 493-3438

Center for Leadership and Values
For more information, contact the School of Business
(805) 493-3360

Kwan Fong Institute of East Asian Studies
For more information, contact Dr. Richard Derderian
(805) 493-3318

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 e-mail cpe@callutheran.edu.
“What I enjoy most about the Master of Public Policy and Administration program are the group projects and class discussions. I gain a lot from interacting in a small group with other professionals who bring a variety of perspectives to a specific issue. Every day I’m in class I’m learning things that I can apply at work the very next day.”

Archer Cannella
Student, M.P.P.A. Program

Graduate School of Business
Graduate School of Education
Graduate School of Arts and Sciences
Graduate School of Business

Faculty:
Dean for the School of Business:
Charles Maxey, Ph.D.
MBA Director:
Ronald Hagler, Ed.D.
MBA-Financial Planning Program Director:
Somnath Basu, Ph.D.
IMBA Program Director:
Harry Domicone, Ph.D.
Professors:
Akbari, Basu, Damooei, Domicone, Hagler, Julius, Maxey
Associate Professors:
Coman, Donohue, Murphy, Williams
Assistant Professors:
Gillies, Grunewald, Kambara, Tsaw, Witman
Senior Lecturers:
Guerrero, B., Johnson, K. Johnson, Pye
Lecturers:
See Faculty Listing, page 88.

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

Professional Tracks in the program include Entrepreneurship, Finance, Financial Planning, Information Technology Management, International Business, Management and Organizational Behavior, and Marketing. A general MBA is also an option.

Goals of the Program
All MBA students will be involved with the common body of knowledge characteristic of all elements of leadership including the following:
1. a background, understanding, and application of the economic, legal, political and strategic factors;
2. a background, understanding, and application of concepts, processes and institutions in finance, production, marketing and distribution;
3. a basic understanding of the concepts and methods of accounting, quantitative methods and information systems so they can be applied;
4. an application of organization theory, interpersonal relationships, leadership and motivational strategies, and communications;
5. a study and understanding of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the management level for application;
6. an understanding of ethical values and systems with emphasis on their utilization in the decision-making process;
7. an understanding of information technology and its role in the enterprise and in building consensus among business and technology professionals.

Academic Calendar
Master of Business Administration 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 scheduled on Saturday mornings or there are sometimes compressed courses offered. Those who choose to do so may complete their program in two years by taking two courses per term. Those 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 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 on the Thousand Oaks Main Campus and at the off-site centers.

Admission Requirements
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;
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. three letters of recommendation;
5. personal statement;
6. test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university.
reflecting any one of the following criteria:
A. an undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
B. a combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
C. a minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
D. a previously earned master's degree.

Note: All applicants who have completed their undergraduate work at other than a regionally accredited U.S. institution must submit GMAT scores.

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

International Students
International students have unique admission requirements. They should refer to the admission requirements for international students listed in the general admission section of this catalog on page 11.

International applicants should refer to the International Student Application available through the Graduate and Adult Programs Office or at www.callutheran.edu/IMBA or for programs other than the International MBA, select, www.callutheran.edu/admission/graduate/downloads/document/GradIntlStudentBulletin06.pdf. See also the Graduate Program Fact Sheet for International Students at www.callutheran.edu/admission/graduate/downloads/document/Grad_Facts_Intl_04.pdf.

Requirements for the Master of Business Administration (MBA)
The MBA requires 45 semester credits of course work (36 required and 9 elective credits) which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation in the MBA and Post-MBA Programs. Additional course work may be required for individuals whose academic records reflect the need for preparation in the areas of accounting, economics and/or statistics. The requirement for this preparation is determined during the interview with the admission counselor. Basic knowledge of word processing, spreadsheet and database applications is expected.

Required Courses (36 Credits)
BUS 521 Statistical Analysis for Managers (3)
BUS 522 Management Science (3)
BUS 531 Managerial Economics (3)
BUS 551 Managerial Accounting (3)
BUS 565 Organizational Theory and Development (3)
BUS 567 Behavioral Science for Management (3)
BUS 568 Business Ethics (3)
BUS 573 Law for Business Executives (3)
BUS 575 Marketing Theory (3)
BUS 581 Management Concepts for Information Technology (3)
BUS 591 Financial Principles and Policies (3)*
Capstone Course
BUS 574 Strategic Management (3)**

* Prerequisites: BUS 521, BUS 531, BUS 551
** All required core courses must be completed before enrolling in Strategic Management.

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

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

Prerequisite Core Course:
BUS 521 Statistical Analysis for Managers

BUS 531 Managerial Economics
BUS 551 Managerial Accounting
BUS 575 Marketing Theory
BUS 581 Management Concepts for IT
BUS 591 Financial Principles & Policies

Electives. Choose three from the following:
BUS 544 Importing and Exporting
Finance
The Finance Track develops financial managers who are aware of the external factors and are proficient in applying the most current tools and quantitative techniques to provide smooth running day-to-day operations, as well as contribute to the company’s long-term success. Students will integrate financial strategy and product market strategy; define and measure asset and portfolio risk and return; and develop and implement capital and dividend policies. Depending on course selection, the skills taught in the Finance Track may also equip students to plan and implement their own financial plan, including managing a personal investment portfolio.

Prerequisite Core Courses:
BUS 521 Statistical Analysis for Managers
BUS 531 Managerial Economics
BUS 551 Managerial Accounting
BUS 591 Financial Principles and Policies (Prereq: BUS 521, BUS 531, BUS 551)

Electives: Choose three from the following:
BUS 526 Corporate Finance
BUS 527 Financial Strategy
BUS 528 Strategic Financial Analysis
BUS 529 CEO Roundtable
BUS 541 Money and Banking
BUS 549 International Finance
BUS 593 Investment and Portfolio Management

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

Prerequisite Core Course:
BUS 581 Management Concepts for Information Technology

Electives: Choose three from the following:
BUS 532 Distributive Architecture and Application
BUS 534 Relational Technology
BUS 535 Information Security Management
BUS 583 Business Systems Development
BUS 584 Data Communications and Networking
BUS 586 Information Technology Strategy Planning
BUS 587 Management Concepts for E-Business

Marketing
The Marketing Track prepares students to apply marketing research tools and concepts in domestic and international markets, identify strategic factors and trends, analyze the external environments, plan campaigns, and understand the application of the principal tools of marketing and sales management.
Prerequisite Core Course:
BUS 575  Marketing Theory

Electives: Choose three from the following:
BUS 515  Marketing Management  
BUS 543  International Business Opportunities  
BUS 544  Importing and Exporting  
BUS 546  International Marketing  
BUS 547  Marketing Communications  
BUS 572  Marketing Research (Prereq: BUS 521)  
BUS 576  Sales Management  
BUS 578  Consumer Behavior  
BUS 579  Services Marketing

The MBA in Financial Planning

The newest of CLU’s innovative business programs designed for working adults is the MBA-Financial Planning degree program. It 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, prepares students to sit for the prestigious CFP™ Certification Exam.

A rigorous, two-year MBA-Financial Planning curriculum, the program is registered and recognized by the Certified Financial Planner Board of Standards, Inc. (CFP Board) in Denver, Colo. Candidates who wish to sit for the CFP certification must successfully complete a CFP Board-Registered Program. CLU’s program is the only CFP Board-registered program in Ventura County, and CLU is one of only two private colleges offering a CFP Board-Registered Program in California.

Across the nation, graduates in financial planning are in great demand by financial services and planning firms. The CFP certification is a strong mark of professional distinction that is widely recognized by consumers and other professionals. The Job’s Rated Almanac 2001 by Les Krantz (St. Martin’s Press) has consistently ranked financial planning as one of the nation’s best careers, boasting high pay, relatively low stress and workplace autonomy.

As financial planners, graduates of the program are equipped to help clients achieve lifelong goals and financial stability via investments, insurance, retirement planning, estate planning and tax planning. Planners research and analyze a variety of information, instruments and products to develop recommendations that help their clients achieve financial goals. According to a 1999 Newsday, Inc. article, the average annual salary for a certified financial planner is $66,000, ranging from $30,000 for entry-level professionals to $200,000.

The CFP Board is a nonprofit professional regulatory organization that requires education, ethics requirements, examination and experience for Certified Financial Planner™ licensees. Along with completing the financial planning course work and passing the certification examination, the CFP Board also requires successful CFP licensees to have financial planning-related work experience and adhere to their Code of Ethics and Professional Responsibility. With CFP certification now available in 15 countries, it is the most widely recognized and respected financial planning credential.
Admission Requirements
Candidates for admission to the MBA in Financial Planning program should submit an application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate’s file:
1. a completed application form and non-refundable application fee;
2. evidence of an interview with an admission counselor;
3. official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution. Normally, a grade point average of approximately 3.0 or higher in upper division undergraduate work is expected;
4. three letters of recommendation;
5. a personal statement;
6. test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   A. an undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
   B. a combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   C. a minimum of nine credits of graduate course work completed and a 3.5 grade point average; or
   D. a previously earned master’s degree.
Note: All applicants who have completed their undergraduate work at other than a regionally accredited U.S. institution must submit GMAT scores.
Admission Counseling
Interested individuals should make an appointment for an interview with an MBA admission counselor. Counselors are available by appointment on the main campus in Thousand Oaks and at the Oxnard and Woodland Hills off-campus centers. 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 (805) 493-3127.

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

Requirements for the MBA in Financial Planning
The MBA in Financial Planning requires students to attend a program comprised of 16 courses: eight MBA prerequisite courses, followed by eight financial planning core courses, including a capstone course. The MBA prerequisite courses should generally be completed before taking the financial planning core courses. The capstone course must be taken as the last course in the program.

MBA General Requirements (24 credits)
BUS 521 Statistical Analysis for Managers (3)
BUS 531 Managerial Economics (3)
BUS 551 Managerial Accounting (3)
BUS 567 Behavioral Science for Management (3)
BUS 568 Business Ethics (3)
BUS 573 Law for Business Executives (3)
BUS 575 Marketing Theory (3)
BUS 581 Management Concepts for Information Technology (3)

MBA – Financial Planning Requirements (24 credits)
BUS 591 Financial Principles and Policies (3)
BUS 501 Introduction to Financial Planning (3)
BUS 593 Investment and Portfolio Management (3)
BUS 502 Taxation Management and Strategy (3)
BUS 505 Employee Benefits and Retirement Planning (3)
BUS 506 Risk Management and Insurance (3)
BUS 507 Principles of Estate Planning (3)
BUS 508 Capstone Course in Financial Planning (3)

Certificate in Financial Planning
The Certificate in Financial Planning is a program tailored for professionals. The course content of this program is identical to the 8-course Financial Planning core courses required in the second half of the MBA in Financial Planning program. Candidates in the Certificate program will also be instructed in all the 101 topics in FP, as prescribed by the Certified Financial Planner Board of Standards. Candidates who successfully complete this rigorous program will also be eligible to sit for the CFP® Exam.

Admission Requirements
This program is especially suitable for experienced professionals in the Financial Planning industry as well as those who have advanced degrees in business-related disciplines (e.g., MBA, MS in Finance, MAS, MS in Taxation, CPA, JD, etc.). While those with advanced degrees from regionally accredited U.S. universities will be automatically granted entry into the program, professionals from the field will be admitted only on a case-by-case basis after eligibility conditions have been met.

Certificate in Financial Planning Requirements
BUS 591 Financial Principles and Policies (3)
BUS 501 Introduction to Financial Planning (3)
BUS 593 Investment and Portfolio Management (3)
BUS 502 Taxation Management and Strategy (3)
BUS 505 Employee Benefits and Retirement Planning (3)
BUS 506 Risk Management and Insurance (3)
BUS 507 Principles of Estate Planning (3)
BUS 508 Capstone Course in Financial Planning (3)

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/fponline.

The Post MBA Certificate Program Series
In keeping with its 40-year tradition of promoting lifelong learning and to meet the demands of today's rapidly changing business environment, California Lutheran University has created its Post MBA Certificate Program Series. The program enables those who have already earned their master's degree in business administration, or a similar advanced degree, to earn a certificate in one of CLU's four professional tracks by completing a set of four targeted courses. Or, with departmental consent, candidates may design interdisciplinary programs to meet their individual needs.
**Specifics of the Program**
CLU’s Post MBA Certificate Program Series

- is offered exclusively to individuals who already hold an MBA or similar graduate-level degree.
- may be completed in one year by going to class one night per week. Courses are offered year-round (four 11-week terms per year) giving certificate candidates flexibility to balance the demands of career and personal commitments with the pace of the program.
- is tailored to the working professional. Classes are held in the evening and, in some cases, on Saturdays.
- allows professionals to continue graduate-level study at a significantly discounted rate - nearly 40 percent less than the regular MBA tuition (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. Counselors are available for afternoon and evening appointments on the Thousand Oaks Main Campus and at off-site centers. If you would like advisement or wish to meet with an admission counselor, call (805) 493–3127 to schedule an appointment.

**Admission Requirements**
Candidates for admission to the Post MBA Certificate Program Series should provide the Graduate Enrollment Office with the following:
1. completed Post MBA Certificate Program application;
2. application fee (waived for CLU alumni);
3. official transcripts verifying master’s degree.

**Registration**
Once you receive an admission confirmation, you may register for classes by following the instructions on the Registrar’s Office Web site at www.callutheran.edu/registrar. There are four 11-week terms each year: Fall (September-November), Winter (November-February), Spring (February-May) and Summer (May-August). New students may begin the program at the start of any term.

**Program Completion**
All work toward a certificate must be completed within two years. The semester before completion of course work, students must submit an Application for Certificate to the Registrar’s Office. Upon completion of all course work, graduates will receive a certificate of mastery and official transcripts detailing their course work.

**Professional Tracks (available to U.S. students only)**
Post MBA Certificate Program Series students may select four courses from a specific track or they may work toward a customized program, which consists of four courses in any of the professional tracks. Students interested in a customized program must meet with an adviser and acquire departmental consent. The professional tracks are Entrepreneurship, Finance, Information Technology Management, International Business, Management and Organizational Behavior, and Marketing.

**Entrepreneurship**
Successful completion of four of the following courses is required to earn a Certificate in Entrepreneurship. (Each course is 3 credits.)
- BUS 544 Importing and Exporting
- BUS 569 New Venture Development
- BUS 570 Consulting to Business
- BUS 572 Marketing Research
- BUS 578 Consumer Behavior
- BUS 587 Management Concepts for eBusiness

**Finance**
Successful completion of four of the following courses is required to earn a Certificate in Finance. (Each course is 3 credits.)
- BUS 526 Corporate Finance
- BUS 527 Financial Strategy
- BUS 528 Strategic Financial Analysis
- BUS 529 CEO Roundtable
- BUS 541 Money and Banking
- BUS 549 International Finance
- BUS 593 Investment and Portfolio Management

**Information Technology Management**
Successful completion of four of the following courses is required to earn a Certificate in Information Technology Management. (Each course is 3 credits.)
- BUS 532 Distributive Architecture and Application
- BUS 534 Relational Technology
- BUS 53 Information Security Management
- BUS 583 Business Systems Development
- BUS 584 Data Communications and Networking
- BUS 586 Information Technology Strategy Planning
- BUS 587 Management Concepts for E-Business

**International Business**
Successful completion of four of the following courses is required to earn a Certificate in International Business. (Each course is 3 credits.)
- BUS 543 International Business Opportunities
- BUS 544 Importing and Exporting
- BUS 546 International Marketing
- BUS 549 International Finance
- BUS 592 International Business

**CLU’s Post MBA Certificate Program Series**
- offers a 40% discount on graduate-level tuition (see University Costs for tuition and fees).
- is designed to allow working professionals to continue graduate-level study without taking time off from their careers.
- allows professionals to continue graduate-level study at a significantly discounted rate - nearly 40 percent less than the regular MBA tuition (see University Costs for tuition and fees).
- provides the opportunity to answer students’ questions. Counselors are available for afternoon and evening appointments on the Thousand Oaks Main Campus and at off-site centers.
- requires students to meet with an adviser and acquire departmental consent to create a customized program.
- consists of four courses in any of the professional tracks.
- offers a Certificate in Entrepreneurship, Finance, and Information Technology Management.
- requires successful completion of four courses in each of the professional tracks.
- offers a Certificate in International Business.
- requires successful completion of four courses in the following areas:
  - International Business Opportunities
  - Importing and Exporting
  - International Marketing
  - International Finance
  - International Business

**CLU’s Post MBA Certificate Program Series**
CLU’s Post MBA Certificate Program Series offers a 40% discount on graduate-level tuition (see University Costs for tuition and fees). It is designed to allow working professionals to continue graduate-level study without taking time off from their careers. It provides a choice of six professional tracks: Entrepreneurship, Finance, Information Technology Management, International Business, Management/Organizational Behavior and Marketing. It allows professionals to continue graduate-level study at a significantly discounted rate - nearly 40 percent less than the regular MBA tuition (see University Costs for tuition and fees). It provides the opportunity to answer students’ questions. Counselors are available for afternoon and evening appointments on the Thousand Oaks Main Campus and at off-site centers. If you would like advisement or wish to meet with an admission counselor, call (805) 493–3127 to schedule an appointment.
Management/Organizational Behavior

Successful completion of four of the following courses is required to earn a Certificate in Management/Organizational Behavior. (Each course is 3 credits.)

BUS 529 CEO Roundtable
BUS 542 Applied International Management
BUS 545 International Strategic Planning
BUS 553 Current Issues in Management
BUS 554 Communication for Management
BUS 557 Selected Legal Topics for Managers
BUS 558 Organizational Dynamics
BUS 559 Leadership and Managerial Effectiveness
BUS 561 Human Resources Management
BUS 569 New Venture Development
BUS 570 Consulting to Business
BUS 580 Business Transformation
BUS 583 Business Systems Development
BUS 585 Production and Operations Management
BUS 592 International Business

Marketing

Successful completion of four of the following courses is required to earn a Certificate in Marketing. (Each course is 3 credits.)

BUS 515 Marketing Management
BUS 543 International Business Opportunities
BUS 544 Importing and Exporting
BUS 546 International Marketing
BUS 571 Marketing Communications
BUS 572 Marketing Research
BUS 576 Sales Management
BUS 578 Consumer Behavior
BUS 579 Services Marketing

Course Descriptions

Most electives have core course prerequisites which vary depending on a student's academic program. Please refer to the program brochure or Elective Courses section in this catalog for specific core prerequisites.

BUS 501 Introduction to Financial Planning (3)

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses. Prerequisite: BUS 591.

BUS 502 Taxation Management and Strategy (3)

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

BUS 505 Employee Benefits and Retirement Planning (3)

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

BUS 506 Risk Management and Insurance (3)

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

BUS 507 Principles of Estate Planning (3)

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

BUS 508 Capstone Course in Financial Planning (3)

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

BUS 515 Marketing Management (3)

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

BUS 521 Statistical Analysis for Managers (3)

The course is designed to help students acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations and how to interpret results. The course focuses on the use of statistics in research, including defining the research question; designing experiments; collecting, managing and analyzing data; and interpreting the results. Descriptive and inductive statistics will be discussed in detail. Topics include an introduction to math, descriptive methods (i.e., tabular, graphical and numerical methods), sampling design and sampling distribution, probability theory, continuous probability distribution, discrete probability distribution, interval estimation and confidence intervals and hypothesis testing. The course also introduces the use of the computer as a tool in statistical analysis. Students will learn how to describe their data to efficient statistical software (SPSS or Excel) and how to request a data analysis.
BUS 522 Management Science (3)
The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. Specifically, the course is concerned with the wide variety of quantitative techniques currently being used in the field of management science (a field melding portions of business, economics, statistics, mathematics and other disciplines into a pragmatic effort to help managers make decisions). Topics to be covered are regression analysis (simple as well as multiple variable models), forecasting, linear programming, inventory decision making, PERT & CPM models, decision analysis (deterministic as well as probabilistic models), transportation models, goal programming and simulations. Prerequisite: BUS 521.

