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CHAPMAN UNIVERSITY SYSTEM

**2011-2012  
CATALOG**

## MESSAGE FROM THE CHANCELLOR

### ***Commitment to Access and Collaboration***

For more than 50 years, Brandman University (formerly Chapman University College) has been committed to providing quality undergraduate and graduate degrees, certificates, teaching credentials and extended education programs to working adults at campuses throughout California and Washington. As we move into our next 50 years, we have a new vision – to be the leader in the evolution of adult education.

To expand our educational opportunities for working students, Chapman University announced the renaming of Chapman University College to Brandman University, a separate, fully accredited university, and the first member of the Chapman University System. This transition was born of the desire to offer an increasing diversity of degrees, through more innovative online and on-campus approaches, to a greater number of adult students in California, Washington, the United States, and some day, even abroad. As Brandman University, we are able to be highly innovative as we expand our services to meet the needs of adult students. As part of Chapman University, we will continue to proudly uphold the heritage of academic excellence synonymous with a Chapman degree since 1861.

I personally invite you to become acquainted with us and experience the vision and core values that drive us - quality academic programs, innovative delivery systems, and personalized student services. You can visit one of our campuses located throughout California and Washington, or visit us online at [www.brandman.edu](http://www.brandman.edu) to see how we can expand your intellectual and professional horizons.

**Gary Brahm**

*Chancellor*

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## **CONDITIONS OF ACCURACY**

The information within is accurate at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Brandman University reserves the right to make changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, student conduct, academic standing, candidacy, and graduation.

Brandman University admits qualified students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. Brandman University does not discriminate on the basis of sex, race, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs, and employment. The University recognizes that students with documented disabilities, such as mobility, sensory, health, psychological and learning disorders may need additional resources to enable successful completion of academic coursework. Brandman University will make efforts to provide reasonable accommodations to the extent that they do not compromise the integrity of any degree or certificate, do not fundamentally alter the nature of a program, or are unduly burdensome to the institution.



# ACADEMIC CALENDAR 2011 – 2012

## First Trimester- August 29, 2011 – December 18, 2011

### Fall Session 1 – 2011 - August 29, 2011 – October 23, 2011

First day of instruction	August 29
Tuition and other charges due	August 29
Last day to add classes	September 4
Labor Day (Administrative Office closed)	September 5
Last day to drop classes without record of enrollment	September 11
Deadline to file Degree Conferral for Fall Semester Session 2	October 1
Last day to withdraw from classes without receiving an "FW"	October 9
Last day for change of grade option	October 9
Last day of instruction	October 23
All Grades due	October 28
Degree Conferral Date	October 31

### Fall Session 2 – 2011 - October 24, 2011 – December 18, 2011

First day of instruction	October 24
Tuition and other charges due	October 24
Last day to add classes	October 30
Last day to drop classes without record of enrollment	November 6
Graduate Comprehensive Examination Deadline to Apply	November 18
Thanksgiving (Administrative Offices closed)	November 24-25
Deadline to file Degree Conferral for Spring Semester Session 1	December 1
Last day to withdraw from classes without receiving an "FW"	December 4
Last day for change of grade option	December 4
Graduate Comprehensive Examinations	December 17
Last day of instruction	December 18
All Grades due	December 23
Winter Break (No classes)	December 19, 2011 -January 2, 2012
Degree Conferral Date	December 31

## Second Trimester- January 3, 2012 – April 22, 2012

### Winter Session – 2012 – January 3, 2012 – February 26, 2012

First day of instruction	January 3
Tuition and other charges due	January 3
Last day to add classes	January 8
Last day to drop classes without record of enrollment	January 15
Deadline to file Degree Conferral for Spring Semester Session 2	February 1
Last day to withdraw from classes without receiving an "FW"	February 12
Last day for change of grade option	February 12
Last day of instruction	February 26
Degree Conferral Date	February 29
All Grades due	March 2

### Spring Session 1 – 2012 – February 27, 2012 – April 22, 2012

First day of instruction	February 27
Tuition and other charges due	February 27
Deadline to submit Commencement Attendance Reply Form	March 2**
Preferential Financial Aid Filing Date for 2012-2013	March 2
Last day to add classes	March 4
Last day to drop classes without record of enrollment	March 11
Graduate Comprehensive Examination Deadline to Apply	March 23
Deadline to file Degree Conferral for Summer Session 1	April 1
Last day to withdraw from classes without receiving an "FW"	April 8
Last day for change of grade option	April 8
Graduate Comprehensive Examinations	April 21
Last day of instruction	April 22
Spring Break (no classes)	April 23 – April 29
All Grades due	April 27
Degree Conferral Date	April 30

\*\*Graduation Ceremony Participation – Students graduating at the end of Spring Session 1 who wish to participate in this year's commencement ceremony must submit their Degree Conferral Application by **February 1, 2012**. Students participating in the Northern and Southern commencement ceremonies must submit their Commencement Attendance Reply online **by March 2, 2012**.

Students who wish to participate in this year's commencement ceremony but will complete degree requirements in Summer Session must complete their Degree Conferral Application by **March 1, 2012**. Students participating in the Northern and Southern commencement ceremonies must submit their Commencement Attendance Reply online **by March 2, 2012**.