BUS 526 Corporate Finance (3)
This course deals with corporate financial decisions involving long term debt, dividend policy, equity, capital structure, cost of capital and long-term financial planning. These issues will be addressed mostly in the context of the underlying theory and practice. End-of-chapter problems and other assignments are intended to illustrate how ideas introduced in the course are applied to real-world situations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 527 Financial Strategy (3)
This course deals with the corporate financial strategies as they relate to the areas of valuation, capital budgeting, financial distress, options, risk management, corporate restructuring, dividend policy, international finance, and mergers and acquisitions. These issues are addressed in the context of real case studies. Selected readings and research articles are intended to provide a foundation for introduced concepts and expose the student to the latest thinking in this area. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 528 Strategic Financial Analysis (3)
This course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 529 CEO 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 CFO speaker.

BUS 531 Managerial Economics (3)
The role of economic theory in management analysis and decisions is studied along with demand, cost, and supply theories from a business viewpoint.

BUS 532 Distribution Systems (3)
Client server is an application architecture which many organizations are adopting. Power graphical user interface (GUI) development tools combined with relational databases enable rapid development of desktop applications to address new business requirements. This course is a practical introduction to client server computing. Course content will include: 1) client server architecture models; 2) graphical user interface development tools; 3) object oriented design concepts; and 4) risks, rewards and realities of client server. In a laboratory environment, the student will design and build a client server application using a leading GUI development tool. Prerequisite: BUS 581.

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

BUS 535 Information Security Management (3)
This course is designed to expose managers to the major concepts and theory of Information Security. Students will understand and apply the principles upon which any information security program is built. Course will cover the basics of the “ten domains” including data classification, cryptography, network, and application security; risk management; threat, vulnerability analysis, computer forensics, and policies and architecture designs.

BUS 541 Money and Banking (3)
This course studies the theory and functions of money, the principles of commercial banking and the operations of the fractional reserve banking system in the U.S. The ability of the government to influence the U.S. economy by monetary and fiscal policies is examined. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 542 Applied International Management (3)
All organizations are directly or indirectly affected by international management issues. This holds true for a small business as well as a major enterprise. Yet, too often, inadequate attention is paid to differing cultures, styles, customs and protocols involved with conducting business across national borders. This course is designed to introduce graduate students to some of the concepts and implications of the accelerating trend of increased globalization. Managing a culturally diverse work force within the same national boundaries will also be addressed. A combination of lectures, videos, case studies and hands-on activities will be used to present the subject in an experiential manner designed for practical application. Prerequisites: BUS 565, BUS 592.

BUS 543 International Business Opportunities - European Community, Latin America or Pacific Rim (3)
These are varied international business courses focusing on the potential business opportunities, cultural, political, economic and sociocultural environments specific to three major global areas. The classes will be taught on a rotating basis, identified in the current term class schedule.

International Business Opportunities - European Community
Since regional alliances are becoming increasingly important, this course will look in depth at the area known as the European Community. It will examine the history and cooperative spirit that defines this area, in an effort to understand possible business alliances existing there.

International Business Opportunities - Latin America
This is an advanced international business course focusing on the potential business opportunities existing within this vast regional area. Topics will include common political/legal, economic and sociocultural environments. Specific country research will be the backbone of this course and will afford the students distinct competence in their area of choice. The structure of this class will include lectures, guest speakers, extensive library research, country reports and a formal report including a presentation on a specific country in Latin America.

International Business Opportunities - Pacific Rim
The Pacific Rim, with half the world’s population and one-third of the globe’s surface, has become one of the economic powerhouses of the world. This course is designed to explore the cultural, political, economic and sociocultural environments specific to this area. In-depth studies on differing business practices within the Pacific Rim region will provide students with specialized skills for practical business opportunities.

BUS 544 Importing and Exporting (3)
This course covers the techniques and procedures involved in successfully carrying out export and import transactions. Topics include the language of, and documentation for, international trade, payment terms, trade barriers, export licensing, pricing, order handling, insurance, international collections and international transportation. The functions and operations of Foreign Trade Zones are illustrated, as well as the legislation that affects the international trader to include some of the alternatives to exporting such as licensing, foreign manufacturing and joint ventures. Prerequisites: BUS 565, BUS 567 and BUS 592.
BUS 545 International Strategic Planning (3)
International strategic planning means the ability to plan ahead and stay competitive in the world market, considering the strengths and weaknesses of each individual environment. In fact, the term has extended its importance to become one of central preocupation of not only private firms but also governments, industries and individuals seeking global successes. The purpose of the course is to examine the specific issues involved in the development of international competitive strategy for various American industries and major firms. Attention will be focused on the following aspects: 1) studying and exploring the meanings and tactics for staying competitive; 2) understanding how and why such strategies are developed; 3) evaluating and analyzing when and why such strategies succeed or fail to offer competitive advantages for a particular firm or industry; and 4) learning and adopting appropriate strategic planning for each individual need and situation. Prerequisites: BUS 565, BUS 567, BUS 592.

BUS 546 International Marketing (3)
The objectives of this course are 1) to understand the differences between domestic and international marketing; 2) to provide the background and tools necessary to research and analyze major risks and opportunities in foreign markets; and 3) to develop techniques for preparing strategically oriented international marketing plans. Prerequisites: BUS 565, BUS 567, BUS 575 and BUS 592.

BUS 549 International Finance (3)
Foreign exchange transactions are now 12 times that of the volume of world trade in goods and services. This course is designed to familiarize students with the international capital environment and challenges faced by all entrepreneurs seeking global success. Apart from sessions introducing interest rate parity, purchasing power parity and international Fisher Effect, this course will also cover the pragmatic aspects of finance such as the currency, futures, forwards and options markets. Updated forecasting techniques and methodologies on exchange rates, interest rates and country risk analysis will also be covered. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 551 Managerial Accounting (3)
This course teaches accounting in relation to the decision-making process; various cost systems; relevance of various cost concepts; direct costing, flexible budgets, distribution costing, break-even analysis, capital budgeting; and other techniques of management planning and control.

BUS 553 Current Issues in Management (3)
Blending theory and practice, this course offers graduate business students an opportunity to examine emerging issues of importance to contemporary managers. Course content will vary by instructor and may include (but is not limited to) the following: labor/management relations, total quality management, diversity in organizations, issues pertaining to the environment, the value of innovation in the work place and the changing role of organizations in a modern society. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 554 Communication for Management (3)
The purpose of this course is to enhance verbal, nonverbal and written communication skills. Professional and interpersonal dialogue, group communications and processes will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will be included. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 558 Organizational Dynamics (3)
Examination of conceptual models used to facilitate planned organizational change and development by internal and external consultants are considered. Topics include necessary skills for interacting within organizations, intervention strategies and managing client-consultant relationships. Case studies of successful and unsuccessful organizational development efforts are analyzed. The course addresses challenges for organizational change within a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 559 Leadership and Managerial Effectiveness (3)
Development of core competencies and skills needed for effective managerial leadership in organizations is addressed. Study includes the historical development of the field of leadership, examination of various leadership perspectives, and models, and various measures of managerial and organizational effectiveness in a global environment. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 561 Human Resources Management (3)
This course is a comprehensive study of current and research-based introduction to the human resource management function. Major themes include global and cultural dimensions, responsibilities for facilitating ethical behavior by employees and the cost/benefit analysis of human resource programs in dollar terms. Prerequisites: BUS 565, BUS 567 and BUS 568.

BUS 565 Organizational Theory and Development (3)
Analysis and design of complex organizations with an emphasis on organizational technology is studied. Major theoretical perspectives covered include organization design parameters, structural configurations, organization culture, organizational effectiveness, the external environment, issues related to globalization, change due to emerging technological advances. The course integrates theoretical knowledge with practical applications.

BUS 567 Behavioral Science for Management (3)
Investigation and consideration of individual and group behavior in an organizational context is explored. Focus is on the understanding and application of knowledge in motivation, group process, leadership, communication, performance enhancement, innovation, cultural diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

BUS 568 Business Ethics (3)
Situational dilemmas and relationships with employees, unions, customers, competitors, government and society are examined from an ethical point of view. Healthcare Management emphasis should substitute BUS 562 for BUS 568.

BUS 569 New Venture Development (3)
This course studies the development of new business ventures, encompassing classical entrepreneurial approaches and including the corporate, new venture perspective (entrepreneurship). Considerations include idea generation and development; market research methodologies, financial forecasting and spread sheet formulation, and new venture funding. Behavior and motivational patterns of professional corporate managers will be compared to entrepreneurial characteristics. Case histories are applied and class project development is required. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.

BUS 570 Consulting To Business* (3)
This course is a study of unique characteristics of closely held business and techniques of the consulting process. Students will perform actual consulting assignments to local businesses through the Small Business Institute. This course allows students to apply academic theory to actual business operations. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.
*Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 571 Marketing Communications (3)
Marketing communications introduces students to the broad field of integrated communications with the company’s markets and other targets of its messages. Students are taught how to integrate the elements of the promotional mix: advertising, direct marketing, sales promotions, publicity/public relations, customer relations and personal selling. Focus is on the strategic approach to managing marketing and promotional programs presented and the coordination of various communication functions is carefully addressed. The challenge of targeting and reaching a company’s audiences for its marketing communications, as those markets are becoming more and more fragmented, is investigated. New media approaches to reaching those markets are discussed. Prerequisite: BUS 575.

BUS 572 Marketing Research (3)
Marketing Research consolidates inputs from a variety of sources, including its own surveys. The inputs are analyzed and the results made available in the form of position reports, from which marketing plans and marketing research reports are developed, which are used as inputs to strategic planning. The decision process, as well as the marketing research process, are introduced and the importance of the relationship between the two is stressed. Prerequisites: BUS 575 and BUS 521.
BUS 573 Law for Business Executives (3)
Analysis of the essential aspects of law which pertain to business including materials from the law of contracts, sales, agency, business organizations, property, negotiable instruments and secured transactions. The effects of government regulation on labor and business are analyzed.

BUS 574 Capstone Course: Strategic Management (3)
The central theme of Strategic Management is the general manager or CEO's responsibility to oversee the implementation of a strategy that will result in a sustainable competitive advantage for his or her organization. This course will include steps that lead to strategy, how to translate strategy into tactical plans that drive day-to-day action, how to measure performance of the strategy as well as the tactics, and how to decide the corrective action that should be taken when things go wrong. The purpose of this capstone course is to integrate as much of the student’s BUS curriculum as possible into a holistic activity. A goal is to show the student how all of the courses that he or she has taken “fit together.” Considerable emphasis is placed upon analysis, evaluation and interpretation of information, outcomes, results, etc. “What does this mean and what should be done?” will be questions that are continually addressed. Prerequisite: All other core courses. *Students may petition to have BUS 570 satisfy their Capstone Course requirement.

BUS 575 Marketing Theory (3)
Marketing Theory is about understanding and appreciating the basic concepts and fundamentals of marketing and how they can be applied toward improving the prospects of companies faced with the opportunities and challenges of doing business beyond the year 2000. The materials are up-to-date and “real world,” and an effort is made to relate to the situations and realities that students are experiencing in their jobs. The student will assess and solve marketing problems.

BUS 576 Sales Management (3)
This course discusses sales problems encountered in the new millennium and how to put in place sales management processes designed to solve these problems. The purpose 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. Prerequisite: BUS 575.

BUS 578 Consumer Behavior (3)
This course is a dynamic analysis of the role of the consumer in the marketplace, purchasing influences and the marketing of both products and services. The knowledge of consumer behavior drives the marketer’s research efforts. Prerequisite: BUS 575.

BUS 579 Services Marketing (3)
Service providers face dramatic changes in their environment, especially the increasingly competitive nature of the marketplace. This requires a distinctive approach to planning and implementing marketing strategy for services as diverse as counseling, consulting, financial services, accounting, healthcare, education and retail. This course integrates traditional marketing theory and creative strategies to address critical issues and tools for the marketing of services. Prerequisite: BUS 575.

BUS 580 Business Transformation (3)
The purpose of this course is to introduce students to business transformation approaches, methodologies, successes and challenges through scrutiny of recent industry initiatives. Students taking this course will be introduced to current management tools and techniques including activity-based management, value chain analysis, benchmarking, process redesign/automation, shared services/sourcing, supply chain management and strategic performance measurement. The role of change management and information technology as enablers of the transformation effort will be discussed. Special attention will be given to electronic business/ commerce technologies and applications as they relate to business transformation. Classes are organized to stimulate discussion by relating course topics to specific industry cases. The course will leverage both the instructors' and students' occupational experiences to provide students with practical, industry-focused training relevant to today’s business environment. Prerequisites: BUS 551 and BUS 591.
BUS 581 Management Concepts for Information Technology (3)
In today’s dynamic and competitive economy, the ability of an enterprise to effectively leverage existing and emerging information technology is a critical success factor in gaining and sustaining a strategic advantage. This course presents management concepts that lead to an understanding of information technology and its role within the enterprise. The challenges of transitioning from legacy technology and business practices to new technology and reengineered business practices will be examined. The course also reviews how to build consensus among business and technology professionals using modern approaches to strategic planning, business process reengineering and system development. Utilizing case studies, the student will apply theory and practice.

BUS 582 Selected Topics (1-4)
Topics of current and particular interest in business administration. Students may enroll in more than one selected topics course.

BUS 583 Business Systems Development (3)
This course provides the student with concepts, tools, and techniques required to analyze business information systems. The course emphasizes structured development approaches using various tools and techniques. The entire Systems Development Life Cycle (SDLC) is introduced. However, the major emphasis will be placed on the problem definition and analysis phases of the SDLC. Topics covered include the role of systems analyst, the systems development life cycle, popular methodologies, systems planning, project management, and systems analysis. A comprehensive case study will be used to apply many of the techniques. Prerequisite: BUS 581.

BUS 584 Data Communications and Networking (3)
In the information age of the 1990s, organizations are finding that an effective and efficient means of communicating among distributed entities is a business imperative. This management course addresses current and emerging data communication and networking technologies from a business perspective. The application of these technologies to solve business problems and create competitive advantage is of particular emphasis. Students taking this course will learn to make knowledgeable decisions pertaining to strategies and architects for the deployment of telecommunication technologies. Prerequisite: BUS 581.

BUS 585 Production and Operations Management (3)
Operations planning and decision-making activities are studied. The course provides insights into the trade-off associated with operations management decisions and introduces a variety of tools and techniques for assisting managers to make production decisions and implement them in a global environment. Topics include manufacturing strategy, production planning, master scheduling, inventory control, forecasting, materials requirements planning, just-in-time systems, quality management and manufacturing and service technologies. Prerequisites: BUS 521, BUS 563, BUS 567 and BUS 568.

BUS 586 Information Technology Strategy Planning (3)
This course provides an overview of contemporary issues in information systems as a strategic and competitive resource for business. The course examines how information technology is aligned to support the goals and strategy of the organization. Topics include strategic planning of information technology, using information technology for competitive advantage, information infrastructure architecture and applications, global information technology issues, information technology as an enabler of business process innovation and information technology-based strategic applications. Prerequisite: BUS 581.

BUS 587 Management Concepts for eBusiness (3)
In today’s world the Internet touches part of every business. It has changed the way business is conducted in the world - and has become a requirement for any business to be a competitive player in today’s marketplace. Electronic commerce affects professionals across all disciplines of the business world, from finance to government to education, etc. This course provides an overview of electronic commerce, how it is conducted and managed, and its opportunities, along with its risks and limitations. Case studies spanning applications including business-to-consumer, business-to-business, intra-business, electronic funds transfers and underlying technologies will be used for analysis and understanding of both real world and theoretical electronic commerce business models. Prerequisite: BUS 581.

BUS 589 Independent Study (1-4)
Approved research in an area not covered by course work listed in this catalog.

BUS 591 Financial Principles and Policies (3)
Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money and capital markets. Prerequisites: BUS 521, BUS 531 and BUS 551.

BUS 592 International Business (3)
Changes in the world environment are creating drastically different working conditions for today’s businesses. In an effort to understand these working conditions theoretically and practically, this introductory course deals with many of the environments that shape or reflect business realities. These environments will include historic and geographic patterns, as well as political/legal and economic business atmospheres. The socio-cultural and technological environments in which businesses participate will be highly emphasized. Course information will be presented through lecture, case study, guest speakers, videos, research projects and other pertinent learning avenues. Prerequisites: BUS 565, BUS 567.

BUS 593 Investments and Portfolio Management (3)
A study of the various types of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Prerequisites: BUS 521, BUS 531, BUS 551 and BUS 591.
Graduate School of Education

Faculty
Dean for the School of Education:
Terence R. Cannings, Ed.D.
Assistant Dean for the School of Education:
Deborah Erickson, Ed.D.

Professors:
Cannings, Gathercoal, Jew, Sheridan, Uellendahl, Valadez

Associate Professors:
Anderson Smith, Karayan, T. McCambridge

Assistant Professors:
Crowe, Erickson, Garza, M. McCambridge, Travick-Jackson, Tucker

Instructor:
Stephens

Senior Lecturers:
Buono, Cosenza, Fraser, Myers, Williams

Lecturers:
See Faculty Listing, page 88

Department of Educational Leadership
Chair:
Dennis Sheridan, Ph.D.
Curriculum and Instruction Director:
Paul Gathercoal, Ph.D.
Counseling and Guidance – College Personnel Director:
Gail Uellendahl, Ph.D.

Doctoral Program in Educational Leadership Director:
James Valadez, Ph.D.

Doctoral Program in Higher Ed Leadership Director:
Dennis Sheridan, Ph.D.

Educational Leadership Director:
Deborah Erickson, Ed.D.

Department of Educational Psychology
Chair:
Cynthia Jew, Ph.D., Counseling and Guidance – Pupil Personnel Services Director:
Gail Uellendahl, Ph.D.

Education of the Deaf Director:
Maura Martindale, Ph.D.
Special Education Director:
Silva Karayan, Ph.D.

Department of Teacher Education
Bilingual Program Director:
Blas Garza, Ed.D.

Master of Education Program Director:
Cecelia Travick-Jackson, Ph.D.
Multiple Subjects Program Director:
Nancy Myers, M.A.

Single Subject Program Director:
Beth Anderson Smith, Ph.D.

Programs Offered
The University offers the following degree, credential, and certificate programs through the School of Education:

Doctorate in Educational Leadership (Ed.D.)

Doctorate in Higher Educational Leadership (Ed.D.)

Master of Arts (M.A.)
Curriculum and Instruction (with specializations in):
Educational Technology
Elementary Education
Reading
Secondary Education

Educational Leadership (with specializations in):
School Site Leadership
Teacher Leader
Leadership in Reading
Leadership in Educational Technology

Master of Science (M.S.)
Counseling and Guidance (with specializations in):
College Student Personnel
Pupil Personnel Services
Education of the Deaf
Special Education

Master of Education (M.Ed.)