## Third Trimester – 2012 – April 30, 2012 – August 19, 2012

### Spring Session 2 – April 30, 2012 – June 24, 2012

First day of instruction	April 30
Tuition and other charges due	April 30
Last day to add classes	May 6
Last day to drop classes without record of enrollment	May 13
Memorial Day (administrative offices closed)	May 28
Deadline to file Degree Conferral for Summer Session 2	June 1
Last day to withdraw from classes without receiving an "FW"	June 10
Last day for change of grade option	June 10
Last day of instruction	June 24
All Grades due	June 29
Degree Conferral Date	June 30

### Summer Session – June 25, 2012 – August 19, 2012

First day of instruction	June 25
Tuition and other charges due	June 25
Last day to add classes	July 1
Independence Day (Administrative Offices closed)	July 4
Last day to drop classes without record of enrollment	July 8
Graduate Comprehensive Examination Deadline to Apply	July 20
Deadline to file Degree Conferral for Fall Session I	August 1
Last day to withdraw from classes without receiving an FW	August 5
Last day for change of grade option	August 5
Graduate Comprehensive Examinations	August 18
Last day of instruction	August 19
All Grades due	August 24
Degree Conferral Date	August 31

## Graduate Comprehensive Examination

Graduate Comprehensive Examination dates and application deadlines are as follows:

<b>Comprehensive Exam Dates</b>	<b>Deadline To Apply</b>
August 20, 2011	July 22, 2011
December 17, 2011	November 18, 2011
April 21, 2012	March 23, 2012
August 18, 2012	July 20, 2012

## Brandman University Degree Conferral Application

Brandman University Degree Conferral Application deadlines are as follows:

<b>Session</b>	<b>Session Date</b>	<b>Conferral Dates</b>	<b>Application Due</b>
Fall Session 1	08/29/2011 – 10/23/2011	10/31/11	08/01/11
Fall Session 2	10/24/2011 – 12/18/2011	12/31/11	10/01/11
Winter Session	01/03/2012 – 02/26/2012	02/29/12	12/01/11
Spring Session 1	02/27/2012 – 04/22/2012	04/30/12	02/01/12
Spring Session 2	04/30/2012 – 06/24/2012	06/30/12	04/01/12
Summer Session	06/25/2012 – 08/19/2012	08/31/12	06/01/12

## BRANDMAN AT A GLANCE

### Brandman University

#### History

For more than 50 years, Brandman University campuses have served thousands of adult students who are interested in integrating higher education into their already busy lives. The central goal of Brandman University is to help students develop their talents through an education that provides lasting value and relevance to their evolving careers.

The first adult program began at El Toro Marine Air Station in 1958 and soon other branches of the military requested degree programs for all military personnel. The majority of campuses are now community based, but the University does maintain a presence on many military bases. A wide range of graduate and undergraduate degree programs is offered at locations throughout California and Washington, as well as online. Brandman's degree programs extend the educational objectives and historic purpose of Chapman University by recognizing and enhancing academic opportunities for non-traditional adult students. The University's reputation for excellence is consistent in every community it serves.

Brandman University offers academic schedules with new sessions that start every 8 weeks on a year-round basis. Classes are offered online and in the evenings. Qualified full-time faculty, senior lecturers and adjunct faculty serve student needs in a variety of undergraduate, graduate, credential and professional development programs. Each academic campus maintains a full-time professional staff that provides the personal attention to each student that is the hallmark of Brandman University's reputation.

Unique to Brandman University is the Brandman iDEAL, the Instructional Design for Engaged Adult Learning. This innovative model of instruction blends innovative teaching, current curriculum and the latest technologies to give students a competitive edge in today's technology-driven, networked world. Only Brandman University has redesigned every class in every campus following the US Department of Education's 2009 research on the most effective instructional delivery methods.

The Administration of Brandman University is solely dedicated to the University's mission of providing a quality education for adult learners. The University is under the direction of the Chancellor of Brandman University, the Vice Chancellor of Academic Affairs, the Vice Chancellor of Enrollment and Student Affairs, the Vice Chancellor of Finance and Administration, and the Vice Chancellor of Marketing and Communications. This structure is designed to best meet the needs of the local communities served by Brandman University.

Today, Brandman University is a separate, fully accredited university within the Chapman University System. Brandman University has a dedicated focus on the adult student, allowing for the introduction of innovative education delivery approaches and greater diversity of degrees and credentials both online and on campus. Remaining part of Chapman University assures the student the same quality of instruction and distinction that has been synonymous with Chapman University since its founding in 1861.

#### Membership

Brandman University is a member of the Western Association of Schools and Colleges. It is also affiliated with the Council for Adult and Experiential Learning (CAEL) and a member of the National Association of Institutions for Military Education Services (NAIMES).

#### Mission

The mission of Brandman University is to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers.

The faculty of Brandman University:

- Believe in continuous renewal and innovation.
- Believe in creating a participative and collaborative culture.
- Believe in ongoing academic and professional development.
- Value diversity and nurture respect for the contributions of all cultures.
- Stand for quality.

- Stand for success.

**Vision**

Brandman University will be the recognized leader in the evolution of adult learning.

**Purpose**

Our purpose is to impart knowledge and skills that help students achieve their dreams.

**Values**

**Innovative:** We value new, viable ideas, and rigorously promote them.

**Respect:** For each other, our students, our communities and our environment.

**Service-oriented:** Through instruction and guidance we serve the needs of our students with knowledge and skills, putting others before ourselves.

**Teamwork:** By supporting each other, we can accomplish more than what is possible individually.

**Integrity:** Our personal and professional behavior is guided by honesty, ethics and conscience.

**Enrollment**

Approximately 10,000 students are enrolled in 26 academic campuses/sites throughout California and Washington.

**Faculty**

64 full-time faculty, 1 senior lecturer, and adjunct instructors and guest lecturers currently employed as professionals in the discipline.

**Accreditation**

Brandman University is accredited by the Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda California, 94501; (510) 748-9001. The University's teacher training and credential programs are approved by the California State Department of Education.

## **Chapman University**

### **Institutional Profile**

Chapman University is a 150-year-old independent institution of liberal arts and professional training dedicated to providing a solid foundation of knowledge that enables its graduates to become fully educated persons. Chapman is recognized for its liberal arts core, distinguished faculty, innovative programs and personalized attention to students. The University strives to develop in students the ability to think clearly, communicate effectively, explore issues from contrasting points of view, value human and cultural diversity and make informed ethical judgments in an increasingly complex world.

### **History**

Chapman traces its roots to Hesperian College, opened at the very hour of Abraham Lincoln's inauguration as the sixteenth U. S. president. Hesperian and several other institutions later merged with California Christian College in Los Angeles. In 1934 the institution was renamed in recognition of its most generous benefactor, C. C. Chapman, a successful real estate investor, rancher, and pioneer Orange County church leader. The college moved to the city of Orange in 1954. In September of 1991 the college became Chapman University, further strengthening its commitment to international education and an innovative undergraduate curriculum and graduate programs.

### **Membership**

Chapman is a member of the Western Association of Schools and Colleges. It is also a member of the Independent Colleges of Southern California, the College Entrance Examination Board, the Western College Association, the Association of Independent California Colleges and Universities, the American Council on Education, the American Association of Colleges for Teacher Education, and the Division of Higher Education of the Christian Church (Disciples of Christ).

### **Church Relationship**

Chapman's roots are firmly grounded in its historic covenant with the Christian Church (Disciples of Christ). That rich spiritual legacy lives on through Chapman's focus on the development of the ethical, spiritual, and intellectual person. A variety of religion courses and activities are offered, but not required. The Dean of the Chapel oversees an active interfaith program designed to meet the spiritual needs expressed in the religious backgrounds of the University's students, faculty, and staff. A full-time director of church relations strengthens the University's covenant with the Christian Church (Disciples of Christ) as well as provides programs for the broader ecumenical community.

## GENERAL INFORMATION

### Non-discrimination Policy

Brandman University is committed to providing an environment which is free of any form of harassment and discrimination based upon an individual's race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status, or any other classification protected by law, so that all members of the community are treated at all times with dignity and respect. It is University policy, therefore, to prohibit all forms of such harassment or discrimination among University faculty, students, staff, and administrators.

### Freedom of Speech and Expression

Freedom of speech, protected by the United States Constitution, is an especially important value within an academic community. Thus, all topics are appropriate for discussion and debate within the framework of academic inquiry. Students and student organizations are free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are always free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it is clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves.

### Policy Prohibiting Harassment

The University is committed to providing a work environment that is free of unlawful discrimination and harassment. In keeping with this commitment, the University maintains a strict policy prohibiting all forms of unlawful harassment, including sexual harassment and harassment based on the basis of age, race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), gender identity, national origin, ancestry, physical or mental disability, legally-protected medical condition, military or veteran status, marital status, sexual orientation, genetic information, or any other characteristic protected by local, State or Federal law. The University also prohibits harassment based on the perception that a person has any of the above protected characteristics, or is associated with a person who has or who is perceived as having any of the above protected characteristics. This policy applies to all agents and employees of the University, including supervisors and non-supervisory employees. It also applies to applicants for employment with the University, vendors, independent contractors, instructors, and other third parties doing business with the University. Furthermore, this policy prohibits unlawful harassment in any form, including verbal, physical and visual harassment. It also prohibits retaliation of any kind against individuals who file complaints in good faith or who assist in investigations.

### Local, State, and Federal Laws

Students attending Brandman are subject to local, state, and federal laws. Brandman reserves the right to impose institutional sanctions for violations of public laws, even when such violations occur off University property. Students may also be subject to civil and/or criminal charges for offenses on Brandman property if such offenses are in violation of local, state, or federal laws.

### Financial Responsibility

It is expected that students shall be responsible for their financial obligations both to the University and to the larger community. Students who do not meet their financial obligations may be prevented from further enrollment at Brandman and may be subject to conduct review.

## **Confidentiality of Student Records**

Brandman University is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act - a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords student certain rights with respect to their education records, including the right to inspect their education records, request an amendment of the records that the student believes are inaccurate, and the right to control disclosures of their records except to the extent that FERPA authorizes disclosure without consent. (It is important to note that all rights to access move to the student when that student is in a post secondary education institution; parents, spouses, and significant others have no inherent right to access to student educational records.)

Educational records for the most part include, with certain exceptions, all records maintained in any medium, which can identify the student.

Access to the Notification, student release forms, and directory hold request are available in My Window.

## **Extended Education**

Extended Education provides credit and non-credit bearing courses and programs providing opportunities for individuals, business and governmental entities. Through Extended Education offerings, individuals can obtain lower cost academic credit toward Brandman degree programs before being admitted to the University or fully committing to a degree or certificate program. Traditional Extended Education offerings also provide opportunities to obtain stackable certificates and certifications as well as enhanced professional development. Businesses, government agencies and nonprofits utilize Extended Education customized offerings to develop and train their workforces. Courses are delivered face to face, online and in blended formats at campuses throughout the Brandman system as well as onsite for business clients and other cohort groups.

## **Library Resources and Services**

The library's web page ([www.chapman.edu/library](http://www.chapman.edu/library)) is the starting point for accessing more than 360,000 items, including 12,000 e-books, 150 online databases, and 58,000 full-text journals available 24/7. Students and faculty may borrow books and media from the Library's extensive physical collections, sent directly to their home, and supplemented by an efficient document delivery and interlibrary loan service through the Annenberg Satellite Education Information Center. Library instruction is available throughout the academic year, ensuring that students are connected to the information resources they need to succeed in their courses. Contact Annie Knight, Coordinator of Brandman University Library Services for research assistance at [aknight@chapman.edu](mailto:aknight@chapman.edu) / (800) 344-5756 Ext. 2.

## **Services for Students with Disabilities Program**

Brandman University is committed to making its educational opportunities accessible to qualified individuals with disabilities in accordance with applicable state and federal laws. By providing full access to qualified students with disabilities, Brandman University demonstrates its belief that the community will benefit from the skills and talents of these individuals. In this regard, Brandman University has implemented the following policies:

- Brandman University strictly prohibits any form of discrimination on the basis of an individual's disability.
- Brandman University offers reasonable accommodations to otherwise qualified individuals.

The Disabilities Specialist in the Disabilities Services Office located at Brandman University in Irvine, CA administers these policies. Information concerning these policies is maintained in the Disabilities Services Office. Summaries and references to these policies are provided in the University's application and admissions materials.



Any personal learning accommodations that may be needed by a student covered by the "Americans with Disabilities Act" must be made known to the Brandman Campus Director or Advisor as soon as possible. This is the student's responsibility. Information about services, academic modifications, and documentation requirements can be obtained from your local Brandman University Campus Director.