Credentials
Basic Teaching Credentials
- Multiple or Single Subject
- Multiple or Single Subject Bilingual Cross-cultural Language and Academic Development (BCLAD) Spanish

Administrative Services
- Preliminary
- Professional

Pupil Personnel Services
- School Counseling
- Child Welfare and Attendance
  (must complete PPS with CLU to be eligible for CWA option)

Education Specialist
- Preliminary Level I (Mild to Moderate and Moderate to Severe Disabilities)
- Professional Clear Level II (Mild to Moderate and Moderate to Severe Disabilities)

Certificates
Computer Concepts and Applications Supplementary Authorization
Reading
Resource Specialist

Goals of the Program
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 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 students 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 (CCTC). Requirements for completion of the degree and the credential may not be the same. Students 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 the 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 School of Education at California Lutheran University is accredited by the National Council for Accreditation of Teacher Education. All credential programs are approved by the California Commission on Teacher Credentialing.

**Federal Title II Report**
The University is required by federal legislation to compile and provide copies of a Title II report. This report is part of a state and national process intended to assess the quality of teacher education graduates from programs across the country. Currently the quality assessment is based on the percentage of graduates who pass the Reading Instruction Competency Assessment (RICA). CLU's Title II reports are available on the University's Web site (www.callutheran.edu/School_of_Education/). For additional information, contact the School of Education.

**Admission Counseling**
Persons interested in exploring educational opportunities for teacher education and advanced master's degrees and credentials offered by the School of Education should arrange an appointment with an admission counselor in the Graduate Student Services Department in the School of Education by calling (805) 493-3421.

Persons interested in the doctoral degree in educational leadership should contact the admission counselor for the doctoral program by calling (805) 493-3382.

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 or administrator, or in occupations in the field of college personnel services. The 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 California Commission on Teacher Credentialing (CCTC).

**Program Goals**
Candidates will be able to:
1. build a positive organizational culture at a school or agency site
2. work successfully in a culturally diverse school/agency and community
3. assess, implement and evaluate school/agency plans to attain organizational goals
4. model moral and ethical practices
5. design, implement and evaluate policies that lead to educational success for all learners
6. assess, enlist and use resources to achieve school/agency and student/employee success

**Admission to the Doctoral Program in Educational Leadership**
Candidates for admission to the Educational Leadership Doctoral Program should submit all application materials by March 1 for priority consideration for admission to the next fall term. Admission decisions for regular graduate standing are based on a review of the following items in the candidates' portfolio:
1. a completed application form and non-refundable application fee
2. official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
3. test scores from the Graduate Record Examination (GRE)
4. a personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
5. three letters of recommendation
6. a professional resume
7. a writing sample (e.g., chapter from thesis, article, paper or report)
8. Pre-Requisite Form – evidence of competency (through a course, professional experience, etc.) in the following areas:
   a. basic research methods
   b. classroom assessment practices

**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.
c. K-12 school or higher education law
d. computer applications in education

After all paperwork has been received and processed, the candidate file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

9. satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

a. an International Student Application Form and additional required documents
b. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Educational Leadership

The Doctoral Degree in Educational Leadership is a 60-unit program. Students are required to take seven educational leadership courses (21 units), six research methods courses (18 units), three summer seminar courses (12 units), and the degree is completed with two dissertation seminars (6 units) and a dissertation defense (3 units). The classes are offered for cohort groups in the fall, spring, and summer sessions in a fixed order, allowing students to complete all requirements within a minimum of four years. Students are expected to be continuously enrolled. Students who discontinue enrollment in a cohort group may petition to join the next cohort group the following year.

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

Educational Leadership Courses (21 units)
EDLD 603 Historical and Philosophical Foundations of Educational Leadership (3)

EDLD 605 Instructional Leadership in Modern, Complex Organizations (3)
EDLD 607 Ethics and Values in Educational Leadership (3)
EDLD 614 Policy Development and Political Influences in Education (3)
EDLD 616 Leadership and Technology (3)
EDLD 624 Leading Organizational Change and Development (3)
EDLD 626 Managing Resources in Support of Organizational Vision (3)

Research Courses: (18 units)
EDLD 601 Research Tools and Application to Practice (3)
EDLD 612 Quantitative Research Design and Analysis (3)
EDLD 613 Qualitative Research Design and Analysis (3)
EDLD 622 Program Evaluation (3)
EDLD 628 Special Topics: Collaborative Research Groups I (3)
EDLD 629 Special Topics: Collaborative Research Groups II (3)

Summer Seminar Courses: (12 Units)
EDLD 610 Research Seminar: Literature Review (4)
EDLD 620 Research Seminar: Dissertation Proposal (4)
EDLD 630 Research Seminar: Data Analysis (4)

Dissertation: (9 Units)
EDLD 634 Dissertation Seminar 1 (3)
EDLD 635 Dissertation Seminar 2 (3)
EDLD 636 Dissertation Defense (3)

Note: Students will remain continuously enrolled until the dissertation is completed. If additional time is required, students must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 10 years from the date of admission).

2. Development of a doctoral portfolio – Tier II only

3. Advancement to candidacy based on departmental review

4. Residency - Residency will be established automatically by students when they continuously enroll throughout the cohort program of six semesters

Requirements for the Professional Administrative Tier II Services Credential

Students who possess a Preliminary Administrative Services Credential may obtain a Professional Administrative Services Credential. Students who choose this option must meet with an Educational Leadership credential adviser and complete the following requirements during doctoral study:

1. Induction: Professional Credential Development Plan through the Doctoral Portfolio

2. Core Courses (12 Units):
EDLD 624 Leading Organizational Change and Development (3)
EDLD 605 Instructional Leadership in Modern, Complex Organizations (3)
EDLD 614 Policy Development and Political Influences in Education (3)
EDLD 626 Managing Resources in Support of Organizational Vision (3)

3. The Professional Administrative Services Credential has the following additional requirements:

a. Possession of a valid Preliminary Administrative Services Credential
b. Two years experience in an administrative position requiring a preliminary administrative credential.

Note: Changes in state law may alter requirements.

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, non-profit 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 and 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 Goals**

By completing the Ed.D. in Higher Education Leadership, students will have the opportunity to develop competence in each of 10 areas of professional practice. These 10 areas of personal and professional competence drive the curriculum of the program and the content of each course within the program. Through the program, each student will have the opportunity to develop expertise in each of the following aspects of higher education leadership:

1. **The Context of Education**
   a. History and philosophy of higher education;
   b. The sociological dimensions of higher education culture;
   c. The major contemporary issues in higher education leadership and to take reasoned positions on these issues;
   d. International models of reform and innovation in higher education leadership.
2. **Student Success**
   a. College student development theory;
   b. Theories of teaching and learning;
   c. Student resilience, persistence, and retention;
   d. Institutional interventions to promote student success.
3. **Teaching and Learning**
   a. Programs and interventions that promote student learning;
   b. Linkages between curricular and co-curricular learning;
   c. Articulate and assess student learning outcomes;
   d. Learning-centered practices across an institution.
4. **Leading Change**
   a. Organizational dynamics;
   b. Good leadership theory and best practices;
   c. The political nature of organizations and how that affects resource allocation;
   d. Visioning and collaborative decision-making;
   e. Leadership and decision-making with groups.
5. **Management and Administration**
   a. Human and fiscal resources in institutional leadership;
   b. The political nature of higher education organizations;
   c. Contemporary legal and ethical considerations;
   d. Institutional governance processes at multiple levels;
   e. Grant-writing and other forms of external funding and accountability.
6. **Diversity and Intercultural Maturity**
   a. Self-awareness as a basis for working effectively with differences;
   b. Knowledge of human differences and how bias and discrimination affect student motivation and success;
   c. Relating and leading effectively across differences;
   d. Recognizing and confronting injustice at the institutional and societal level.
7. **Research Skills That Make a Difference**
   a. How to evaluate the effectiveness of college and university programs;
   b. The value of data-driven decision-making;
   c. The ability to conduct problem-based research that focuses on best practices;
   d. Being good consumers of research in higher education.
8. **Technology**
   a. Effectively using technology to achieve organizational goals;
   b. How to model effective use of technology for others within the institution;
   c. The positive and negative impact of technology on student learning.
9. **Moral and Ethical Practice**
   a. A well-defined moral and ethical compass to guide personal and organizational decision-making;
   b. The professional codes of ethics that relate to various aspects of higher education leadership;
   c. Designing interventions that promote ethical education within a higher education setting.
10. **Care and Collaboration**
    a. How to demonstrate an ethic of care for colleagues and students within the work setting;
    b. Effective mentoring of students and/or colleagues;
    c. Building effective working relationships across multiple functional areas within an institution of higher education;
    d. Creating a supportive climate for co-workers and colleagues within the workplace.

**Admission to the Doctoral Program in Higher Education Leadership**

Candidates for admission to the Ed.D Program in Higher Education Leadership should submit all application materials by February 1 for priority consideration for admission to the next fall term. Applications will be received on a space-available basis until May 1.
Admission decisions for regular graduate standing are based on a review of the following items in the candidate’s portfolio:

1. a completed application form and non-refundable application fee
2. official transcripts showing a master’s degree in education or a related field from a regionally accredited U.S. institution
3. test scores from the Graduate Record Examination (GRE)
4. a personal statement explaining student’s reasons for seeking an Ed.D. in Educational Leadership
5. three letters of recommendation
6. a professional resume
7. a writing sample (e.g., chapter from thesis, article, paper or report)
8. Pre-Requisite Form – evidence of competency (through a course, professional experience, etc.) in the area of basic statistics and research methodology.

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

9. satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

a. an International Student Application Form and additional required documents
b. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Higher Education Leadership Courses (21 units)

EDLD 603 Historical and Philosophical Foundations of Educational Leadership (3)
EDLD 606 Student Development and Learning in Higher Education (3)
EDLD 607 Ethics and Values in Educational Leadership (3)
EDLD 614 Policy Development and Political Influences in Education (3)
EDLD 617 Diversity and Social Justice in Higher Education (3)
EDLD 624 Leading Organizational Change and Development (3)
EDLD 627 Administration in Higher Education (3)

Research Courses: (12 units)

EDLD 601 Research Tools and Application to Practice (3)
EDLD 612 Quantitative Research Design and Analysis (3)
EDLD 613 Qualitative Research Design and Analysis (3)
EDLD 622 Program Evaluation (3)

Summer Seminar Courses: (12 Units)

EDLD 610 Research Seminar: Literature Review (4)
EDLD 620 Research Seminar: Dissertation Proposal (4)
EDLD 630 Research Seminar: Data Analysis (4)

Electives: (Choose 6 units)

EDLD 618 Community College Leadership (3)
EDLD 619 Higher Education and the Law (3)
EDLD 621 International Comparative Educational Practices (3)
EDLD 623 Student Success and Retention (3)

Dissertation: (9 Units)

EDLD 634 Dissertation Seminar 1 (3)
EDLD 635 Dissertation Seminar 2 (3)
EDLD 636 Dissertation Defense (3)

Note: Students will remain continuously enrolled until the dissertation is completed. If additional time is required, students must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 10 years from the date of admission).

2. Development of a doctoral portfolio – Tier II only
3. Advancement to candidacy based on departmental review
4. Residency - Residency will be established automatically by students when they continuously enroll throughout the cohort program of six semesters

Counseling and Guidance/Pupil Personnel Services

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

Program Goals

Graduates will be able to:

1. design, implement and evaluate comprehensive counseling and guidance programs in K-12 schools
2. consult and collaborate with teachers, parents and other professionals in order to solve student problems
3. advise students about their educational plans
4. advise students about their career plans
5. counsel students individually about their personal and social development
6. counsel students in groups about their academic, personal/social, and career development
7. understand factors contributing to, and methods and programs for preventing, student failure in school
8. enlist knowledge of social and cultural influences that may act as barriers to learning, and exhibit multicultural awareness and competency

**Admission to the Counseling and Guidance/Pupil Personnel Services Program**

To assure a prompt admission decision, candidates for admission to the Counseling and Guidance/Pupil Personnel Services Program should submit all application materials at least 45 days prior to the start of term for which they are applying. 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 waived 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. proof of registration for CBEST examination or CBEST examination scores
7. 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 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 post baccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or

C. a minimum of nine units of graduate course work completed with a 3.5 grade point average; or

D. a previously earned master’s degree.

Note: International applicants must submit the following:

1. an International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

**Requirements for the Master of Science in Counseling and Guidance/ Pupil Personnel Services Specialization**

1. Completion of the courses listed below totaling 48 units:
   - EDCG 521 Counseling Theory and Practice (3)
   - EDCG 522 Tools for Research, Practice and Professional Development (2)
   - EDCG 523 Group Process and Leadership (3)
   - EDCG 524 Consultation, Collaboration and Supervision (3)
   - EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency (3)
   - EDCG 526 Microskills in Counseling (3)
   - EDCG 527 Educational and Career Planning (3)
   - EDCG 528 Practicum (3)
   - EDCG 529 Organization & Administration of Pupil Personnel Services (3)
   - EDCG 532 Systems Approaches in Schools (3)
   - EDCG 533 Field Studies in School Counseling I (2)
   - EDCG 534 Field Studies in School Counseling II (2)
   - EDGN 504 School Law (3)
   - EDGN 510A Action Research for Practitioners – Advanced Studies (3)
   - EDGN 512 Lifespan Human Development (3)
   - EDGN 515 Advanced Educational Psychology (3)
   - EDGN 554 Educational Measurement (3)

2. Successful completion of the Comprehensive Examination or a Thesis (EDGN 599A) and an electronic portfolio.

**Requirements for Pupil Personnel Services Credential (48 units)**

1. Completion of courses required for the Master of Science in Counseling and Guidance.

2. Passage of the California Basic Educational Skills Test (CBEST) is required for obtaining the credential. Evidence of having registered for the exam is required for admission to the program. Scores must be submitted to the School of Education.

3. Students who do not hold a California teaching or services credential must apply for a Certificate of Clearance for California teaching or services, multicultural affairs, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry programs. A master’s degree in this area prepares individuals to work in various functions of student services, including academic advising, career counseling, residence life, admission and enrollment management, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry programs.

4. The School Counselor Internship credential is available to students seeking employment with participating school districts. Candidate must have an offer of employment, be admitted to the program, pass CBEST, have a Certificate of Clearance and may apply after completion of seven designated courses and advisor approval.

Note: Changes in state law may alter requirements.

**Counseling and Guidance/ College Student Personnel Specialization**

The Master of Science in Counseling and Guidance with a Specialization in College Student Personnel prepares professionals for careers in student affairs and student services in colleges, universities and community colleges. A master’s degree in this area prepares individuals to work in various functions of student services, including academic advising, career counseling, residence life, admission and enrollment management, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry programs.

**Admission to the Master of Science in Counseling and Guidance, College Student Personnel Specialization**

To assure a prompt admission decision, candidates for admission to the Master of Science in Counseling and Guidance, College Student Personnel Specialization should submit all application materials at least 45 days prior to the start of term for which they are applying. 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 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 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 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.

Requirements for the Master of Science in Counseling and Guidance, College Student Personnel Specialization

Completion of 38 units as follows:

1. Core courses required of all students (38 units):
   - EDCG 521 Counseling Theory and Practice (3)
   - EDCG 522 Tools for Research, Practice, and Professional Development (2)
   - EDCG 523 Group Process and Leadership (3)
   - EDCG 526 Microskills in Counseling (3)
   - EDCG 527 Educational and Career Planning (3)
   - EDCG 528 Practicum (3)
   - EDCG 530 Organization and Administration of College Student Personnel (3)
   - EDCG 531 Programs and Functions in College Student Personnel (3)
   - EDCG 535 Field Study in College Student Personnel (2)
   - EDCG 566 Educational Leadership (3)
   - EDCG 582 Legal and Ethical Issues in Higher Education (3)
   - EDCG 583 Professional Development in Practice (1)
   - EDGN 510A Action Research for Practitioners–Advanced Studies (3)
   - EDGN 512 Lifespan Human Development (3)

2. Successful completion of the Comprehensive Examination; or a Thesis [EDGN 599A (3)].

Curriculum and Instruction

The Master of Arts in Curriculum and Instruction (C&I) includes specializations in four areas. The Program was designed for the classroom teacher. It serves four types of populations:

1. Educators who have California credentials and wish to further their education and earn more credits for pay increases.
2. Educators who wish to earn a certificate in reading or a supplementary authorization in computer concepts and applications.
3. Educators who hold out-of-state teaching credentials with no master’s degree and need post baccalaureate units to qualify for the California credential.
4. Educators and other professionals who provide training for people in organizations and industry.

The program helps educators to possess deeper understandings of the teaching/learning process and broader expertise in theory and practice. In addition to knowledge and skill development, C&I seeks to provide teachers with strategies and experiences that enable them to seek and assume curriculum leadership roles, and to develop critical thinking and reflective practice.

Program Goals

Graduates will be able to:

1. Understand social and cultural influences that impact students' learning experiences and environment.
2. Use the most current and research-based teaching and assessment techniques to meet the educational needs of all students.
3. Use multiple sources of information and collaborate with resource persons in schools to solve problems and enhance learning environments for all students.
4. Design and implement new curricula usable in a variety of settings.
5. Reflect on their own profession practice and its effectiveness with a variety of students.

Note: International applicants must submit the following:
6. Participate in and/or lead collaborative curriculum development efforts and projects
7. Develop professional self-efficacy, viewing themselves as agents for change, able to evaluate new curricula and maintain professional dialog.

**Admission to the Master of Arts in Curriculum and Instruction**

Candidates for admission to the Master of Arts in Curriculum and Instruction should submit all application materials by Aug. 1 for fall semester, Dec. 1 for spring semester and May 1 for summer semester. Admission decisions for regular standing are based on the following materials in the candidate'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 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 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 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
Requirements for the Master of Arts in Curriculum and Instruction

The Master of Arts in Curriculum and Instruction and a specialization area is a 33 unit program. Students are required to take five Curriculum and Instruction foundation courses (15 units), one foundation elective (3 units), four courses (12 units) in one of four specialization areas, a portfolio seminar (three 1 unit courses), and the degree is completed with a webfolio defense (0 units), a comprehensive examination (0 units) or a project/thesis (3 units). The courses are offered in the fall, spring, and summer sessions, allowing students to complete all requirements in approximately 18 months.

This degree requires the completion of a minimum of 33 units as follows:

1. Foundation Courses (Required of all students) (12 units):
   EDGN or EDLD 502 Current Issues in Education (3)
   EDGN 510A Action Research for Practitioners – Advanced Studies (3)
   EDGN 554 Educational Measurement (3)
   EDGN or EDLD 570 Design and Improvement of Curriculum (3)
   Choose ONE of the following courses (3 units):
   EDTE 502 Computer Integration Into Curricula (3)
   EDTE 563 Microcomputers in Education (3)

2. Foundation Elective (3 units)
   Complete ONE of the six courses below:
   EDGN 503 Introduction to Special Education (3)
   EDGN or EDLD 504 School Law (3)
   EDGN 511 Philosophers on Education (3)
   EDGN 512 Lifespan Human Development (3)
   EDGN 515 Advanced Educational Psychology (3)

3. Specialization Courses (12 units)
   Complete 12 units in one of the following areas:
   Educational Technology
   Elementary Education
   Secondary Education

4. Program Completion Level
   Portfolio Defense AND EDGN 595 H,I,J Portfolio Seminar (3); OR
   Successful completion of Comprehensive Examination AND EDGN 595 H,I,J Portfolio Seminar (3); OR
   Thesis (EDGN 599A), Project (EDGN 599B) or Action Research Project (EDTP 599C – by petition ONLY) (3) with EDGN 595 H,I,J Portfolio Seminar for No Credit.