The Disabilities Services Office, located on the Irvine Campus, serves as the clearinghouse for all requested accommodations. It is the responsibility of the student requesting accommodations to make these needs known in a timely fashion and to provide recent documentation and medical evaluations as required to the local Campus Director. It is recommended that the student provide these materials prior to the beginning of the academic year or session so that the University may better serve the student's needs and the student may avoid any irreversible academic consequences. Once notification has been made, Brandman University, in collaboration with the Disabilities Services Office and the local campus, will engage in an interactive process in order to identify and provide reasonable accommodations. Services provided will be based on the individual needs of the student and may include extended test time, note takers, readers, etc. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

### **Veterans and Service Personnel**

In accordance with Veterans Administration Regulation CFR 21.4253, Brandman adheres to the Guidelines for Institutions Enrolling Veterans and Eligible Persons: Standards for Maintaining Adequate Records and Policies for Satisfactory Progress, Previous Education and Training, Conduct, and Attendance.

1. Brandman maintains a written record of previous education and training.
  - a. Transcripts of college-level education are part of the record.
  - b. The records clearly indicate that appropriate credit has been granted with training periods proportionately shortened and the VA so notified.
  - c. Brandman University maintains an official record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the length of the degree program shortened proportionately. The veteran and VA will be notified of this official evaluation of prior education or training.
2. Brandman maintains adequate records to show the progress of each veteran.
  - a. Records show continued pursuit at the rate for which enrolled and progress being made.
  - b. Records include final grades in each subject for each session.
  - c. Cumulative permanent records are maintained to reflect grades in all subjects undertaken.
  - d. Students are not permitted to enroll repeatedly in courses not attended and withdraw without penalty. A veteran student may repeat a course in which a passing grade has been achieved only when a higher grade is required by the major.
  - e. The school records reflect the point in time when educational benefits should be discontinued for unsatisfactory progress, unsatisfactory conduct, and withdrawals.
  - f. The policy includes the grade point average (2.0 on a 4.0 scale) required for graduation.
  - g. A minimum grade point average (2.0 on a 4.0 scale) must be maintained to achieve credit for a given proportion of the course load. Academic probation and means for dismissal are clearly delineated. VA interpretation of academic probation requires that a veteran student be placed on probation at the beginning of the session immediately following that in which the veteran student fails to maintain the minimum grade point average. A veteran student must meet the required academic standard during the probationary session or be subject to interruption of benefits and/or academic dismissal. The VA is notified when a student is determined to be making unsatisfactory progress resulting in interruption of benefits and/or academic dismissal.
  - h. No veteran student will be considered to have made satisfactory progress when the student fails, receives no credit, or withdraws from all subjects undertaken when enrolled in two or more subjects, except when there are extenuating circumstances.

3. Brandman enforces a policy relative to standards of conduct and progress as defined in the undergraduate academic policies and procedures in this catalog.
  - a. Class attendance policies are determined by each instructor and shall be included on the course syllabi distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.
4. Veterans who want to use their Veterans education benefits should contact the VA certifying official at their local Brandman University campus. The VA certifying official will answer any questions or concerns they may have about the various GI benefit options available to them.

Service members Opportunity Colleges (SOC) is a consortium of colleges and universities and functions in cooperation with the Department of Defense (DoD), the Military Services including the National Guard and the Coast Guard to help meet the voluntary higher education needs of active service members and their family. A Service member and their adult family members in the Army, Navy, and Marine Corps benefit by participating in a SOCAD, SOCNAV, SOCMAR, or SOCCOAST programs by obtaining a SOC student agreement contract. A SOC student agreement contract provides a student the flexibility to complete degree requirements by transferring courses from SOC network colleges back to Brandman University once they have met the residency requirements.

A SOC agreement with Brandman University is issued to a student who has completed a minimum of 6 semester hours at Brandman, is admitted into a SOC 4-year degree program and has submitted a Request for Student SOC Agreement which has been approved by the student's advisor. A student with a Student SOC Agreement has a 7-year time limit from when he/she is officially admitted to complete a degree in a SOC 4-year program. A degree will not be issued to a Brandman SOC student who returns for an academic program no longer conferred by the University (i.e. Bachelor of Science in Electronics). An active service member may contact their Brandman campus to obtain a Student SOC Agreement.

### **Military Spouse Programs**

Brandman University participates in the Department of Defense MyCAA program with courses and programs for military spouses focused on pursuing a license, certificate, or certification in a portable career field and occupation. Specific programs, registration and educational planning information is available on the MyCAA portal and Brandman website.

### **Statement of Authorization: Washington**

Brandman University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Brandman University to offer the following degree programs: Associate of Arts in General Education; Bachelor of Arts in Criminal Justice; Bachelor of Arts in Early Childhood Development\*; Bachelor of Arts in Legal Studies; Bachelor of Arts in Organizational Leadership; Bachelor of Arts in Psychology; Bachelor of Arts in Social Sciences; Bachelor of Business Administration; Bachelor of Science in Computing Technology; Master of Arts in Organizational Leadership; Master of Arts in Psychology (Counseling); Master of Arts in Psychology (Marriage and Family Therapy); Master of Health Administration; Master of Business Administration; and Master of Science in Human Resources. Additionally, Brandman University is authorized to advertise and recruit for the following programs offered exclusively via distance learning: Bachelor of Arts in Applied Studies; Bachelor of Business Administration; Bachelor of Arts in Liberal Studies - Culture and Media Studies; Bachelor of Arts in Sociology; Master of Business Administration; Master of Arts in Education, Instructional Technology\*; and Master of Science in Health Risk and Crisis Communication. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-4330.

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\*This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Per HECB, February 23, 2011.

## FINANCIAL AID AND EXPENSES

The Financial Aid Office is responsible for awarding financial aid to all students attending classes at Brandman University. Information and application materials are available at every Brandman University campus. Counselors at each campus have been expressly trained and work closely with the Financial Aid Office to ensure that all Brandman University students are well served. All students who need financial assistance are encouraged to apply.

### Application Procedure

To submit an application, students need only complete the FAFSA (Free Application for Federal Student Aid) and submit it to the federal processor. Californians who are undergraduates also are urged to complete the Cal Grant GPA Verification Form by March 2, 2012 for the 2012-13 academic year.