Educational Technology
Specialization
This specialization is designed to assist educators in acquiring the skills and knowledge in technology which will enable them to help students use technology for learning, self-expression, critical thinking and recreation. Upon successful completion of four EDTE courses, credentialed teachers will qualify for Computer Concepts and Applications Supplementary Authorization.

Students select four courses (12 units), with the approval of the advisor, from among those listed below:
   EDTE 501 Digital Television Production (3)
   EDTE 502 Computer Integration Into Curriculum (3)
   EDTE 503 Introduction to Distance Learning (3)
   EDTE 504 Administrative and Non-instructional Tools (3)
   EDTE 505 Computer Networking (3)
   EDTE 506 Web Design and Authoring (3)
   EDTE 507 Media Studies in Schools (3)
   EDTE 508 Computer Graphics and Sound (3)
   EDTE 509 Multimedia Research Presentations (3)

Elementary Education
Specialization
This specialization is designed to help elementary teachers, planning to stay in their current positions as regular classroom teachers, to enhance their skills and knowledge in delivering appropriate classroom instruction to all students. The specialization will also aid teachers in developing instructional leadership skills by offering opportunities to create new materials and explore the latest curricular trends and options.

EDTE 502 Computer Integration into Curricula (3)
EDRD 559 Integrated Language Arts (3)
EDSP 530 Learning Handicapped: Math Procedures, Assessment and Remediation (3)
EDSP 532 Learning Handicapped: Reading Procedures, Assessment and Remediation (3)
EDTE 504 Administrative and Instructional Tools (3)
EDTE 507 Media Studies in Schools (3)

Reading Specialization
The courses in the specialization are designed to assist the credentialed teacher in developing additional expertise in teaching reading. In addition, the courses allow a teacher with three years of teaching experience to apply for a CCTC Reading Certificate.

Students will complete the following four courses and Clinical Practicum:
   EDRD 559 Curriculum & Research in Reading and Language Arts (3)
   EDRD 563 Advanced Diagnosis and Prescription (3)
   EDRD 565 Content Area Reading (3)
   EDSP 532 Reading Procedures, Assessment & Remediation (3)
   EDSP 532A Clinical Practicum (1)

Other requirements within C&I program: Documented Supervised Field Study within each course.

Secondary Education
Specialization
This specialization is designed to help secondary teachers planning to stay in their current positions as regular classroom teachers to enhance their skills and knowledge in delivering
appropriate classroom instruction to all students. The specialization will also aid teachers in developing instructional leadership skills by offering opportunities to create new materials and explore the latest curricular trends and options.

EDCG 521  Counseling Theory & Practice (3)
EDCG 527  Educational & Career Planning (3)
EDGN or EDLD 504  School Law (3)
EDGN 500  Independent Study (3)
EDRD 565  Specialized Secondary Reading Procedures (3)
EDTE 502  Computer Integration into Curricula (3)
EDTE 504  Administrative and Instructional Tools (3)
EDTE 506  Web Design and Authoring (3)

**Deaf and Hard Of Hearing**

Candidates who are admitted to the two-year Level I Education Specialist Credential – Deaf and Hard of Hearing program will enter as a cohort and participate in program activities in sequence.

It is possible to obtain the Master of Science in the Education of the Deaf without completing the credential requirements. However, CLU has developed the credential and master’s degree so students may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master’s degree does not allow the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CCTC) requirements.

**Admission to the Deaf and Hard of Hearing Program**

CLU offers the Level I Education Specialist – Deaf and Hard of Hearing Credential. A general education teaching credential is not a prerequisite for completion of this credential. However, the following prerequisite courses are required:

- EDTP 506 Child and Adolescent Growth and Development (3 units)
- EDTP 521 Literacy and Language in Diverse Classrooms – Elementary (3 units)
- EDTP 552 or 572 General Education Fieldwork/Participation
- Course equivalent to – Deaf Culture and American Sign Language (3 units)

To assure a prompt admission decision, candidates for admission to the Deaf and Hard of Hearing Program should submit all application materials at least 45 days before the start of the term for which they are applying. 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, including transcripts of successful completion of prerequisite courses
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. TB test (negative result required)
8. Verification of registration for CBEST examination or photocopy of passing score report for CBEST
9. Evidence of having filed for a Certificate of Clearance, photocopy of front and back of Certificate of Clearance, or photocopy of front and back of CCTC Substitute or Emergency Permit
10. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved).
11. Evidence of successful completion of prerequisites

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 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: These requirements are subject to change by the CCTC.

**Requirements for Continued Advancement into the Deaf and Hard of Hearing Program**

1. Verification of passing score on CBEST (copy of 3”x4” transcript card)
2. Verification of subject matter competence by completion of approved subject matter program, or passing score on CSET (California Subject Examinations for Teachers) Multiple Subjects or CSET Single Subjects

3. Verification of completion of U.S. Constitution requirement

4. Passage of RICA (Reading Instruction Competency Assessment) Exam

**Requirements for the Preliminary Level I Education Specialist Credential – Deaf and Hard of Hearing**

Required courses for both the Mild to Moderate and Moderate to Severe Preliminary Level I Education Specialist Credential (41 units):

**YEAR ONE**

**Summer Residency I (9 units)**
- EDDH 500 Introduction to Educating Infants, Children, and Youth who are Deaf and Hard of Hearing: Multiple Perspectives (3)
- EDDH 502 Audiology-Diagnostics in Infants and Children who are Deaf and Hard of Hearing (3)
- EDDH 506 Speech Perception and Production for Children and Youth Who are Deaf and Hard of Hearing (3)

**Fall Semester I (7 units)**
- EDDH 512 Language Development, Assessment and Habilitation with Infants and Preschool-Age Children who are Deaf and Hard of Hearing (Birth to Six) (3)
- EDDH 510 Families of Infants, Children and Youth who are Deaf and Hard of Hearing (2)
- EDDH 540 Practicum and Seminar in Early Intervention for Infants and Preschool Children who are Deaf or Hard of Hearing (15 hours) (2)

**Spring Semester II (6 units)**
- EDDH 508 Developing Audition and Speech in Elementary School-Age Children who are Deaf and Hard of Hearing (Six to Twelve years) (20 hours observation/fieldwork) (3)
- EDDH 504 Educational Audiology and Hearing Technologies for Children and Youth who are Deaf and Hard of Hearing (10 hours observation/fieldwork) (3)

**YEAR TWO**

**Summer Residency II (7 units)**
- EDDH 542 Practicum/Lab in Developing Audition, Speech and Spoken Language in Elementary, Middle and High School-Age Children who are Deaf and Hard of Hearing (30 hours) (3)
- EDDH 520 Language, Literacy, and Curriculum Assessment and Instruction for School-aged Children who are Deaf or Hard of Hearing (3)

**Fall Semester II (6 units)**
- EDDH 544 Literacy and Curriculum Strategies in Academic Settings for Middle and High School Children who are Deaf and Hard of Hearing (10 hours observation/fieldwork) (3)
- EDDH 546 Inclusion and Itinerant Teaching for Children and Youth Who are Deaf And Hard of Hearing – Theory and Practice (10 hours observation/fieldwork) (3)

**Spring Semester II (6 units)**
- EDDH 560 Practicum/Internship in Elementary, Middle or High School Settings (200 hours) (6)

**Requirements for the Master of Science in the Education of the Deaf**

Candidates who satisfactorily complete the Level I course of study are eligible for the Master of Science in the Education of the Deaf with the following additional requirements: EDGN 510A and EDTP 599C.

**Educational Leadership**

The Master of Arts in Educational Leadership prepares candidates whose future career goals include leadership within an educational organization, including the principalship, teacher leadership and mentoring, curriculum development, and the superintendency. The master's program is a 36-unit program, which includes the Preliminary Administrative Services Tier I credential (24 units).

**Admission to the Master of Arts in Educational Leadership**

To assure a prompt admission decision, candidates for admission to the Master of Arts in Educational Leadership Program should submit all application materials at least 45 days prior to the start of the term for which they are applying.

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
7. Evidence of an interview with an admission counselor and program 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 portfolio. 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 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: 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 for equivalency to a U.S. bachelor's degree.

NOTE: Candidates for the Educational Leadership Program will need to submit a copy of their teaching or services credential. (This is not required for admission, but should be submitted by the end of the second semester of enrollment.

Requirements for the Master of Arts in Educational Leadership

Completion of 36 units as follows:

- Credential Core Classes (24 units):
  - EDLD 504 Educational Leadership: School Law (3)
  - EDLD 564 Educational Leadership: Working with Diverse Communities (3)
  - EDLD 568 Educational Leadership: School Organization and Government (3)
  - EDLD 570 Educational Leadership: Curriculum Design (3)
  - EDLD 572 Educational Leadership: Managing Resources (3)

- EDLD 577 Educational Leadership: Instructional Supervision (3)
- EDLD 580 Educational Leadership: Organizational Transformation (3)
- EDLD 599A Seminar: Professional Development Portfolio A (1)
- EDLD 599B Seminar: Professional Development Portfolio B (1)
- EDLD 599C Portfolio Defense (1)

- Master’s Core classes in specializations (12 units)

School Site Leadership (12 units)
- EDGN 554 Educational Measurement* (3)
- EDLD 502 Educational Leadership: Current Social, Cultural and Political Issues (3)
- EDLD 550 Educational Leadership: Focusing on Student Achievement (3)
- EDGN 510A Action Research for Practitioners* (3)

Teacher Leader (12 units)
- EDGN 554 Educational Measurement* (3)
- EDLD 552 Educational Leadership: Coaching and Mentoring Teachers (5)
- EDLD 554 Educational Leadership: Standards and Best Practices (3)
- EDGN 510A Action Research for Practitioners* (3)

Leadership in Reading (12 units/four reading courses for certificate)
- EDGN 554 Educational Measurement* (3)
- EDRD 559 Curriculum and Research in Reading and Language Arts (3)
- EDRD 563 Advanced Diagnosis and Prescription (3)
- EDRD 565 Content Area Reading (3)
- EDRD 532 Reading Procedures, Assessment, and Remediation (3)
- EDGN 510A Action Research for Practitioners* (3)

Leadership in Educational Technology (12 units to be chosen with adviser/four tech courses for a supplemental authorization)
- EDGN 554 Educational Measurement* (3)
- EDGN 510A Action Research for Practitioners* (3)
- EDTE 501 Digital Television Production (3)
- EDTE 502 Computer Integration into Curricula (3)
- EDTE 503 Distance Learning (3)
- EDTE 504 Administrative and Non-Instructional Tools (3)
- EDTE 505 Computer Networking (3)
- EDTE 506 Web Design and Authoring (3)
- EDTE 507 Media Studies in Schools (3)
- EDTE 508 Computer Graphics and Sound (3)
- EDTE 509 Multimedia Research Presentations (3)

* Required for master's degree

Requirements for the Preliminary Administrative Tier I Services Credential

Students must complete the following 24 credits for the Preliminary Administrative Services Credential:

- EDLD 599A Seminar: Professional Development Portfolio A (1)
- EDLD 504 Educational Leadership: School Law (3)
- EDLD 564 Educational Leadership: Working with Diverse Communities (3)
- EDLD 568 Educational Leadership: School Organization and Government (3)
- EDLD 572 Educational Leadership: Managing Resources (3)
- EDLD 599B Seminar: Professional Development Portfolio B (1)
- EDLD 570 Educational Leadership: Curriculum Design (3)
- EDLD 577 Educational Leadership: Instructional Supervision (3)
- EDLD 580 Educational Leadership: Organizational Transformation (3)
- EDLD 599C Portfolio Defense (1)

Special Education

CLU offers the Level I and Level II Education Specialist Credentials in Mild to Moderate (M/M) and Moderate to Severe (M/S) Disabilities. A general education teaching credential is not a...
prerequisite for completion of an M/M or M/S Level I specialist credential. With a few additional courses, students can also earn the multiple subject credential while completing the specialist credential. It is possible to obtain the Master of Science in Special Education degree without completing the credential requirements. However, CLU has developed the credential and master's degree so students may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master's degree does not allow the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CCTC) requirements.

**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 at least 45 days before the start of the term for which they are applying. 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
5. a personal statement following the guidelines included in the admission packet
6. three academic or professional recommendations
7. TB test (negative result required)
8. verification of registration for CBEST examination, photocopy of passing score report for CBEST, or equivalent
9. evidence of submission of Certificate of Clearance application, evidence of a valid Certificate of Clearance or credential or evidence of CCTC Substitute or Short-term Permit
10. 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 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: These requirements are subject to change by the CCTC.

**Requirements for Continued Advancement into the Special Education Program**

1. verification of passing score on CBEST
2. verification of subject matter competence by completion of approved subject matter program, or passing score on CSET (California Subject Examinations for Teachers) Multiple Subjects or CSET Single Subjects
3. verification of completion of U.S. Constitution requirement
4. passage of RICA (Reading Instruction Competency Assessment) Exam

**Requirements for the Preliminary Level I Education Specialist Credential in Mild/Moderate (M/M) and Moderate/Severe (M/S) Disabilities**

1. Required courses for both the Mild to Moderate and Moderate to Severe Preliminary Level I Education Specialist Credential (28 units):
   - EDCL 549 First and Second Language Acquisition (3)
   - EDGN 503 Introduction to Special Education (3)
   - EDTP 506 Child and Adolescent Growth and Development (3)
   - EDSP 519 M/M/S: Assessment, Instruction & Development of the Individualized Education Plan (IEP) (3)
   - EDSP 519A Clinical Practicum (1)
   - EDSP 520 Application of Behavior Management Strategies (3)
   - EDTP 500 Culture and Diversity in Education (3)
   - EDTP 502 Psychological Foundations of Education (3)
   - EDTP 521 Reading/Language Arts in Diverse Classrooms (3)
   - EDTP 522 Math/Science in Diverse Classrooms (3)

2. The following are required courses for the M/M Preliminary
Level I Education Specialist Credential (17 units):
EDSP 532 Reading Procedures, Assessment & Remediation (3)
EDSP 532A Clinical Practicum (1)
EDSP 534 M/M: Field Study/Student Teaching w/Seminar (10)
EDSP 547A M/M: Curriculum & Instruction in Mild to Moderate Disabilities (3)
EDSP 547C M/S: Communication, Socialization & Daily Living Skills Development (3)
EDSP 547P Clinical Practicum (1)

Requirements for the Professional Level II Education Specialist Credential in Mild to Moderate (M/M) and/or Moderate to Severe (M/S) Disabilities

1. Prior to application to the Level II program, teacher must hold a valid Level I Education Specialist credential.

2. Required courses for both the Mild to Moderate and Moderate to Severe Specialist Credential (15 units):
   - EDTP 510C Action Research for Practitioners-Teacher Education (3)
   - EDSP 540D M/M/S: Positive Learning Environments for Students with Complex Behavioral and Emotional Needs (3)
   - EDSP 540E M/M/S: Assessment, Curriculum, Instruction & Development of the Individual Transition Plan (ITP) (3)
   - EDSP 553A Induction Plan Development (1)
   - EDSP 553B Induction Plan Assessment (2)
   - EDSP 553H M/M/S: Collaborative Consultation, Counseling and Coordination of Services (3)

3. Required Course for the Mild to Moderate Specialist Credential (3 units):
   - EDSP 538 Advanced Issues in Mild/Moderate Disabilities (3)

4. Required Course for the Moderate to Severe Specialist Credential (3 units):
   - EDSP 540B Advanced Issues in Moderate/Severe Disabilities (3)

5. Required courses for all clear credentials (4 units):
   - EDTE 502 Computer Integration into Curricula (3)
   - EDUC 401 Health Issues in Education (1)
   - CPR Training

6. Teachers must complete all Level II requirements and have taught for at least two years while holding the Preliminary Level I Education Specialist credential to apply for the Professional Level II Education Specialist credential. Teachers have five years from the date of issuance of the Level I credential to complete Level II requirements.

7. EDSP 553A and EDSP 553B, the Induction Plan Development and Assessment courses, embed Professional Growth Activities (approved non-university activities) into the course requirements. The Induction Plan Development is developed collaboratively with the student, employer and university. The assessment of the candidate’s progress in completing the plan occurs at the end of the program.

Requirements for the Master of Science in Special Education

Candidates who satisfactorily complete the Level I course of study are eligible for the Master of Science in Special Education with the following additional requirements: EDTP 510C and EDTP 599C.

The following requirements are for candidates who are interested in obtaining the Master of Science degree in Special Education without the Level I credential (41 units):

1. Core Requirements (10 units):
   - EDGN 503 Introduction to Special Education (3)
   - EDSP 519 M/M/S: Assessment, Instruction & Development of the Individual Educational Plan (3)

2. Choose 16 to 19 units from EDSP courses, including courses listed in specializations (M/M or M/S) or certificate programs in special education (Resource Specialist or Mediated Learning) and any courses listed for Level I preliminary credential or Level II professional credential
requirements (except for field study/student teaching or induction courses). Courses are selected with the guidance of a special education adviser.

3. Choose 6 to 9 units from EDCL, EDGN, EDTE or EDTP. Courses are selected with the guidance of a special education adviser.

4. EDTP 510C and EDTP 599C

**Resource Specialist Certificate**

The Resource Specialist Program (RSP) certificate is offered only to those candidates who hold a Special Education Learning Handicapped (LH) or Severely Handicapped (SH) credential. Candidates who are eligible for the M/M or M/S credential do not need to add this certificate. They are automatically authorized to hold RSP positions as the requirements for this certificate are embedded into the new credential structure.

The following courses are required for the RSP certificate:

- EDSP 519 M/M/S: Assessment, Instruction & Development of the Individual (Educational Plan) (3)
- EDSP 519A Clinical Practicum (1)
- EDSP 520 Application of Behavior Management Strategies (3)
- EDSP 532 Reading Procedures, Assessment & Remediation (3)
- EDSP 532A Clinical Practicum (1)
- EDSP 534 Field Study: M/M (2)
- or
- EDSP 542 Field Study: M/S (2)
- EDSP 595H M/M/S: Collaborative Consultation, Counseling & Coordination of Services (3)

**Teacher Preparation Program**

Just as the field of education is a versatile and multi-disciplined field, the 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 field work prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

The University is authorized by the California Commission on Teacher Credentialing (CCTC) to offer credential programs in several areas at the elementary and secondary levels. Credential programs include multiple subject and single subject credentials for English speaking and bilingual classrooms, special education, preliminary and professional administrative services, pupil personnel services and bilingual cross-cultural instruction.

Students 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.

CLU offers a traditional full-time Teacher Preparation Program and an evening (alternative) program for those who are already employed as full-time teachers.

**Teaching Credentials Offered**

The University is authorized by the California Commission on Teacher Credentialing (CCTC) to offer credential programs under the Teacher Preparation and Licensing Law of 1970 and subsequent revisions. Students who wish to teach in states other than California should seek the assistance of the faculty in planning a program appropriate to their needs. Generally, California requirements for teaching credentials will meet or exceed the requirements in other states.

Note: The following programs meet CCTC standards for current SB 2042 teacher preparation programs for Preliminary teaching credentials. Requirements for Professional Clear teaching credentials are fulfilled through an employing school district.