When completing the FAFSA, please indicate “Brandman University” in the section of the FAFSA that asks you about the schools to which you would like to apply.

The preferential filing date for mailing financial aid applications is March 2 of each year preceding the academic year that you will be attending. For the 2011-2012 academic year, the preferential filing date is March 2, 2011, for the 2012-2013 academic year, the date is March 2, 2012. Every effort will be made to assist those who apply after the preferential filing date; however, disbursement of assistance may be delayed, and funds may be exhausted in some grant programs.

The federal government may require additional documentation from financial aid applicants, such as copies of tax returns. The government and the Financial Aid Office will notify students who need to provide additional documents.

Students must be admitted to the University without restrictions in order to receive financial aid.

### Federal Student Aid

Federal financial aid programs consist of Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Work Study, Federal Direct Student Loans, and Federal Direct PLUS Loans.

### State of California Student Aid

The State of California provides Cal Grants to financially and academically eligible undergraduates and to teaching credential students who received Cal Grants as undergraduates.

### Tuition and Unit-Based Fees

Tuition and unit-based fees vary by academic campus. Please consult local campus for specific information.

### Non Unit-Based Fees

Application (waived for online applications) .....	\$50
Re-application .....	\$50
Auditing (per credit) .....	\$60
Comprehensive exam fee.....	\$55
Undergraduate/Graduate Certificate Processing fee.....	\$40
Degree Conferral Processing fee .....	\$40
Lab and material fees .....	Varies by course
Late registration fee .....	\$50
Return check fee .....	\$25
Transcript .....	\$10
Transcript (additional charge for expedited service) .....	\$25

**Add/Drop or Withdrawal - Tuition and Unit-Based Fees Credit Policy**

- To add or drop a class, please see the appropriate "Academic Policies and Procedures" sections of this catalog.
- To add or drop a class, students must complete an Add/Drop Form.
- Dropping below full-time or part-time status will affect any financial aid that has been awarded. Please refer to the Financial Aid Office.
- Completely withdrawing from the University or dropping classes after the tuition and unit-based fees credit deadline does not affect students' financial obligation to the University.
- The date of withdrawal for purposes of tuition and unit-based fees credit shall be the date on which the class was dropped through WebAdvisor or at the campus. Students who register but do not attend classes will not receive a tuition and unit-based fees credit unless they officially withdraw by the posted tuition and unit-based fees credit deadlines. Students who receive federal financial aid are subject to a pro-rated return of federal funds.
- Any tuition and unit-based fees credits resulting from drops will be applied to the current balance, if applicable.

**Note:** *Failure to attend class or merely giving notice to an instructor will not be regarded as official notice of add/drop or withdrawal.*

**Interest Charge**

Interest is calculated at 10.75 percent per annum based on the student account balance at each month end and is calculated on the average daily balance. Interest rate is subject to change each June 1.

**Tuition and Unit-Based Fees Credit Policy**

Prior to the first day of classes .....	100%
Within the first week of classes .....	90%
Within the second week of classes .....	80%
After the second week of classes .....	none

**There are no exceptions to this policy.**

# ADMISSION

## UNDERGRADUATE ADMISSION

Students may enroll either as a "degree seeking student" in a particular academic program (including undecided) or as a "non-degree seeking student." Prospective students should consult the staff of the Brandman campus they wish to attend for specific information regarding enrollment forms and formal application procedures.

### Degree Seeking Student Applicants

Students wishing to obtain a degree or certificate are required to make formal application and may apply for admission into a degree seeking program at any time. **It is important to note that "degree seeking students" must meet the degree requirements published in the catalog current at the time of their formal admission acceptance. Admission status is valid for one year from date of admission.**

Students must have completed 12 or more transferable baccalaureate level credits or the equivalent for admission to Brandman University. The 12 credits may consist of all or any combination of the following credit types: transfer work, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP (College Level Examination Program), and DANTES Subject Standardized Test (DSST) scores. Students accepted to Brandman University under the Veterans2College Program are waived from the 12 credit rule but must instead enroll in and successfully complete four 3-credit courses designed for participants in the Veterans2College Program.

Prospective students must submit the following:

1. Completed application package with \$50 application fee. Applications are available online, fee waived for online application.
2. Official transcripts from ALL colleges and universities attended. Only credits from regionally accredited institutions may be accepted in transfer. Failure to report any previous academic work at another college or university may be considered a violation of academic integrity.
3. For those applying under an active military agreement with Brandman University, admissibility and minimum transfer credit awarded will be determined based on the Community College of the Air Force, SMART or AARTS transcripts. If additional coursework from other institutions is submitted prior to admission this coursework will also be included in determining admissibility and transferability for course credit. After admission, any additional coursework previously taken must be submitted to the Division of Student Services within the first trimester after admission to be evaluated for transfer credit. If the additional coursework credit was included in the initial minimum transfer credit awarded, while such coursework may meet specific degree requirements, no duplication of credit will be awarded. For those applying under the AU-ABC agreement, transcripts from the Community College of the Air Force will be used to determine eligibility.

A minimum 2.0 cumulative GPA in all prior college-level coursework is required for formal admission into an undergraduate degree or certificate program. **The grade point average that determines admission is based solely on work at regionally accredited post-secondary institutions.** Official documents submitted for admission consideration become property of the University and cannot be returned or copied for distribution. Students are not eligible for Financial Aid until regular admission status is achieved.

### Non-Degree Seeking Student Enrollees

Students wishing to take credit courses for personal enrichment, job improvement or reasons other than to complete a degree program at Brandman may enroll as “non-degree seeking students.” “Non-degree seeking students” are required to fill out a brief enrollment information form for the initial session that they enroll. Enrollment in subsequent sessions may be done via WebAdvisor. Non-degree seeking students must meet all the Prerequisites published in the catalog for enrollment in the individual courses. High school completion (diploma) or its equivalent is required for enrollment in any Brandman University undergraduate course. Bachelor degree completion is required for enrollment in any graduate level course.

There is no limit on the number of credits that may be taken by a “non-degree seeking student.” However, there is also no guarantee that such courses taken as a “non-degree seeking student” will be accepted toward meeting degree program requirements if the student formally applies for “degree seeking student” status at a later date. **That student will then need to meet the degree requirements in the catalog current at the time of his or her formal admission acceptance into the degree program. Admission status is valid for one year from date of admission.** If formally admitted to a degree program, an official evaluation will be completed to determine which program requirements have been met.

**A “non-degree seeking student” is ineligible to receive most types of financial aid.**

## GRADUATE ADMISSION

While requirements vary in each of Brandman University’s graduate programs, this section provides information concerning university-wide admission standards as well as general admission policies and procedures. **For specific program admission requirements, please refer to the appropriate program section.**

Applicants seeking admission to graduate programs must submit to the Office of Admissions the following:

1. Completed application package listing all institutions attended with an application fee of \$50. Applications are available online, fee waived for online application. Failure to report any previous academic work at another college or university may be considered a violation of academic integrity.
2. Official transcripts from the regionally accredited Baccalaureate degree granting institution.
3. Transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed or attempted.
4. Transcripts may be requested from all institutions attended upon request for specific degree programs.
5. Any additional evidence of eligibility required by the graduate program.

Students are not eligible for financial aid until regular admission status is achieved. Official documents (including Option 4 portfolios) submitted for admission consideration become property of the University and cannot be returned or copied for distribution.

### Requirements for Admission

Brandman University is a member of The Council for Adult and Experiential Learning (CAEL) which has published a fundamental standard regarding admission processes focusing on the Adult Learner: “The institution uses an inclusive, non-competitive admissions process to determine the best educational match for the adult learner.”

The prospective graduate student in Brandman University must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution. Specific program admission requirements must also be met.

**Option One**

A 3.0 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution.

**Option Two**

A GPA between 2.5 and 2.99 (MAE/MAT requires 2.75-2.99) calculated over the most recent graded 30 semester units (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. In addition, a satisfactory score on an accepted graduate admissions exam such as the Graduate Record Exam (GRE), the Graduate Management Test (GMAT), The California Subject Examinations for Teachers (CSET) or the Miller Analogies Test (MAT). Consult program for acceptable admissions tests and scores.

**Option Three**

An earned master's degree or higher from a regionally accredited institution.

**Option Four**

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for graduate study in the discipline requested. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

**Conditional Admission**

This admission status is available for applicants whose final completion of the baccalaureate degree is pending at the time of application or their degree has been completed but not yet conferred. **Applicants who have already completed 12 credits or more in a Brandman credential or graduate program are not eligible for conditional admission.**

**Specific requirements for Conditional Admission are:**

1. Have fulfilled all Brandman University graduate admission requirements and all specific program requirements for regular admission.
2. Certification by the degree-granting institution that the baccalaureate degree can be completed at the conclusion of the trimester or session specified by the applicant.
3. The degree posting date must be prior to the beginning of the trimester or session for which the applicant has applied.
4. No more than twelve credits of graduate coursework may be completed as a conditionally admitted student.

**A final graduate classification is determined upon completion of the baccalaureate degree based on graduate admissions policies.**

**Students who complete coursework but who do not complete the admission application process (or are denied and later achieve admission) will be permitted to use only 12 credits of completed coursework toward a degree program.**

**Applicants who can provide documentation from the degree granting institution verifying that the degree has been completed will be eligible for financial aid.**



**Non-degree Seeking Post Baccalaureate Students**

Students who have not been granted regular admission status may be permitted to enroll in graduate courses at Brandman University. Bachelor degree completion is required for enrollment in any graduate/credential level course.

See specific program for details. **However, no more than 12 credits of graduate coursework taken prior to achieving regular admission status may be applied toward a graduate degree at Brandman University.**

# ACADEMIC POLICIES AND PROCEDURES

## UNDERGRADUATE ACADEMIC POLICIES AND PROCEDURES

### Catalog

The catalog assigned to newly admitted students is determined by the date of formal admission. Admission status is valid for one year from date of admission. Students must meet the degree requirements of the catalog under which they are admitted or may select a later catalog for a year in which they are enrolled. However, for all other policies (except degree requirements and limitations of credit), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by the Campus OneStop Services and the appropriate academic Schools.

Students admitted to any of the programs in the School of Nursing and Health Professions will be admitted to the Catalog based on the program start date and not the admission date (See School of Nursing and Health Professions section in the catalog).

### Statement of Responsibility

Brandman University publishes its academic policies, programs and required courses for graduation. The student is responsible for his/her program including meeting the published requirements and deadlines. The University assists the student in making appropriate decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

### Transfer Credit Policies

#### General Transfer Credit Policy

Only credit from regionally accredited institutions is evaluated for transferability. Credit will not be granted for coursework which duplicates previous work.

#### Transfer and Cumulative GPA Calculation

- All transferable baccalaureate credit attempted is calculated into the transfer and cumulative GPAs.
- When a course is repeated in transfer from one or more transfer institutions the credit and grade for the course with the higher grade is counted in the transfer and cumulative GPAs.
- When a course is repeated at Brandman and a transfer institution, only credit for one course will apply and both grades are calculated into the cumulative GPA.

### GE Block Transfer

Completion of the full CSU or UC IGETC certification (CA), Washington and Oregon state-approved Direct Transfer degrees or other state's equivalent transfer certification prior to the student being admitted, enrolled and attending his/her first session in a bachelor degree program at Brandman satisfies all Brandman University GE requirements except LBSU 300, LBSU 302 and University Degree Qualifications. The University Degree Qualifications may be completed through residential coursework taken in the major or through residential electives.

### Associate Degree Block Transfer

Brandman University awards a minimum of 60 semester credits for successful completion of an Associate degree from regionally accredited colleges and universities. Associate degrees must be completed prior to the student being admitted, enrolled and attending his/her first session in a bachelor degree program. The coursework toward completion of the associate's degree will be evaluated for general education and major requirements. The remaining credit needed to reach 60 credits will be added to the record as general elective

credit. Additional coursework from regionally accredited colleges and universities beyond the associate's degree will be individually evaluated for credit. If a student is admitted during a trimester/session and is currently enrolled and attending in that trimester, then the Associate Degree Block Transfer option would be allowed if completed prior to the next session start date.