1. Multiple Subject, Preliminary

2. Multiple Subject with a Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis in Spanish K-12, Preliminary

3. Single Subject, Preliminary

4. Single Subject Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis in Spanish K-12 (needed to teach in the departmentalized classroom), Preliminary

**Alternative Certification Program – Internships**

The Alternative Credential Program is designed to meet the needs of candidates who have been offered internships or who are already teaching full-time, but are not yet fully credentialed. Field studies are integrated with courses and students are, in most cases, supervised in their own classroom settings. In order to establish public school experience and experience a variety of grade levels, one alternative placement may be required depending upon the candidate's prior classroom experience. The alternative placement may be taken during summer or, in the case of a teacher's year-round calendar, during an off-track time. Candidates who have been offered an internship must meet CCTC requirements and apply through the School of Education for a CCTC Multiple or Single Subject Internship Credential.

To qualify for the evening credential program, applicants must

1. be employed as a full-time teacher in a single subject or multiple subject classroom;

2. have demonstrated subject matter competence with completion of appropriate preparation program or satisfactory CSET scores prior to the beginning of the...
second semester. Students entering under the CCTC university internship option must have satisfied subject matter competency prior to the beginning of semester one;

3. be recommended for the program by their immediate administrative supervisor;

4. submit an application for admission and be accepted into the credential program at California Lutheran University.

Levels of Credentials
California has a two-tier credential structure. The basic CCTC requirements for a Preliminary Multiple or Single Subject Teaching Credential are as follows: a bachelor’s degree, passage of the CBEST examination (or equivalent), verification of subject-matter competence, passage of U.S. Constitution course or exam, Level I technology content, and successful completion of a CCTC-approved teacher preparation program including student teaching, as well as additional requirements specific to multiple or single subject candidates. Students must meet with a School of Education faculty adviser to plan the recommended distribution of courses.

The basic CCTC requirements for a Professional Clear Multiple or Single Subject Teaching Credential have changed with the implementation of the SB 2042 structure for teacher preparation programs. As a result, the majority of public schoolteachers will participate in a district-sponsored induction program and will fulfill requirements for the Professional Clear credential through their employing district. Private schoolteachers and teachers employed in districts who cannot provide an induction program will be eligible to enroll in a CCTC-approved “2042 fifth year program.”

Students should note that a valid teaching or service credential is required to be eligible for the Administrative Services credential.

Admission to the Teacher Preparation Program/ Master of Education (M.Ed.) Program

To assure a prompt admission decision, candidates for admission to the Teacher Preparation Program/Master of Education (M.Ed.) Program should submit all application materials at least 45 days prior to the start of term for which they are applying. 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. 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 admission counselor

3. application for Admission form and non-refundable application fee

4. official transcripts from all previous colleges

5. a personal statement following the guidelines included in the admission packet

6. three academic or professional recommendations

7. TB test (negative result required)

8. evidence of submission of Certificate of Clearance application, evidence of a valid Certificate of Clearance or credential or evidence of CCTC Substitute or Short-term Permit

9. verification of registration for CBEST examination, photocopy of passing score report for CBEST, or equivalent

10. 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: 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

11. For BCLAD applicants only, passage of the Spanish Language Examination at Level III is required for admission to the BCLAD Program.

Requirements for Continued Advancement into the Program

The teacher credential program utilizes an electronic portfolio system for candidate instruction and assessment. The CLU Webfolio is 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.

Periodic assessment of student progress occurs through CLUES, The California Lutheran University Education Students portfolio process. Benchmarks A – Admission, B - Begin Methods Block, C - Completion of Methods Block, and D - Done with Student Teaching require electronic submissions that foster reflection against the STRIVE statement of the School of Education and appropriate evidence demonstrating satisfaction of Teacher Performance Expectations. Satisfaction of each stage is required prior to continuing in the program at the succeeding level. Candidates are responsible for providing evidence and having it reviewed by faculty.

CALIFORNIA LUTHERAN UNIVERSITY
The alternative certification evening program requires the same electronic portfolio. However, entries are organized into four semesters of entries that parallel course work and field work.

Required for Benchmark B are passage of Benchmark A (full admission to the program), passage of CBEST (or equivalent), verification of fingerprint clearance by Certificate of Clearance or Substitute/Short-Term Permit, completion of subject matter competence, verification of fulfillment of the U.S. Constitution requirement, and satisfactory completion of all foundation courses.

An explanation of the CLUES process and requirements is available on the School of Education Web page.

Note: These requirements are subject to change by the CCTC.

Requirements for the Master of Education
The Master of Education requires completion of 33 graduate units. Students must choose one of the following three options:

Option 1:
Candidates who complete the Preliminary Multiple or Single Subject credential course of study may be eligible for the M.Ed. with following additional requirements: EDTP 554, EDTP 510C, and EDTP 599C.

Option 2:
The following requirements are for currently credentialed teachers who are interested in the M.Ed. and a teaching credential through the Private School Option:

- Core requirements (9 units):
  EDTP 554, EDTP 510C & EDTP 599C.
- Private school teacher specialization (12 units):
  EDTP 563, EDTP 521 or 532, EDGN 503, EDTE 502.
- Electives (12 units)

Requirements for the Multiple Subject Credential K-12
Multiple Subject and Multiple Subject Bilingual Cross-cultural Language and Academic Development (BCLAD) credentials require fulfillment of the subject-matter competence requirement by passage of the California Subject Examinations for Teachers (CSET) Multiple Subjects, and passage of the Reading Instruction Competence Assessment (RICA), as well as other requirements as established by the CCTC.

For students seeking a preliminary Multiple Subject Credential, 36 units in education (including student teaching) are required. The following courses must be included: EDTP 500, EDTP 502, EDTP 506, and EDTP 508 (Foundations); EDTP 520, EDTP 521, EDTP 522 and EDTP 523 (Methods); EDTP 525 and EDTP 540 (Student Teaching) or EDTP 552 (Field Study). The CCTC Level I technology content requirement is fulfilled by EDTP 563 or completion of all foundations and methods courses at CLU.

Requirements for the Single Subject Credential
K-12
The Single Subject and Single Subject Bilingual Cross-cultural Language and Academic Development (BCLAD) credentials require fulfillment of the subject matter competence requirement by successful completion of a CCTC-approved subject matter program, or passage of the California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and Praxis exams, in the desired subject as well as other requirements as established by the CCTC.

CCTC approved subject programs are available at CLU in the following areas: English, Mathematics, Physical Education, Music, Social Science, and (Languages Other Than English) Spanish. CLU undergraduate students should seek counsel with subject area advisers to ensure completion of the appropriate subject matter program.

For students seeking a Preliminary Single Subject Credential, 36 units in education (including student teaching) are required. The following courses must be included: EDTP 500, EDTP 502, EDTP 506, and EDTP 508 (Foundations); EDTP 530, EDTP 531, EDTP 532 and EDTP 533 (Methods); EDTP 535, and EDTP 560 (Student Teaching) or EDTP 572 (Field Study). The CCTC Level I technology content requirement is fulfilled by EDTP 563 or completion of all foundations and methods courses at CLU.

Requirements for the Single Subject BCLAD Credential K-12
The Single Subject BCLAD Credential with an emphasis in Spanish requires completion of the above program (with the exception of EDTP 535). In addition, the following must be completed: EDTP 505, EDBI 525 and passage of the Spanish Language Proficiency Exam at Level IV.
The Professional Clear Credential (Ryan Credential only)
The Professional Clear Credential requires completion of all of the above courses; a total of 30 post-baccalaureate units and must include EDUC 401, EDTE 502, EDGN 503 and CPR training. Completion of an approved Induction program or a BTSA program are alternative ways to obtain a clear credential.

Course Descriptions
ED.D. in Educational Leadership (EDLD)
The following courses, designated EDLD, are appropriate for the Ed.D. Educational Leadership curriculum.

EDLD 601 Research Tools and Application to Practice (3)
An introductory course that equips candidates with basic library, writing, technology and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Students begin a comprehensive literature review in the course.

EDLD 603 Historical and Philosophical Foundations of Educational Leadership (3)
A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605 Instructional Leadership in Modern, Complex Organizations (3)
This course explores several major theories of learning, group process and organizational development, and the implications of these 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 606 Student Development and Learning in Higher Education (3)
The ultimate purpose of higher education is student learning. This course will examine how student development theories and learning theories are constructed and the implications of theory for student learning in both the curricular and co-curricular dimensions of higher education. Students will critically evaluate contemporary student development and learning theories, explore the implications for higher education leadership, and consider policies and practices that enhance student development and learning.

EDLD 607 Ethics and Values in Educational Leadership (3)
This course guides students to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610 Research Seminar: Literature Review (4)
A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Students will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612 Quantitative Research Design and Analysis (3)
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 (3)
An overview of qualitative research assumptions, characteristics, approaches, and techniques. Students will conduct a small-scale field-study.

EDLD 614 Policy Development and Political Influences in Education (3)
Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 616 Leadership and Technology (3)
The use of technology to manage data for the purpose of effective decision making in today’s data-rich environment. The ethics of data collection provides the context for guiding policy development in our diverse organizational environment.

EDLD 617 Diversity and Social Justice in Higher Education (3)
This course will explore the social ecology of colleges and universities through a lens of justice and equity. Students will have the opportunity to develop expertise in diversity issues related to race, gender, ethnicity, social class, sexual orientation, age, ability, and religion. They will also be expected to examine their personal cultural lenses and increase their individual self-awareness regarding human differences. The focus of the course will be on institutional policies and practices that marginalize students and on formulating strategies for leading organizational change toward increased equity and inclusiveness in higher education.

EDLD 618 Community College Leadership (3)
This course examines leadership issues unique to various types of two-year postsecondary institutions, primarily comprehensive community colleges. Students will examine how policies, trends, issues and innovations have influenced the evolution of community colleges from the turn of the 20th century to the present. The course considers the variety, foundations, governance and administration, curriculum, faculty, and students and student outcomes issues unique to the community college context.

EDLD 619 Higher Education and the Law (3)
This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620 Research Seminar: Research Analysis and Presentation (4)
Statistical analysis of content using computer applications (e.g., SPSS) to complete activities begun in Quantitative and Qualitative Research Design and Analysis courses. Students complete a research paper for presentation and/or publication.

EDLD 621 International Comparative Educational Practices (3)
This course will provide students with the opportunity to examine educational policy and practice in an international setting. 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 the critical examination of relevant literature and 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 policy making and practice in organizations. Students will conduct an evaluation study as part of this course.

EDLD 623 Student Success and Retention (3)
This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624 Leading Organizational Change and Development (3)
Students examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.
EDLD 526 Managing Resources in Support of Organizational Vision (3)
A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627 Administration in Higher Education (3)
This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 628 Special Topics: Collaborative Research Groups I (3)
Small groups of candidates engage in action research with schools and agencies in the area. Emphasis is on the applied use of qualitative and quantitative skills.

EDLD 629 Special Topics: Collaborative Research Groups II (3)
Small groups of candidates engage in action research with schools and agencies in the area. Emphasis is on the applied use of qualitative and quantitative skills.

EDLD 630 Research Seminar: Qualifying Examination and Dissertation Proposal (4)

EDLD 634 Dissertation Seminar I (3)

EDLD 635 Dissertation Seminar 2 (3)

EDLD 636 Dissertation Defense (3)
NOTE: Students will remain continuously enrolled until the dissertation is completed. If additional time is required, students must register for two dissertation units per semester until the dissertation is successfully defended.

Bilingual Education – EDBI
The following courses designated EDBI are required for the BCLAD credential.

EDBI 505 Latin-American Culture and Civilization (3)
Intended to deepen students’ knowledge of Spanish-American culture and civilization and improve their conversational ability. Includes lectures, oral participation and oral reports. Conducted in Spanish.

EDBI 522 Introduction to Student Teaching - Bilingual Elementary (3)
Assignment in a bilingual elementary school classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university consultant. Includes weekly seminar meetings. Prerequisites: Completion of Benchmark C. (Graded P/NC only)

EDBI 525 Spanish Language Methods (3)
Methods of teaching Spanish reading and language arts to limited-English-proficient students, as well as methods of teaching in the content areas of social studies, mathematics, and science to non-English- and limited-English-speaking students. Taught entirely in Spanish.

EDBI 533 Introduction to Student Teaching - Bilingual Secondary (3)
Assignment in a single subject classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university consultant. Includes weekly seminar meetings. Prerequisites: Completion of Benchmark C. (Graded P/NC only)

EDBI 540 Bilingual Student Teaching in the Elementary Classroom (1-9)
Student teaching completed in a bilingual classroom under the guidance of an experienced resident BCLAD teacher and university consultant. Includes weekly seminar meetings. Prerequisites: Completion of Benchmark C. (Graded P/NC only)

EDBI 552 Field Study Seminar in Teaching – Bilingual Elementary (1-4)
In-service guidance and counseling in the organization and implementation of effective teaching procedures and techniques in the bilingual classroom. (May be repeated upon satisfaction of appropriate Benchmark.) Prerequisite: Recommendation of Teacher Preparation faculty committee. (Graded P/NC only)

EDBI 560 Bilingual Student Teaching in the Secondary Classroom (1-9)
Student teaching completed in a bilingual classroom under the guidance of an experienced resident teacher and University consultant. Includes weekly seminar meetings. Prerequisite: Recommendation of Teacher Preparation faculty committee. (Graded P/NC only)

EDBI 572 Field Study Seminar in Teaching – Bilingual Secondary (1-4)
In-service guidance and counseling in the organization and implementation of effective teaching procedures and techniques in the bilingual classroom. (May be repeated upon satisfaction of appropriate Benchmark.) Prerequisite: Recommendation of Teacher Preparation faculty committee. (Graded P/NC only)

Counseling and Guidance - (EDCG)
The following courses, designated EDCG, are appropriate for the Counseling and Guidance curriculum.

EDCG 521 Counseling Theory and Practice (3)
Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 522 Tools for Research, Practice and Professional Development (2)
APA, writing style, on-line research methods and sources, technology for enhancing direct services and software applications for educational settings. To be taken the first semester offered.

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

EDCG 524 Consultation, Collaboration and Supervision (3)
Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency (3)
Models and methods for effective prevention and intervention programs for at-risk students.

EDCG 526 Microskills in Counseling (3)
An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Prerequisite: EDCG 521. (Graded P/NC only)

EDCG 527 Educational and Career Planning (3)
Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528 Practicum (3)*
Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDGN 504, EDCG 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units College Student Personnel Students – EDCG 521, 523, 526, 527, 530 and 531.

EDCG 529 Organization and Administration of Pupil Personnel Services (3)
Organization and administration of guidance and counseling services in the schools. Includes
program planning, coordination, supervision, budgeting and evaluation.

EDCG 530 Organization and Administration of College Student Personnel (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 and Functions in College Student Personnel (3)
Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532 Systems Approaches in Schools (3)
Family systems theories and their application 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 (3)*
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. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only)

EDCG 540 Child Welfare and Attendance Seminar (3)
An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of field work at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 546 Educational Leadership (3)
The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 582 Legal and Ethical Issues in Higher Education (3)
This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.)

EDCG 583 Professional Development in Practice (1)
Seminar on professional development opportunities and attendance at professional conferences.

*Note: These courses, which require field hours, are to be taken at or near the end of the program.

Cross-cultural Language and Academic Development (EDCL)
The following courses, designated EDCL, are appropriate for the CLAD curriculum.

EDCL 549 First and Second Language Acquisition and Development (3)
First and second language acquisition deals with an overview of some aspects of linguistic theories that are necessary for teachers. The course further deals with language acquisition theories and various factors that affect language learning among both native and non-native speakers of English. Field work is required.

EDCL 551 Specially Designed Academic Instruction in English (SDAIE) (3)
A study of theories and methods of bilingual education, organizational models, instructional strategies and approaches that focus on English language development and content instruction. The content deals with the historical and legal foundations of bilingual instruction, the organization of instructional activities (models, types, and designs) and the educational rationale for bilingual education.

EDCL 553 Language and Culture (3)
A study of the historical, philosophical, sociological, and cultural foundations of education in relationship to the expanding cultural diversity in California. Field work is required.

EDCL 555 Advanced CLAD Strategies (3)
An advanced cross-cultural methods course designed to bridge theory to application. Study will include the integration of content areas utilizing Specially Designed Academic Instruction in English (SDAIE) methods. Students will design lessons and unit plans that integrate subject matter and utilize strategies that are effective with first and second language learners.

Education of the Deaf (EDDH)
The following courses, designated EDDH, are appropriate for the Deaf Education curriculum.

EDDH 500 Introduction to Educating Infants, Children, and Youth who are Deaf and Hard of Hearing: Multiple Perspectives (3)
This course provides an introduction to the education for children and youth with a hearing loss, ages birth to 21. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include the history of deaf education, current research and trends, legal issues in deaf education, behavior management, professional resources, ethical challenges, and their application to today’s children and youth who are deaf or hard of hearing. Taken concurrently with EDDH 502 and 506.

EDDH 502 Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing (3)
This course is an introduction to audiology as it relates to infants, children, and youth with hearing loss. Topics include 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. Taken concurrently with EDDH 500 and 506.

EDDH 504 Educational Audiology and Hearing Technologies for Children and Youth who are Deaf and Hard of Hearing (10 hours observation/field work) (3)
Course topics include pediatric audiological assessment; issues in early and later cochlear implants; audiological recommendations for hearing impaired students; hearing technology in school settings; Classroom acoustics, the use of FM systems, and collaboration between the parents, audiologist, SLT, and classroom teachers and aides will be integrated into strategies to maximize the sounds of language. Prerequisites: EDDH 500, 502, 506, 512.

EDDH 506 Speech Perception and Production for Children and Youth who are Deaf and Hard of Hearing (3)
An introduction to the essential elements of speech perception and production for children who are deaf or hard of hearing including acoustic and articularatory phonetics are presented. Taken concurrently with EDDH 500 and 502.
EDDH 508 Developing Audition and Speech in Elementary School-Age Children who are Deaf and Hard of Hearing (Six to Twelve years) (3)
This course will focus on the development of audition and speech in school-aged children 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 15 hours of speech/language therapy sessions for elementary 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. Prerequisites: EDDH 500, 502, 504, 506, 512.

EDDH 510 Families of Infants, Children and Youth who are Deaf and Hard of Hearing (3)
Teachers and therapists who provide educational services to children with hearing loss need to develop an understanding of parents and caregivers who play a major role in the child’s life, especially the very young child. 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. Special emphasis to the role of culture and parenting will be integrated into the course. Prerequisite: EDDH 500.

EDDH 512 Language Development, Assessment and Habilitation with Infants and Preschool-Age Children who are Deaf and Hard of Hearing (Birth to Six) (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 six years. This course will explore the nature of language, what we understand about it, how the theoretical perspectives about language acquisition has changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. Prerequisite: EDDH 500, 502, 506.

EDDH 520 Language, Literacy, Curriculum Assessment and Instruction for School-aged Children who are Deaf or Hard of Hearing (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 540 Practicum in Parent-Infant and Preschool Education (15 hours) (3)
Candidates will participate in observation and field work in parent-infant sessions and in preschools with children who have hearing loss. Field notes, parent interviews, interactions with a broad range of teachers and therapists who deliver services to this population will be discussed as a group. The role of language development and communication skills, socialization, and behavior management as they pertain to individual children’s needs and the IFSP/IEP process, will be the primary focus. Prerequisites: EDDH 500, 502, 506, 510, 512.