### **Other Credit Opportunities**

Brandman University recognizes that adult learners are diverse and that they bring a wealth of life experiences to the classroom. These reservoirs of personal experiences are often coupled with many hours of formal training and education outside the walls of academic institutions. In acknowledgement of such non-classroom acquired learning, Brandman promotes educational flexibility for the adult learner through a variety of earned credit opportunities. Granting of credit is contingent on student's submission of official documentation to the Divisions of Student Services. Students are encouraged to consult with an academic advisor concerning the degree applicability of any credit by examination tests prior to test registration.

Note: Credit granted through "Other Credit Opportunities" including Advanced Placement Examination, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), Military Credit, Prior Learning Assessment by Portfolio, and Peace Officer Standards and Training (POST) does not count toward Brandman University residency requirements.

These opportunities include but are not limited to:

- Advanced Placement Examination
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- Extended Education (Approved Courses)
- Military Credit
- Peace Officer Standards and Training (POST)
- Prior Learning Assessment by Portfolio (PLA)

### **Advanced Placement Examination**

Credit is awarded for scores of 3, 4, or 5 on the Advanced Placement Examination. For a current list of approved exams, minimum scores, and credits granted, please refer to the Brandman website.

### **Credit by Examination: College-Level Examination Program (CLEP) & DANTES Subject Standardized Tests (DSST)**

Brandman accepts ACE minimum requirements on selected CLEP and DSST General Examinations and Subject Examinations. A current listing of acceptable exams and the credit awarded may be found in "My Window>Student Tab>Transfer Credit", or on the Brandman website under "Admission Tab>Transfer Options". Any exam submitted for credit must meet the minimum score requirements regardless of student's catalog year and when the exam was taken.

### **Regulations Governing Credit by Examination**

When credit through examination is awarded, a grade of pass "P" is recorded. It is not included when computing the grade point average.

It is the students' responsibility to verify that the CLEP/DANTES test will count in the degree program. Credit by examination will not be awarded when a student has previously been awarded credit for the equivalent course.

Credits earned through CLEP/DANTES may be counted towards fulfilling general education, major or elective requirements. Credits earned through CLEP/DANTES will be awarded for lower division credit unless specifically equivalent to an upper division Brandman course.

**Extended Education**

Approved academic courses from Brandman University Extended Education or Chapman University Extended Education will be accepted as elective, prerequisite or required credit towards Brandman undergraduate programs. Extended Education courses designated as providing academic credit are identified by the academic school. The student must have received the minimum grade required of the academic program for credit purposes.

**Military Credit**

Brandman evaluates credit for both military service and military coursework for academic credit using ACE guidelines. No more than 46 credits may be accepted for U.S. military coursework. The 46 credits include 6 credits for U.S. military service. All military credit accepted normally applies as general elective credit and may be considered for fulfillment of degree majors, minors, elective, or general education credit or credit for a certificate program and approved by the appropriate dean. Credit will be determined by the Division of Student Services upon admission and receipt of appropriate official documentation. Documentation varies by branch of the U.S. military but is generally satisfied by one of the following: DD-214 and DD-295, or official transcripts from AA-Arts, SMART or Community College of the Air Force.

**Peace Officer Standards and Training**

Brandman University will award credit upon receipt of appropriate official documentation for successful completion of education and training received from the California Commission on Peace Officer Standards and Training for a Basic POST Certificate:

- 15 semester hours of lower-division block credit will be awarded and applied to general elective credits for the successful completion of the California POST Basic Certificate.
- All credit will be considered lower-division general-elective credit.
- No partial credit for individual courses will be awarded.

Note that if the academy/training credits earned at the community college are part of a student's AA program, then the awarding of that credit will be included in the 60 credit block AA/AS limit, and not considered outside of that limit.

**Prior Learning Assessment by Portfolio**

Evaluation of prior learning assessment by portfolio is a process based on the learning students have gained through life and/or work experiences. Successful portfolio development is predicated on rigorous self assessment of prior learning using David Kolb's Model of Experiential Learning, and a demonstration of strong narrative and expository writing skills. To be eligible to submit a portfolio for evaluation, the student must have successfully completed ENGU 103, or its equivalent, and LBSU 305. The learning documented in the portfolio must match an appropriate Brandman course, and a separate portfolio is required for each 3 credit hours attempted. Each portfolio is evaluated by a subject matter specialist who determines whether the learning demonstrated with the documented training and experience meets the learning objectives of the identified course. If the portfolio meets the standards established for the course, credit is awarded. These credit hours are acceptable for completion of a baccalaureate degree at Brandman. Acceptance of such units for transfer to other institutions is solely at the discretion of that institution. Students interested in portfolio assessment should meet with a PLA advisor to see if they are a good candidate for the program. Separate fees apply for each portfolio submitted.

**Prior Learning Assessment by Portfolio Regulations**

1. Credit by portfolio is only available for courses listed in the Brandman University Catalog.
2. When credit through portfolio is awarded, a grade of pass "P" is recorded. It is not included when computing the grade point average.
3. Portfolios that successfully meet the established standards will have an appropriate course title, course number, credit hours, and "Credit for Prior Experiential Learning" recorded on the transcript.
4. Students must be matriculated in a bachelor degree program at Brandman University to submit portfolios.
5. Enrolled students may submit a specific portfolio only once. If they do not receive a passing score, they will be required to complete the necessary coursework if they wish to receive credit.
6. Credit by portfolio assessment will not be awarded when a student has previously been awarded credit for the equivalent course.
7. Brandman University courses not eligible for portfolio include, but may not be limited to: Capstone/senior thesis courses; Independent Study Courses; and, Internship Courses.
8. A maximum of 30 credit hours may be awarded through Prior Learning Assessment by Portfolio.
9. Credit for Portfolio is limited to undergraduate credit only.

**Full- and Half-Time Students**

Students enrolled in 12 or more credits in a trimester are considered "full-time". Students enrolled in 6-11.5 credits in a trimester are considered "half-time". Brandman University strongly advises that students taking more than 6 credits in any one session consult with their academic advisor/faculty.