EDDH 542 Practicum/Lab in Developing Audition and Speech for Elementary School-Age Children who are Deaf and Hard of Hearing (30 hours) (3)
The goal of the course is to allow candidates to practice speech and spoken language instruction with children and youth with hearing loss. Students 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, and integrate goals in each area into a content-based theme. Opportunities for collaboration with the students’ audiologists, therapists, teachers and parents will be integrated into the course. Prerequisites: EDDH 500, 502, 504, 506, 508, 512, 520.

EDDH 544 Literacy and Curriculum Strategies in Academic Settings for Middle and High School Children who are Deaf and Hard of Hearing (10 hours observation/field work) (3)
The course will identify the various needs of this population and explore strategies which build success in a variety of educational settings. Observations and reflections of high-quality middle and high school programs will be added to theoretical readings and research. Case studies and presentations by candidates related to behavior and socialization will provide practical application of theories. Prerequisites: EDDH 500, 502, 504, 506, 508, 512, 521, 542.

EDDH 546 Inclusion and Itinerant Teaching for Children and Youth who are Deaf and Hard of Hearing – Theory and Practice (10 hours observation/fieldwork) (3)
This course will develop an understanding of the theoretical, legal, and practical aspects of including students with hearing loss in general education settings. The candidates will acquire knowledge regarding the social, academic, and programmatic issues involved in placing students of differing developmental levels with typically hearing peers. Prerequisites: EDDH 500, 502, 504, 506, 508, 512, 521, 542.

EDDH 560 Practicum/Internship in Elementary, Middle or High School Settings (200 hours) (6)
This course is a practicum experience in teaching children who are deaf and hard of hearing in elementary, middle or high school settings. The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards, writes and executes lesson plans, collaborates with a Mentor Teacher and University personnel, and promotes the development of language in all aspects of the school day. All courses in the program need to have been successfully completed prior to registration.

Generic Education Courses - (EDGN)
The following courses, designated EDGN, are generic to more than one degree and/or credential program.

EDGN 502 Seminar: Current Issues in Education (3)
An in-depth systematic study of issues that affect education in America.

EDGN 503 Introduction to Special Education (3)

EDGN 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.

EDGN 510A Action Research for Practitioners - Advanced Studies (3)
Designed for students in programs in the Department of Advanced Studies. 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: EDGN 554.

EDGN 511 Philosophers on Education (3)
This course examines various theories and philosophical approaches to education and learning.

EDGN 512 Lifespan Human Development (3)
A comprehensive review and advanced study of the maturation of both normal and exceptional persons, from birth to senescence in physical, social/ emotional, cognitive and language areas. Observation required.

EDGN 515 Advanced Educational Psychology (3)
The learning process and its application in a variety of settings with students of
EDLD 535  Special Topics (3)
EDLD 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.
EDLD 570  Design and Improvement of Curriculum (3)
An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological and philosophical roots.
EDLD 582  Selected Topics (1-4)
Topics of current and particular interest or concern in education. Students may enroll in more than one selected topics course.
EDLD 590  Independent Study (1-4)
Approved research in an area not covered by course work listed in this catalog.
EDLD 595  A-G Seminar in Special Education (2)
EDLD 599  H,I,J Seminar in Curriculum and Instruction Portfolio (3)
Three one (1) unit seminars on curriculum and instruction that help students create an electronic career portfolio and develop leadership skills.
EDLD 599A Thesis (3)
Advisement for the publication of an original empirical investigation that creates new knowledge within a discipline. Admission to master's degree program required. Prerequisite: EDLD 510A.
EDLD 599B Project (3)
Advisement for the development of a new product such as a handbook or workshop that applies knowledge to an identified need. Admission to master's program required. Prerequisite: EDLD 510A.

Educational Leadership (EDLD)
The following courses, designated EDLD, are appropriate for the Educational Leadership curriculum.
EDLD 502  Educational Leadership: Current Social, Cultural, and 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  Educational Leadership: School Law (3)
Implications and trends of court decisions, federal state, and local, 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.
EDLD 550  Educational Leadership: Focusing on Student Achievement (3)
An emphasis on the use of data to measure student achievement at the school site and process of collection and analysis with a focus on closing the achievement gap and systemic school reform.
EDLD 552  Educational Leadership: Coaching and Mentoring Teachers (3)
A focus on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.
EDLD 554  Educational Leadership: Standards and Best Practices (3)
A study of the California Content Standards and integration of best practices in instructional pedagogy with a focus on teaching and learning.
EDLD 564  Educational Leadership: Working With Diverse Communities (3)
An emphasis on the diverse background of students served in California public schools, including equity access; reporting student progress to parents; historical and cultural traditions of the major racial, religious, and ethnic groups in California society; working with students and families with differing languages, ability levels, cultures, health status, genders, disabilities.
EDLD 568  Educational Leadership: School Governance and Management (3)
The organizational patterns of education at the federal, state, and local levels, with emphasis on the interrelationships in the educational bureaucracy as they relate to the framework of decision making and the functions at the local level in meeting individual student needs.
EDLD 570  Educational Leadership: Curriculum Design (3)
An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots.
EDLD 572  Educational Leadership: 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 577  Educational Leadership: Instructional Development (3)
An overview of teacher growth stages; domains of knowledge, skills, and dispositions of developing teachers; and application of supervision and evaluation strategies to focused instruction and teacher development.
EDLD 580  Educational Leadership: Organizational Transformation (3)
Leadership and management theories, concepts, group processes, decision making and planning, concentrating on a vision for shared learning and transformation of the school culture.
EDLD 599A/B Seminar: Professional Development Portfolio (1,1)
These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the webfolio system and tools that 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 webpage, uploading to the webfolio, and choosing learning activities to showcase benchmark assessments.
EDLD 599C Seminar: Portfolio Defense (1)
Candidates showcase their progress toward the standards and goals of program through a defense of an electronic portfolio reviewed by one faculty and their two site-based supervisors.

Reading Education - (EDRD)
The following courses, designated EDRD, are appropriate for the Reading Education curriculum.
EDRD 532  Reading Procedures, Assessment, & Remediation (3)
Provides intensive study and application of specific diagnostic reading assessment skills with direct application of remedial procedures for the learning handicapped.
EDRD 559  Curriculum and Research in Reading and the Language Arts (3)
Explores curriculum planning, instructional materials, modern teaching methods in integrated language arts, recent research and its application in the classroom. Course includes field experience.
EDRD 563  Advanced Diagnosis and Prescription (3)
Develops the skills necessary for planning a diagnostic/prescriptive reading program. Stresses identification of reading/learning disabilities; utilization of specialized techniques, materials, methods and strategies for the development of underscoring and remedial pupils. Course includes field experience.
EDRD 565  Content Area Reading (3)
Current procedures, techniques and materials for increasing the effectiveness of reading and content area skill development for the underachieving secondary student. Course includes field experience.

Special Education - (EDSP)
The following courses, designated EDSP, are appropriate for the Special Education curriculum.
CALIFORNIA LUTHERAN UNIVERSITY
EDSP 519  M/M/S: Assessment, Instruction & Development of the Individual Educational Program (3)
Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 519A.

EDSP 519A  Clinical Practicum (1)
Co-requisite: EDSP 519.

EDSP 520  Application of Behavior Management Strategies (3)
Examines basic classroom management strategies for general and special educational settings; provides information regarding individual behavior management strategies, specifically with respect to students with special needs; includes behavioral assessment and the design and implementation of behavioral plans to support students with behavioral difficulties in the general and special education classroom. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 522  Reading Procedures, Assessment & Remediation (3)
Provides intensive study and application of specific diagnostic reading assessment skills with direct application of remedial procedures for the learning handicapped. Co-requisite: EDSP 522A.

EDSP 522A  Clinical Practicum (1)
Examines the basic psychological processes involved in reading; examines the language-literacy connection; explores the nature of reading difficulties; and presents assessment procedures, curriculum, and instructional approaches for group and individual students with reading difficulties. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 522.

EDSP 534  M/M: Field Study/Student Teaching w/Seminar (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 student in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Recommendation of Special Education faculty committee. (Graded PINC only)

EDSP 538  Advanced Issues in Mild/ Moderate Disabilities (3)
Current and emerging research reflecting best and promising practices in the field. Topics vary but may include alternative/ non-traditional assessment theory and practice; alternative/ non-traditional views of learning disabilities; culturally and linguistically diverse exceptional learners; neuropsychological research; language, literacy and cognitive development; socio-historical-political implications of disability and the social construction of difference; emotional disturbance; psychotropics/pharmacology and therapeutic intervention; and technology in special education.

EDSP 540B  Advanced Issues in Moderate/Severe Disabilities (3)
Current and emerging research reflecting best and promising practices in the field. Topics vary but may include transition; independent and assisted living; continuing education; inclusion across educational, work, social, recreational, and living environment settings; sexuality and students with MS 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: Positive Learning Environments for Students w/Complex Behavioral and Emotional Needs (3)
Advanced knowledge and skills to successfully design learning environments that enhance the quality of life and educational experiences of students who require comprehensive behavioral support, social skills instruction, crisis management, curricular adaptations, and specially designed physical settings. Collaborative consultation across agencies is emphasized.

EDSP 540E  M/M/S: Assessment, Curriculum, Instruction and Development of the Individual Transition Plan (ITP) (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 w/Seminar (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 student 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 PINC only)

EDSP 547A  M/M: Curriculum and Instruction in Mild to Moderate Disabilities (3)
Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program (IEP)/Individualized Transition Plan (ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547B  M/S: Curriculum and Instruction in Moderate to Severe Disabilities (3)
Instruction, adaptation, modification, and integration of the core curriculum and specialized curricula across diverse settings, including general and special education, community, work, and recreational settings to develop academic, functional life skills, and basic skills in cognitive, social/emotional, motor, language, and behavioral domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547C  M/S: Communication, Socialization & Daily Living Skills Development (3)
This course examines the development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; and technology support to facilitate meaningful participation in educational, social, work, and home settings. Co-requisite: EDSP 547B.

EDSP 547P  Clinical Practicum (1)
Developments of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; and technology support to facilitate meaningful participation in educational, social, work, and home settings. Co-requisite: EDSP 547C.

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 559H  M/S: Collaborative Consultation, Counseling, and Coordination of Services (3)
Collaborative consultation theories, models, and skills to work with students, families, school staff, and agency/community resources across culturally and linguistically diverse settings; basic counseling skills; coordination of services across regular and special education; family systems theory and approaches for consultation/
counseling working with transdisciplinary teams. Includes fieldwork that documents experiences across programs, disability, and school ages.

* Note: Professional Growth Activities (PGA) are approved non-university activities. The Induction Plan Development and Assessment are developed in collaboration with the student, employer, and university. PGA can satisfy up to 3 units of course requirements.

Educational Technology - (EDTE)
The following courses, designated EDTE, are appropriate for the Educational Technology curriculum.

**EDTE 501 Digital Television Production (3)**
Addresses the basic skills and theories of television production as they apply in education and industrial/corporate television production, distance learning and digital video for the World Wide Web.

**EDTE 502 Computer Integration Into Curricula (3)**
Integration of a variety of software and applications into content area curricula is emphasized. Includes development of technology plan. Integration of emerging technology (multimedia, telecommunications, Internet). Meets state requirements for Level II advanced computer technology standard and satisfies the Professional Clear Credential requirement.

**EDTE 503 Distance Learning (3)**
This course will address the issues surrounding distance education.

**EDTE 504 Administrative and Non-instructional Tools (3)**
Topics include an overview of computer resources; administrative software tools; telecommunications and networking; legal, moral and ethical issues; procurement, safety and maintenance of equipment; staff development; distance education and grant proposal writing.

**EDTE 505 Computer Networking (3)**
Addresses the theory and hands-on practice with networking computers for educational and corporate use.

**EDTE 506 Web Design and Authoring (3)**
Fundamentals of programming and authoring design are emphasized HyperCard and HyperStudio are explored. Using HTML in creating Home Pages on the World Wide Web is included. Focus is on the development of software for use in the classroom.

**EDTE 507 Media Studies in Schools (3)**
Examines the communications media as purveyors of ideas, beliefs, attitudes, and values.

**EDTE 508 Computer Graphics and Sound (3)**
Highlights the computer as a main development tool for generating graphics and sound presentations for educational and corporate communications.

**EDTE 509 Multimedia Research Presentations (3)**
Addresses the development of presentations as components of research assignments in any discipline.

**EDTP 500 Social and Cultural Foundations in Education (3)**
The historical, social and cultural foundations of American education, as seen through a historical narrative, with an emphasis on the diversity of contemporary schooling. Major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures.

**EDTP 502 Theories of Teaching and Learning (3)**
Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

**EDTP 506 Child and Adolescent Growth and Development (3)**
The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents.

**EDTP 508 Students with Diverse Learning Needs (3)**
Theories, approaches, and student characteristics for teaching students with special learning needs and English learners.

**EDTP 510C Action Research for Practitioners - Teacher Education (3)**
Designed for students in the Department of Teacher Education who are certified teachers 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. Prerequisite: EDGN/EDTP 554 and must be currently teaching with preliminary or clear credential.

**EDTP 520 Leadership and Law in Diverse Classrooms – Elementary (3)**
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group.

**EDTP 521 Literacy and Language in Diverse Classrooms – Elementary (3)**
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

**EDTP 522 Teaching I: Planning and Methods for Content Standards – Elementary (3)**
This course is a study of the content as well as the goals for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, attainment, and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. Technology enhanced methods will also be introduced when appropriate.

**EDTP 523 Introduction to Student Teaching – Elementary (3)**
Assignment in an elementary school classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Four mornings a week concurrent with enrollment in EDTP 520 Leadership and Law in Diverse Classrooms – Elementary, EDTP 521 Literacy and Language in Diverse Classrooms – Elementary, and EDTP 522 Teaching I: Planning and Methods for Content Standards – Elementary. Weekly seminars (Graded PINC only)

**EDTP 525 Teaching II: Advanced Planning and Methods for Content Standards – Elementary (3)**
An advanced course focusing on curriculum, planning, instruction, and assessment of diverse students in the California elementary classroom. The integration of content areas through thematic teaching including design and implementation of unit and lesson plans, incorporation of modifications for students with special language and/or learning needs, cooperative learning, technology, and assessment of student learning.
EDTP 530  Leadership and Law in Diverse Classrooms  
– Secondary (3)  
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group.

EDTP 531  Teaching I: Planning and Methods for Content Standards – Secondary (3)  
Basic methods of planning and instruction. Lesson planning with an emphasis on increased academic achievement in the secondary school. Technology enhanced methods and strategies necessary to develop achievement in all learners.

EDTP 532  Literacy and Language in Diverse Classrooms  – Secondary (3)  
Methods of teaching reading in the content areas and development of English language literacy. Assessment, technology and content standards as they impact student achievement.

EDTP 533  Introduction to Student Teaching – Secondary (3)  
Assignment in a single subject classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literature, and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Concurrent with enrollment in EDTP 530, EDTP 531, and EDTP 532. Weekly seminars. (Graded P/N only)

EDTP 535  Teaching II: Subject Specific Pedagogical Skills – Secondary (3)  
An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning and teaching strategies for their specific content areas, and design and implement varied plans to assess student performance. Students learn to teach and reflect on curriculum-based subject matter content in relation to foundational knowledge.

EDTP 540  Student Teaching – Elementary (1-3)  
Semester-long assignment in an elementary school classroom with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in EDTP 525. Attendance at weekly seminar required. Prerequisite: Completion of Benchmark C, (Graded P/N only)

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 emergency or short term credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Students commonly enroll for three units per field study section for each of four semesters. Field Study may be taken concurrently with EDTP 520, EDTP 521, EDTP 522, or EDTP 525. 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 Alternative Certification Programs. (Graded P/N only)

EDTP 554  Educational Measurement – Teacher Preparation (3)  
Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDTP 560  Student Teaching – Secondary (1-9)  
Semester-long assignment in a secondary school with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement for all students. Supervision by cooperating teacher(s) and university supervisor while working with individuals, small groups, and entire classes. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in EDTP 535. Attendance at weekly seminar required. Prerequisite: Completion of Benchmark C. (Graded P/N 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. Meets state requirements for the Level I preliminary technology standard.

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 emergency or short-term credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Students commonly enroll for three units per field study section for each of four semesters. Field Study may be taken concurrently with EDTP 530, EDTP 531, EDTP 532, or EDTP 533. 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 Alternative Certification Programs. (Graded P/N only)

EDTP 599C  Classroom Based Research Project (3)  
Class study for the development of an action research project and presentation. Admission to master’s degree program required. Prerequisite: EDTP (EDGN) 510C.

Other Courses

Drama 536  Creative Dramatics for Children and Youth (3)  
Surveys the techniques and resources for children to express themselves through informal dramatics within the classroom or recreational situation. Prerequisite: Education 335 or consent of instructor.

EDUC 401  Health Issues in Education (1)  
Covers the psychological and sociological effects of abuse of alcohol, narcotics, drugs, and tobacco. In addition, issues such as physical, psychological and sexual abuse, self esteem, and sexually transmitted diseases and suicide prevention and intervention strategies in grades K-12 will be covered, as well as nutrition. Required for the Ryan Professional Clear Credential. (Graded P/N only)
Graduate School of Arts and Sciences

Psychology

Faculty

Associate Provost: Leanne Neilson, Psy.D.
Director of Psychology
Graduate Programs: Barbara Lipinski, J.D., Ph.D.
Director of Counseling Services: Christopher Christian, Ph.D.
Professors and Lecturers: See Faculty Listing, page 88

Psychology Graduate Programs

The psychology graduate programs at California Lutheran University are designed to develop competencies and skills for students to pursue a career in the helping professions. Master of Science degrees are offered in Counseling Psychology (with an Emphasis in Marital and Family Therapy) and in Clinical Psychology.

The Counseling Psychology program provides comprehensive and practical training focused on the development of counseling skills. This program meets all academic requirements for the California state license in marital and family therapy. The Clinical Psychology program provides training in both counseling and research skills. This program is designed for students who wish to complete a terminal master’s degree and work in a mental health agency, or for students who plan to pursue a doctorate.

These intellectually rigorous programs offer a fascinating study of human thoughts, emotions and behaviors. Students in both programs develop effective interpersonal communication skills, gain a thorough understanding of professional legal and ethical responsibilities and acquire knowledge of major theories and interventions in counseling.

Additionally, all students in the psychology graduate programs are trained to utilize the technology available through CLU’s award-winning computer network system. These stimulating programs of learning promote both personal and professional growth.

The psychology graduate programs can be completed using either a part-time or full-time schedule, which range from two years to three years for completion. The part-time schedule (2.5 to three years) is recommended for students with demanding work or personal responsibilities.

Students attend classes during the fall and spring semesters and also in summer terms. Classes are scheduled in the late afternoon and evening, and some classes are offered on Saturday mornings.

Graduate classes are taught by full-time professors and by professionals who integrate experiences from their professional practice into the classroom. The University takes pride in its accomplished faculty members who are committed to excellence in teaching.

Admission Requirements

Applicants to the Counseling Psychology and the Clinical Psychology programs will be considered for admission for the fall term only. Preference will be given to complete application portfolios submitted by March 1. In addition, there is an early admissions program, the deadline for which is October 1. All application documents and required interviews should be completed at least 45 days prior to the beginning of the desired start term. Admission requirements are as follows.

1. Prerequisites. Both the Counseling and Clinical Psychology programs require prior course work that includes:
   - General Psychology
   - Abnormal Psychology
   - In addition, the Clinical program requires prior course work in: Statistics, Developmental Psychology, and Research Methods or Experimental Psychology.

The Counseling program requires either Statistics or Research Methods or Experimental Psychology.

With the program director’s approval, applicants who lack this preparation may be provisionally admitted for one semester while taking the prerequisites.

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.

Additionally, applicants to the Counseling Psychology program will have an interview with the Director of Counseling Services.

3. Application. Applicants must submit a completed application form with a $50 application fee.

4. Transcripts. An official transcript showing a bachelor’s degree from a regionally accredited institution is required.

5. Graduate Record Examination (GRE). This exam is required for applicants who earned their undergraduate degree in a foreign country and candidates whose official transcripts do not reflect the following:

   A. an undergraduate, upper division GPA of 3.0 or higher; or

   B. a combined GPA of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division 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 with a GPA of at least 3.5; or
D. a previously earned master's degree.

6. **Three Letters of Recommendation.**

7. **Personal Statement.**
Candidates must submit a personal statement addressing personal interests, professional goals, and objectives for a career in Psychology.

Note: Applicants to the Counseling Psychology program must demonstrate personal aptitude for work as a marital and family therapist. Letters of recommendation should address the aptitude and/or experience of the applicant for work in marital and family therapy. The personal statement submitted by the applicant should include an examination of significant influences and events that have helped develop present values and approach to life, as well as ways in which these factors may contribute to preparation for a career as a therapist. Psychological testing may be used as an aid in determining readiness for graduate study in this program.

The University reserves the right throughout a student's course of study to continually evaluate his or her personal suitability for professional involvement as a counselor. As part of this process, all Counseling Psychology students will be evaluated at the end of the first year to determine their suitability for proceeding on to the counseling practicum component of the program. Faculty assessment using psychological testing and other evaluation techniques may be used to assist in the determination.

The Master of Science in Counseling Psychology
The Master of Science in Counseling Psychology is a 50-credit program, which prepares the student to become a professional Marital and Family Therapist. It is designed to meet all academic requirements for the California state license in marital 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.

Marital and family therapy has been described by the American Association of Marital 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 husband and wife, and the understanding of the psychodynamics of the individual and his or her perceptions of him or herself as a marital partner and member of the family.

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 marital 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 the University’s Community Counseling Services Center.

The Center is a low-cost community counseling facility, which provides an intensive on-site clinical training experience for graduate students. The clients who are seen by student therapists at the Center provide experience in working with a full range of marital, family, and child problems.

Individual supervision, group supervision, staff training, peer support and shared learning experiences, in an atmosphere designed to facilitate growth as a therapist, create exceptional opportunities. Each student-therapist experiences a variety of client types, client problems, and therapeutic approaches.

Work as a sole therapist and as a co-therapist is included, and up to 500 hours applicable to the California licensing requirement are obtained. A fee is required in addition to tuition for the counseling practicum experience.

**Requirements for the Master of Science in Counseling Psychology**

**Required Courses (50 credits)**

- PSYC 510 Psychopathology (3)
- PSYC 512 Systems of Counseling & Psychotherapy (3)
- PSYC 515 Survey of Psychopharmacology (2)
- PSYC 517 Lifespan Human Development (3)
- PSYC 518 Gender & Sexuality (3)
- PSYC 520 Law & Ethics (2)
- PSYC 522 Cultural Diversity (2)
- PSYC 524 Substance Abuse & Dependency (1)
- PSYC 526 Domestic Violence & Abuse (2)
- PSYC 530 Diagnostic & Therapeutic Interviewing (3)
- PSYC 534 Group Therapy (2)
- PSYC 540 Principles & Techniques in Child Therapy (3)
- PSYC 541 Principles & Techniques in Adolescent Therapy (3)
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 psychiatric rehabilitation which focus on working with adults who have serious mental illnesses.

The courses in psychiatric rehabilitation 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 psychiatric rehabilitation develop skills in areas such as symptom assessment, functional assessment, and skills training.

The two-course sequences in child and adolescent therapy or in psychiatric rehabilitation 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 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

Required Courses (28 credits)

- PSYC 510 Psychopathology (3)
- PSYC 512 Systems of Counseling & Psychotherapy (3)
- PSYC 520 Law & Ethics (2)
- PSYC 530 Diagnostic & Therapeutic Interviewing (3)
- PSYC 532 Applied Behavior Analysis (3)
- PSYC 534 Group Therapy (2)
- PSYC 536 Program Supervision & Evaluation (3)
- PSYC 550 Survey of Psychological Testing (3)
- PSYC 562 Advanced Statistics (3)
- PSYC 564 Advanced Research Methods (3)

Elective Courses (6 credits)

Students will choose a two course series from the following:

- PSYC 540 Principles & Techniques in Child Therapy (3) and
- PSYC 541 Principles & Techniques in Adolescent Therapy (3)
- PSYC 544 Principles of Psychiatric Rehabilitation (3) and
- PSYC 545 Techniques in Psychiatric Rehabilitation (3)

Additional Requirements

1) Students must either take a comprehensive examination or
2) They have the option of completing a thesis, which
requires enrolling in PSYC 565 Research Practicum (3) [instead of PSYC 536 Program Supervision and Evaluation (3)] and taking an additional course, PSYC 566 Thesis (3).
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 effecting public policy decision making;
2. the ability to identify those human and ethical values that should underlie the work of a public administrator;
3. an understanding of the proper relationship between public administration and the citizenry;
4. the capability of developing a sound social strategy;
5. the ability to perform effectively in a leadership role under a variety of conditions; and
6. the competency to conduct and present research relevant to public policy and administration.

Requirements for the Master of Public Policy and Administration (39 Credits)

Public Policy and Administration Core (15 credits)
PA 550 Research Methods (3)
PA 568 Ethics in Public Policy and Administration (3)
PA 593 Public Administration Theory (3)
PA 595 Implementation of Public Policy (3)
PA 598 Law and Public Policy (3)

Elective Courses (24 credits)
With the approval of the Program Director, students will select eight elective courses (24 credits) from the following:
PA 501 Public Administration and Policy (3)
PA 502 Public Policy Seminar (3)
PA 554 Public Budgeting & Finance (3)
PA 556 Inter-Governmental Relations (3)
PA 562 Human Resource Management (3)
PA 565 Organizational Theory and Development (3)
PA 582 Selected Topics (3)
PA 590 Independent Study or Internship (3)
PA 599A/B Thesis or Project (3)
BUS 554 Communication for Management (3)
BUS 558 Organizational Dynamics (3)
BUS 559 Leadership and Managerial Effectiveness (3)
BUS 581 Management Concepts for Information Technology (3)

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.

Course Descriptions
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.

Unless otherwise indicated, all courses are 3 credits.

PA 501 Public Administration and Public Policy
Study of modern theories of administration and public policy and the analysis of administration and policy (emphasis on state and local level).

PA 502 Public Policy Seminar
Small group tutorial experience designed for in-depth exploration of a topic or problem, or for in-breadth preparation for MPPA comprehensive examinations.

PA 550 Research Methods
Study of current methods of conducting research in public administration.

PA 554 Public Budgeting
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**
An analysis of the problems, practices and decisions relating to the management and financing of intergovernmental projects and policies.

**PA 562 Human Resource Management**

**PA 565 Organizational Theory and Development**
Organization, leadership and decision theory, and contemporary developments in management and behavioral sciences are emphasized.

**PA 568 Ethics in Public Policy and Administration**
An examination of moral issues which arise within a public organization, e.g., privacy, obligation to obey the law, government responsibility, etc.

**PA 582 Selected Topic**
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 (1-3) or Internship (no credit)**

**PA 593 Public Administration Theory**
Systematic analysis of the ideas and ideals which have influenced the study of public administration; exploring theories of public administration. Emphasis on state and local government.

**PA 595 Implementation of Public Policy**
A broad study of interactive processes which operate in the formation, maintenance and application of public policy. An opportunity to pursue the policy process approach to public administration.

**PA 598 Law and Public Policy**
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/B Thesis/Project**

**BUS 554 Communication for Management**
The purpose of this course is to enhance verbal, nonverbal and written communication skills. Professional and interpersonal dialogue, group communications and processes will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will be included.

**BUS 555 Organizational Dynamics**
Examination of conceptual models used to facilitate planned organizational change and development by internal and external consultants. Topics include necessary skills for interacting within organizations, intervention strategies and managing client-consultant relationships. Case studies of successful and unsuccessful organizational development efforts are analyzed. The course addresses challenges for organizational change within a global environment. Prerequisite: Permission of the instructor.

**BUS 559 Leadership and Managerial Effectiveness**
Development of core competencies and skills needed for effective managerial leadership in organizations is addressed. Study includes the historical development of the field of leadership, examination of various leadership perspectives and models, and various measures of managerial and organizational effectiveness in a global environment. Prerequisite: Permission of the instructor.

**BUS 581 Management Concepts for Info Tech**
In today’s dynamic and competitive economy, the ability of an enterprise to effectively leverage existing and emerging information technology is a critical success factor in gaining and sustaining a strategic advantage. This course presents management concepts that lead to an understanding of information technology and its role within the enterprise. The challenges of transitioning from legacy technology and business practices to new technology and reengineered business practices will be examined. The course also reviews how to build consensus among business and technology professionals using modern approaches to strategic planning, business process reengineering and system development. Utilizing case studies, the student will apply theory and practice.
Computer Science

Goals of the Program
The goals of the MSCS program are to produce graduates with a breadth of knowledge in state-of-the-art computer science technologies and depth of knowledge in a chosen field of interest. Such knowledge will allow graduates to make an immediate impact as professionals in their field of choice. Students accomplish these by:

1. Obtaining a broad understanding of the most current topics in computer science through a set of core courses.
2. Obtaining a deep understanding of a specific topic in computer science through a sequence of elective courses designed to study various aspects of the chosen topic.
3. Completion of a graduate project in a chosen area of interest under the guidance and supervision of a professor skilled in the area.

Upon completion of the MSCS program, graduates will possess the knowledge necessary to make an immediate impact on an institution’s needs in the field of computer science.

Academic Calendar
Four 11-Week Terms
CLU offers Master of Computer Science courses year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled at times convenient for persons who are employed full time during the day and are furthering their education on a part-time basis. The continuous calendar gives students the flexibility needed to balance the demands of career and personal commitments with the pace of the program.

Completion Time
Newly admitted students may start the master’s program in any term (Fall, Winter, Spring or Summer). It is possible to complete the program in five terms for students with a bachelor’s degree in computer science or related areas when they take two courses per term or in about 10 terms if students need to complete undergraduate Computer Science courses and/or attend on a part-time basis. Eight semester units are considered a full load, although some students prefer one course per term. The degree must be finished within seven years from the program starting date.

Admission Requirements
Candidates for admission to the MSCS program should apply at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate’s file:

1. A completed application form and non-refundable application fee;
2. Evidence of an admission interview;
3. Meeting with Admission Counselor and approval from program director;
4. Official transcripts showing a bachelor’s degree from a regionally accredited institution. Normally, a grade point average of approximately 3.0 or higher in upper division undergraduate work is expected;
5. Three letters of recommendation;
6. A personal statement;
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-C below must include Graduate Record Examination (GRE) scores in their admission portfolio. The GRE may be waived for
candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

A. an undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or

B. a combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division 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

**CS Specific Admission Requirements**

- Students who have a bachelor's degree in computer science or related areas must include one semester in each of the following subject areas in their undergraduate degree: C++/Java programming, Operating Systems, Database, Computer Networks, and Discrete Math.

- For students with a bachelor's degree in other disciplines, additional course work may be required or recommended as a condition of admission. These students generally take the following courses before they can take any graduate level courses in the CS department. Required courses are CSC 210, CSC 340, CSC 410, CSC 350 and Math 241. Students must obtain a B or above in each course.

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

**Admission Counseling**

Prior to enrollment in graduate classes, the applicant must make an appointment for an advisement interview with an admission counselor in the Graduate and Adult Programs Office. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students’ questions. Counselors are available for afternoon and evening appointments on the Thousand Oaks Main Campus.

**Provisional Admission**

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

Requirements for the Master of Science in Computer Science

The program leading to the Master of Science degree requires 40 semester credits which must be completed within a five-year period. Additional course work may be required for individuals whose academic records reflect the need for preparation as determined during the academic advisement interview. For students conditionally admitted, successful completion of required undergraduate courses removes conditional admission status.

**Project Option: Total 40 credits**

**Required Courses (20 credits)**

CSC 599A/B Graduate Project (4,4)

Choose three from the following required course list:

- CSC 500 Advanced Algorithm and Data Structure (4)
- CSC 510 Advanced Database Systems (4)
- CSC 521 Advanced Computer System Architecture (4)
- CSC 540 Advanced Operating Systems (4)
- CSC 550 Advanced Network and Data Communications (4)

**Elective Courses (20 credits)**

Two remaining courses from the required course list above and all other electives except CSC590 Independent Study.

**Non Project Option: Total 40 credits**

**Required Courses (12 credits)**

Choose three from the following required course list:

- CSC 500 Advanced Algorithm and Data Structure (4)
- CSC 510 Advanced Database Systems (4)
- CSC 521 Advanced Computer System Architecture (4)
- CSC 540 Advanced Operating Systems (4)
- CSC 550 Advanced Network and Data Communications (4)

**Elective Courses (28 credits)**

Two remaining courses from the required course list above and all other electives including Independent Study.

**Elective Course List**

- CSC 505 Advanced Computer Graphics (4)
- CSC 508 Computer Vision (4)
- CSC 512 Intelligent Information Systems (4)
- CSC 522 Embedded Systems (4)
- CSC 535 Object Oriented Software Development (4)
- CSC 544 Web-based Database Application (4)
CSC 560  Advanced Computer System Security (4)
CSC 570  Creative Technology (4)
CSC 580  Artificial Intelligence and Expert System (4)
CSC 582  Special Topics (4)
Examples are:
• Pattern Recognition
• Parallel programming/ architecture
• VLSI CAD Techniques
• Game Development
CSC 585  Seminar (2-4)
CSC 590  Independent Study (1-4)

Course Descriptions

CSC 500  Advanced Algorithm and Data Structure (4)
Explains fundamental techniques such as recursion, dynamic programming for efficient algorithm, graph, pattern matching, sorting, searching algorithm, includes use of time complexity in evaluating algorithms; review of composite data types such as arrays, records, strings and sets; definition, implementation, and application of data structures such as stacks, queues, linked lists, trees and graphs. Prerequisite: CSC 310 or equivalent.

CSC 505  Advanced Computer Graphics (4)
This course covers the theory, design, implementation and applications of advanced computer graphics environment. 3D computer game, image understanding. Includes transformation, shading, lighting, rasterization, texturing and other topics. Prerequisite: CSC 405 or equivalent.

CSC 508  Computer Vision (4)
Methods of computer processing of image data. Description and recognition of objects, shape, analysis, edge and region segmentation, texture analysis. Overview of image processing, pattern recognition, image formation, rank space, edge detection. Prerequisite: Math 241, CSC 220 or equivalent.

CSC 510  Advanced Database Systems (4)
This course provides students with advanced skills in the development of medium to very large database applications in a multi-user environment using relational database. It includes topics such as multi-user database issues, database application tuning and optimization, query optimization, data warehousing, data mining, transaction processing, concurrency control and recovery. Prerequisite: CSC 410 or equivalent.

CSC 521  Advanced Computer System Architecture (4)
Machine organization and design, formal descriptions, comparative study of machine instruction sets and formats, data representation and floating point, address structures, mechanism of procedure calls, memory organization and management, microprogramming, I/O processing and interrupts, and reliability aspects. Prerequisite: CSC 321 or equivalent.

CSC 522  Embedded Systems (4)
Students learn how to design, code, debug and build detailed low-level embedded application systems using several embedded system tools. Prerequisite: CSC 321, CSC 220 or equivalent.

CSC 535  Object Oriented Software Development (4)
Fundamentals of object-oriented modeling. In-depth study of object-oriented development methods. Object-oriented software requirements analysis and modeling. Prerequisite: CSC 335 or equivalent.

CSC 540  Advanced Operating Systems (4)
Introduction to design and evaluation of modern operating systems. Organization of multiprogramming and multiprocessing systems. Dynamic memory allocation, memory management, virtual memory, I/O control and file systems. Resource allocation, scheduling, synchronization, protection, process model, interlocks and deadlocks. Prerequisite: CSC 340 or equivalent.

CSC 544  Web-based Database Application (4)
Course includes architectural concepts, database application programming, and interfacing on the Web. Server-side Web development. Database driven application development using Internet communications and server-side script technologies. Prerequisite: CSC 340 or equivalent.

CSC 550  Advanced Network and Data Communications (4)
The principles, techniques and applications of networking and data communications. State-of-the-art practical technology, WAN, standards, protocols, topologies, electronic/voice mail systems, electronic bulletin boards, and network performance. Prerequisite: CSC 340 or equivalent.

CSC 560  Advanced Computer System Security (4)

CSC 570  Creative Technology (4)
Introduction to state-of-the-art technology for networked multimedia systems. Current media-related issues, algorithms, data handling, networking and deployment for modern distributed multimedia systems; efficient design and standards for multimedia. Prerequisite: CSC 370, CSC 350 or equivalent.

CSC 580  Artificial Intelligence and Expert System (4)
An exploration of the use of computers to perform computations associated with intelligence. Game playing, search, problem solving, knowledge representation, planning, learning. Introduction to the concepts and techniques of expert systems. Prerequisite: CSC 310 or equivalent.

CSC 582  Special Topics (4)
Examples:
• Pattern Recognition
• Parallel Programming/Architecture
• VLSI CAD Techniques
• Game Development
CSC 585  Seminar (2-4)
Research methods in computer science. Student presentation covering current topics in research, updating of concepts and verification of principles of computer science and its applications. (Graded P/NP)

CSC 590  Independent Study (1-4)

CSC 599A  Graduate Project (4)
Integrating computer system and information system technologies: development of an integrated technical architecture (hardware, software, networks, and data) and implementation of the system in a rapidly changing competitive and technological environment. Prerequisite: Three required courses and four electives.

CSC 599B  Graduate Project (4)
Integrating computer system and information system technologies: development of an integrated technical architecture (hardware, software, networks, and data) and implementation of the system in a rapidly changing competitive and technological environment. Prerequisite: CSC 599A.
Student Affairs

My focus as a student here is on what I can do that will make a difference to my students and the parents of my students. How can I make parent conferences more effective? What are the best ways to handle ELD issues? How should I handle these issues related to special education? The expertise of my professors and the practical nature of their instruction is something I’ve really benefited from.”

Natalie Roberts
Student, Master of Education in Teaching

Campus Activities
Recreation and Athletics
Service Opportunities
Worship Opportunities
Support Services
Counseling
Health Services
Campus Policies
Residence Life
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

All graduate students are invited to attend the many free activities and events on campus throughout the year (including athletic events, drama presentations, musical presentations and Artists and Speakers Series).

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 Dr. Vicki Ruiz, Dr. Catherine Meeks, Dr. John Steinberg, photojournalist Val Mazzenga, Dr. Jared Diamond and Carlos Fuentes.

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 Dr. Sandra Steingraber, theologian Dr. Nancey Murphy, psychologist Dr. Mihaly Csikszentmihalyi and theoretical physicist Dr. Brian Greene are among recent featured speakers.

Festivals and Special Events

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

Art Collections

CLU’s collections include the La Boyteaux Collection of New Guinea Art, the Lou Grubb Collection of Native American Art and European Paintings, the Rev. Patty Hundley Photographic Archive, the Brosius Collection of Philippine Island ethnic materials and other contemporary works. In addition to CLU’s own collection, the Kwan Fong gallery regularly exhibits 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 and 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, and swimming and diving. Women’s intercollegiate sports include basketball, cross country, softball, soccer, track and field, tennis, volleyball, water polo, and swimming and diving.

Intramural Sports and Fitness

With emphasis on campuswide participation, CLU’s intramural sports program includes basketball, flag football, softball, volleyball, dodgeball and indoor soccer. In addition, there are many individual events including tournaments, outdoor recreation activities and a variety of other activities. Most intramural sports teams are coed.

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, tennis courts and track.

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 campuswide Service Day in both the fall and spring semesters. 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 service learning.

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

**Worship Opportunities**

**Sunday Worship Service**
Sunday evenings at 6:15 p.m., the campus community is invited to a celebration of the Lord's Supper in Samuelson Chapel. This is the focal point for the on-campus Lord of Life Student Congregation. It is a worshipping, caring, witnessing and learning community which is open to all students, regardless of their denomination.

**Wednesday Chapel**
Wednesday mornings from 10:10 to 10:40 a.m., a worship service is held in Samuelson Chapel. At the service, Christian faith is articulated and celebrated within the context of the university community. Everyone is welcome.

**Campus Ministry**
Through Campus Ministry, various small group discussions, Bible studies, book studies, clubs and retreats are offered. A student church council plans volunteer opportunities, as well as education and action opportunities that focus on global peace and justice issues.

**Campus Ministry Staff**
The campus pastors provide worship leadership for the University. They are available for personal, vocational and spiritual counseling.

**Convocations and Assemblies**
As an academic institution set in the midst of a rapidly changing social environment, the University is concerned that its students and faculty be informed on current issues. The faculty and students come together several times during the year for special assemblies that present a cross-section of American life through speakers and dramatic presentations. At these assemblies, the University strives to provide balanced presentations so that all sides of controversial subjects may be heard and responsibly evaluated.

Convocations are formal events where the distinctive nature of California Lutheran University is celebrated through liturgy, prayer, song, and proclamation.

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

**Career Services**
Career Services provides an array of individualized services and programs to students and alumni including assistance in choosing a major and career direction, graduate school advising, individualized counseling, workshops, and assistance with securing a job or internship.

They offer many career assessments and an updated career library to help students and alumni make solid career decisions and use when trying to narrow down career options. In addition, many online Web-based resources can be accessed off site to conduct career and employer research.

Career Services posts all openings through a Web site (www.clupostings.com) which can only be accessed by students and alumni. This site includes an employer database with more than 4,000 employer contacts along with a personal and Eprofile which lets the Career Services staff know what students’ and alumni career interests are. Profiles can be completed to activate a targeted e-mail service for related jobs, internships, events and workshops.

Each year Career Services puts on various events including our annual Career Expo and Graduate School Fair. For a list of all services offered visit the Career Services Web site at www.callutheran.edu/career_services which is updated each month.

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

At your request, copies of the placement file are forwarded to prospective employers.

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

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

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

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

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

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

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

Located in Pearson Library, CAAR provides reasonable accommodations to students with various disabilities. Our staff works together with the student, administrators, and faculty to assure access to classrooms, programs and events located on campus and CLU Graduate Centers.

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

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

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

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

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

The center functions as a training facility for second-year graduate students interns 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 provides basic medical care for all CLU students. These services are mostly free except for charges for labs, procedures, and medications. There is an in-house pharmacy which can provide certain medications or, in the event that a medication is not available in-house, a prescription can be written for the student to bring to a local pharmacy.

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, morning after treatment, and testing and treatment for sexually transmitted infections; laboratory tests; medical referrals as needed; and immunizations. More information can be viewed at www.callutheran.edu/health

Health Insurance
All full time or residential domestic undergraduate students as well as all international students are enrolled in a basic accident and illness insurance plan. This includes a travel insurance policy which has additional benefits for students who become ill or injured while away from home or school. Brochures and insurance cards are mailed to the students'
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 (and 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 Web sites, 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:

1.1 Verbal abuse, harassment, intimidation, or in any way threatening the well being of another individual.

1.2 The physical abuse of any person or conduct that threatens the health or safety of any person on or off University property.

1.3 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.

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

1.5 Attempted or actual burglary or attempted burglary of University property or other vehicles on campus.

1.6 Attempted or actual theft or unauthorized possession of a University vehicle or other vehicles on campus.

1.7 Misuse, destroying, vandalizing, or attempting to destroy or vandalize University property or other property on campus.

1.8 Unauthorized entry or use of University facilities.

1.9 Failure to comply with the directions and/or requests of a University official (i.e., Campus Safety & Security, Area Residence Coordinator, Resident Assistant, or University employee or staff member) in the performance of his/her duty. This includes evasiveness, running, hiding and giving a false name.

1.10 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.

1.11 Creating excessive noise or disturbing the peace.
1.12 All forms of academic dishonesty. (See “Academic Policies” for further information.)

1.13 Knowingly furnishing false information to the University, forgery, alteration or misuse of University documents, or University instruments of identification.

1.14 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.

1.15 Actions violating University policies by a student’s guest.

1.16 Abuse of Student Judicial System. (See “Student Judicial 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, suicides, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of State and local statutes regarding alcohol and drugs are summarized below.

University Policy on Alcohol

2.1 Campus standards do not allow alcoholic beverages, including empty alcohol containers on campus.

2.2 All persons in the presence of alcohol confronted by a University official (i.e., Resident Assistants, Area Residence Coordinators, and Campus Safety & Security) 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.

2.3 Use or possession of alcohol by students off campus is subject to local laws and University discipline.

2.4 Undesirable behavior both on and off campus resulting from on or off campus use of alcohol is subject to University discipline.

2.5 Hosting groups or parties where large numbers of persons and/or large quantities of alcohol are present is a flagrant violation of the alcohol policy and is subject to increased sanctions.

2.6 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.

2.7 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.

2.8 Due to the risks involved to the health and safety of CLU students, competitive drinking events and games are prohibited both on and off campus. Planning or participating in such events will result in University disciplinary action for organizers and participants.

The following are exceptions to this policy:

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

2. 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.

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

4. Communion wine at on-campus worship services is allowed.

5. Alcohol is allowed on campus and may be served at special events where specific permission is sought and granted by the President of the University (or designee). These special events include, but are not limited to, wedding receptions, dinners for Regents or other guests of the University, and receptions held on campus by external organizations. Distilled spirits are not permitted at approved special events and all non-distilled spirits provided must be served by catering services holding license to do so. On-campus university residential facilities will not be considered for this exception.
**Alcohol Policy Violation Sanctions**

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

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

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

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

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

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

**University Policy on Drugs**

3.1 The use, possession, or trafficking of unprescribed amphetamines and barbiturates, narcotics, LSD, marijuana and/or other hallucinogenic agents is a violation of state and federal laws. The unprescribed possession, usage and/or trafficking of any of the above agents is in violation of the policies of CLU and can result in suspension, dismissal or expulsion from the University.

All drugs and paraphernalia will be confiscated and/or destroyed.

3.2 Paraphernalia includes any object that contains the residue of an illegal drug and any object that is used in the consumption or distribution of an illegal drug. Examples of the former include, but are not limited to a marijuana pipe, bong or blow tube. Examples of the latter include, but are not limited to, a scale used for measuring quantities of an illegal drug, rolling papers, hookahs and hookah components. While these items can be used for legal purposes, because of their common misuse, these objects are prohibited.

3.3 Additionally, being under the influence of illicit drugs is considered a violation of this policy.

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

3.5 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 unprescribed amphetamines and barbiturates, narcotics, LSD, marijuana and/or other hallucinogenic agents.

**University Policy on Smoking**

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

**University Policy on Student Harassment**

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

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

Furthermore, harassment compromises the integrity of a liberal arts education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated on our campus.

**Harassment**

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

5.1a 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.
5.1b Non-verbal/Visual: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, e-mails, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.

5.1c Physical: Conduct such as unwanted physical contact including touching, interference with an individual’s normal work or movement, assault.

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

1) Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance, creating an intimidating, hostile or offensive work, learning, living, or campus environment; or

2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or

3) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic program.

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

5.2a Verbal: Conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments, obscene phone calls or voice mail or e-mail messages and threats and demands to submit sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss, and offers of preferential treatment in return for sexual favors and/or retaliation for having reported or threatened to report harassment.

5.2b Non-verbal/Visual: Conduct such as derogatory and/or sexuality-oriented posters, photographs, cartoons, drawings or gestures, exposure (i.e., “mooning,” “streaking”), other lewd behaviors.

5.2c Physical: Conduct such as assault, unwanted touching, blocking normal movement or interfering with work or study.

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

Christopher Kimball
Provost/Vice President for Academic Affairs
Administration Building, (805) 493-3145

Bill Rosser
Vice President for Student Affairs/ Dean of Students
Student Union Building, (805) 493-3553

Susan Tolle
Director of Human Resources
Welcome Center Building, (805) 493-3185

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

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

Residence Life
The University is a residential institution with approximately 1,200 full-time undergraduate students residing on campus. On-campus housing within the residence halls may be available to graduate and fifth-year students under certain circumstances. There are suites available that are shared by two or three students. The Office of Residence Life is also able to assist CLU students in finding off-campus housing. Students seeking housing should contact the Office of Residence Life in Mogen Hall at (805) 493-3220.

Married Students
Although CLU does not provide accommodations for married students, the Residence Life Office does maintain a listing of off-campus housing.

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 for the convenience of evening students, the café also has salads, sandwiches and fruit to go.

Café a la Cart, which also offers salads, fruit and sandwiches, 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 7:45 a.m. to 7:45 p.m. Monday through Thursday.

Residence Hall Vacation Schedule
The residence halls and campus dining follow the undergraduate calendar. Non-apartment residence halls are closed during Christmas vacations. Campus dining closes after the evening meal on the last day of classes prior to the session breaks. The services and facilities reopen the afternoon before classes resume.
“I chose CLU because I had a wonderful undergraduate experience here and did not feel as though I had tapped all of the resources at this university. The promotion of personal relationships between students and staff is one of the biggest strengths here, besides the quality of the curriculum. The professors here know me, so they know my strengths as well as the areas in which I can grow.”

Tonya Bennett, Student
M.S. in Counseling Psychology
Vice President
BMod Fitness Corp.
Graduate Faculty

Full-time and Adjunct Graduate Faculty

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

Donna Allyn
Lecturer in Education
M.Ed., University of Hawaii
Ph.D., University of California, Los Angeles

Jim Allyn
Lecturer in Business
M.B.A., California Lutheran University

Robert Amenta
Professor Emeritus
M.Ed., California State University, Fresno
Ed.D., University of Southern California

Gina Amenta-Shin
Lecturer in Education
M.A., Loyola University

Richard J. Battaglia
Professor of Business Administration
M.S., Naval Postgraduate University, Northridge

Todd Barnum
Lecturer in Business
M.S., Naval Postgraduate University

Jeffrey Appell
Lecturer in Psychology
M.A., Pepperdine University
Ph.D., United States International University

Kathy Asher
Lecturer in Education
M.A., California State University, Northridge

Jan Atkinson
Lecturer in Education
M.A., California State University, Northridge

Todd Barnum
Lecturer in Business
M.S., Naval Postgraduate University

Somnath Basu
Professor of Business Administration
M.A., Loyola University

Richard J. Battaglia
Lecturer in Education
M.A., Loyola University

Sue Bauer
Lecturer in Education
Ed.D., Pepperdine University

William Bewley
Lecturer in Education
M.A., Ph.D., University of Wisconsin

Julius Bianchi
Lecturer in Education
M.P.A., Indiana University

Bradley Bjelke
Lecturer in Public Policy and Administration
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Kapp Johnson
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MA, School of Theology, Claremont

J.D., University of La Verne

Edward H. Julius
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M.S., University of Pennsylvania
C.P.A., State of Illinois

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institutions</th>
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<tbody>
<tr>
<td>Silva Karayan</td>
<td>Associate Professor of Education and Director of Special Education</td>
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<tr>
<td></td>
<td>M.A., American University of Beirut</td>
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<tr>
<td>Ph.D., University of</td>
<td>California, Santa Barbara</td>
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<tr>
<td>Mary Kelso</td>
<td>Lecturer in Psychology</td>
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<td>M.A., University of Colorado</td>
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<td>Ph.D., International College</td>
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<td>Ara Khanjian</td>
<td>Lecturer in Business</td>
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<td>M.A., Queen’s University</td>
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<td>Ph.D., New School</td>
<td>University</td>
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<td>Myungsook Klassen</td>
<td>Professor of Computer Science and Director of M.S.C.S. Program</td>
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<td>M.S., Kansas State University</td>
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<td>Ph.D., Case Western Reserve University</td>
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<td>William Klepper</td>
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<td>Deborah Kolodney</td>
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<td>Timothy G. Kuehnel</td>
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<td>Ph.D., University of Texas, Austin</td>
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<td>Anna Kwong</td>
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<td>Kelvin Loh</td>
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<td>M.D., Howard University, College of Medicine</td>
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<td>Paula Lovo</td>
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<td>Maura Martindale</td>
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<td>Charles T. Maxey</td>
<td>Professor of Business Administration and Dean of the School of Business</td>
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<td>B.A., M.A., Ph.D., University of Illinois at Urbana-Champaign</td>
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<td>Richard McAndrew</td>
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<td>Cheryl Meyers</td>
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<td>Shannae Rickards</td>
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<td>Susan M. Murphy</td>
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<td>Leanne M. Neilon</td>
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<td>Chang-Shy Peng</td>
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<td>Craig Reinhart</td>
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<td>Anthony Steigelman</td>
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<td>Michelle Stueck</td>
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<td>Amelia Sugden</td>
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<td>Susan Tandberg</td>
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<td>Edgar Allen Terry</td>
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<td>Cecelia Travick-Jackson</td>
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<td>Elizabeth Trebow</td>
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University Governance

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

President’s Cabinet
The President’s Cabinet consists of the President, and the five divisional vice presidents. These include the Provost and Vice President for Academic Affairs, the Vice President for University Advancement, the Vice President for Administration and Finance, the Vice President for Student Affairs and Dean of Students, and the Vice President for Marketing and Communications. The President’s Cabinet is the senior executive and administrative body of the University. Under the direction of the president, it is responsible for policy making, strategic planning and implementation, budget, and ensuring that institutional energies and resources are focused on accomplishing the mission and vision of the University.

Board of Regents
The 27-member Board of Regents directs the administration through its policy-making role, safeguards the mission and assets of the University, authorizes budgets and strategic plans, elects the president of the University, and approves the appointment of chief administrative officers and faculty.

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

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Interim President
University Pastors

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Provost and Vice President for Academic Affairs
Leanne Neilson, Psy.D.
Associate Provost for Graduate and Adult Programs and Accreditation
Terence Cannings, Ed.D.
Dean of the School of Education
Joan Griffin, Ph.D.
Dean of the College of Arts and Sciences
Charles Maxey, Ph.D.
Dean of the School of Business
Julius Bianchi, M.P.A.
Associate Provost for Information Services
Maria Kohlme, M.S.
Associate Provost for Academic Services and Registrar
Daniel Kuntz, M.A.
Director of Athletics

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Vice President for Administration and Finance
Ryan Van Ommeren, M.S.
Associate Vice President for Facility Operations and Planning
Kevin Schaffels, CPA
Controller and Chief Accounting Officer

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Division of Marketing and Communications
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Montrose, Colo.
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Southwest California Synod
Evangelical Lutheran Church in America
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Furon Company
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Division of Higher Education and Schools Evangelical Lutheran Church in America Chicago, Ill.

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President
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Yokohama, Japan

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The Rev. Mark Knudson
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Highlands Ranch, Colo.

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Cortez, Colo.

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The Rev. Ron Geikow
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Yosemite, Calif.

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Marvie Paulson ’78
Davis, Calif.

The Rev. Scot Sorenson ’80
Sacramento, Calif.

Linnea Wong
Davis, Calif.

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Ventura, Calif.

The Rev. Steve Beckham
Ventura, Calif.

The Rev. James Berg ’77
Morro Bay, Calif.

Ingrid Fuellman-Ramos ’83
Los Alamitos, Calif.

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

Bonnie Mohr ’74
Monrovia, Calif.

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

The Rev. Dean Nelson
Glendale, Calif.

Dr. Barbara Trotter
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David White ’87
Palmade, Calif.

The Rev. Erik Young
Covina, Calif.

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Sun City West, Ariz.

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Granada Hills, Calif.

Desta Goehner ’96
Camarillo, Calif.

Connie Gray
Ypsilanti, Wash.

Karen Ingram ’74
Thousand Oaks, Calif.

Micas Reitan ’95
Everett, Wash.

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Julia Fogg, Ph.D.
Haco Hoang, Ph.D.
The Rev. Kapp Johnson, J.D.
Michele LeBlanc, Ph.D.
Jose Marichal, Ph.D.
Cecelia Travick-Jackson, Ph.D.

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

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

Mrs. Raymond Olson Thousand Oaks, Calif.

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1992-2006

Jerry H. Miller, D.D.
1981-92

Mark Mathews, D.B.A.
1972-80

Raymond Olson, D.D.*
1963-71

Orville Dahl, Ed.D.*
1959-62

*Deceased
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Cal Lutheran Graduate Centers

**Thousand Oaks Main Campus**
Graduate and Adult Programs
California Lutheran University
60 West Olsen Road #2300, Thousand Oaks, CA 91360
(805) 493-3127

**Directions to Cal Lutheran Main Campus**
From Ventura Freeway South
Take Lynn Road Exit. Go North across freeway and follow Lynn Road to campus. Turn right on Mountclef Boulevard.
From Ventura Freeway North
Take Fillmore Freeway (Hwy 23) North. Exit on Olsen Road. Turn left under freeway (West) to campus. Turn left on Mountclef Boulevard.

**Woodland Hills Graduate Center**
21052 Oxnard St., Woodland Hills, CA 91367
(818) 888-6414 or (805) 493-3070

**Directions to the Woodland Hills Graduate Center**
From Ventura:
Take the Ventura Freeway 101 South. Take the DeSoto Avenue exit, turn left, drive .8 miles. Turn left onto Oxnard Street, drive .1 mile - the center is on the left at 21052 Oxnard St.
From Los Angeles:
Take the Ventura Freeway 101 North. Take the DeSoto Avenue exit, turn right, drive .8 miles. Turn left onto Oxnard Street, drive .1 mile - the center is on the left at 21052 Oxnard St.

**Oxnard Graduate Center**
The Palms
2000 Outlet Center Drive Suite 150
Oxnard, CA 93036
(805) 485-6426
(805) 493-3050

**From Santa Barbara:**
Take the 101 Freeway South to the Rose Avenue exit. Turn right on Rose Avenue. Turn left at Gonzales Road. Turn left at Outlet Center Drive.
**From Los Angeles:**
Take the 101 Freeway North to the Rice Avenue exit. Turn left on Rice Avenue. Turn right on Gonzales Road. Turn right at Outlet Center Drive.