**Undergraduate Class Level**

Brandman students are classified according to the number of academic semester credits they have completed. Students who have completed 29.9 credits or fewer are considered freshmen; 30 to 59.9 credits, sophomores; 60 to 89.9 credits, juniors; and 90 credits and above, seniors.

**Course Numbering System**

(For course numbering systems in previous years, please refer to the catalog in effect at that time)

001-099 .....	Non-Degree
100-299 .....	Lower division coursework
300-499 .....	Upper division level coursework
500-799 .....	Graduate level coursework
800-999 .....	Professional development credit
0001-0099 .....	Professional coursework
8000-8999 .....	Undergraduate level professional development credit
9000-9999 .....	Graduate level professional development credit

Note: A designation of "X" on the course prefix has no bearing on course level or degree applicability.

**Change of Address**

Students must notify the University of any change of address. This can be done via WebAdvisor or through the local campus.

**Inter-Brandman University Campus Transfer**

Students wishing to transfer from one Brandman University campus to another should go to the My Window portal to access the form to submit the Campus Transfer Request to the new campus.

**Attendance Policy**

Class attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The University recommends as a minimal policy that students who are absent 20% of the course should be failed.

**Registering for Classes**

Students register for each session via WebAdvisor or at their campus location. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. See academic calendar for registration deadlines. Students are expected to have met all prerequisite requirements for courses in which they register.

**Add/Drop Procedure- (refer to tuition and unit based fees policy for additional information)**

To **add a class**, a student must do so through WebAdvisor or submit an Add/Drop form to the campus by the **end of the first week** of the session. Registration ends at the end of the first week.

To **drop a class** without having the course noted on the transcript, a student must do so through WebAdvisor or submit an Add/Drop form to the campus by the **end of the second week** of the session. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. After the second week of the session, student that wish to withdraw from a course must do so by the end of the sixth week, either via WebAdvisor or by submission of an add/drop form. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students cannot drop a course beyond the sixth week of the session. It is the student's responsibility to officially withdraw from a course. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without officially withdrawing will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.0 in student's grade point average.

**Administrative Drop**

Students who do not attend a class during the first two weeks of classes will be administratively dropped, unless they make arrangements with the instructor prior to the first day of class. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University it is the responsibility of the student to verify that he/she dropped course(s) via WebAdvisor prior to the deadlines stated in the official Academic Calendar in the catalog.

**Complete Course Withdrawal Procedures**

Students who do not attend a class during the first two weeks of classes will be administratively dropped, unless they make acceptable arrangements with the instructor prior to the first day of class. Contact may be made in person, by telephone or electronically. A student who stops attending classes without notifying the University will receive a grade of FW" (failure to withdraw). A grade of "FW" is equivalent to a failing ("F") grade and is calculated as such when determining grade point averages.

Students must officially withdraw before the end of the sixth week of classes in order to avoid being responsible for a grade in their classes. Although a student will be unable to receive a "W" grade, financial aid recipients who wish to withdraw after the sixth week should contact the campus OneStop Services in order to retain their financial aid for the session in which they are withdrawing.

**Interrupted Enrollment**

Students may find it necessary to interrupt progress during their course of study, leave Brandman and decide to return at a later date. Students who leave the University in good standing and are absent no more than twelve consecutive sessions do not need to reapply, and will retain the program requirements of their designated catalog year.

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at Brandman University. The length of absence from Brandman University cannot exceed five years.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

**Enrolling in Graduate Courses**

Admitted Undergraduates with senior status are allowed to enroll in 500 graduate level courses with Dean approval. Credits completed for a baccalaureate degree cannot be accepted for graduate degree credit.

**Re-admission**

Students who are absent more than twelve consecutive sessions are required to submit a full application for re-admission and must meet all current admission entrance requirements.

**Grading System**

All grades are on a 4.0 scale

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

**I** (plus a grade) is given when the student has been unable to complete the requirements of the course owing to illness or other extenuating circumstances. When entered it is calculated as the grade the student will earn if the incomplete is not removed within the time prescribed by the instructor.

(IA, IA-, IB+, IB, IB-, IC+, IC, IC-, ID+, ID, ID-, INP)

**W** signifies that a student has withdrawn from a course in the prescribed manner.

**FW** is assigned to students who cease attending part way through the semester but who do not officially withdraw via WebAdvisor, their home campus, or the Division of Student Services. "FW" is computed in the grade point average as an "F." Students who take a course Pass/No Pass and cease attending part way through the semester and fail to officially withdraw will receive the "FW" grade.

**P** is for Pass, a grade given for satisfactory completion of a course. Grade points are not assigned nor computed in the grade average.

**NP** is for No Pass, a grade given when the requirements for credit in the course have not been satisfied. Grade points are not assigned nor computed in the grade average.

**SP** is for Satisfactory Progress. This grading symbol is used to indicate a student is progressing toward the completion of a course which does not end by the normal session ending date or of a thesis or project. It is never a final grade. Upon completion of the course or thesis project, the SP grade is replaced with a letter grade of P, or NP grading symbol.

**AU** is for audited coursework. No grade or credit is awarded to students for auditing, and courses are not used in computing the grade point average.

**NR** is for Not Reported, indicating that the instructor has not submitted the final grade; therefore no credits or grade points can be calculated for this course.

**R** on the transcript indicates a repeated course (highest grade calculated in GPA).

**Pass/No Pass (P/NP)**

Students may select Pass/No Pass as a grading option at the time they initially register for courses via WebAdvisor. Certain courses require letter grades only, while certain courses allow only Pass/No Pass as the grading option. Such restrictions are noted in the course description.

Undergraduates may take up to 6 credits of coursework per year on a Pass/No Pass basis, excluding courses offered only on a pass/no pass basis. Students should consult with their advisor regarding the choice of P/NP for courses in the major.

After initial registration in a course, in order to change the grading to P/NP, students must submit an online change of grading request available in My Window by the end of the sixth week. Once a course is graded students cannot request a change in grading option.



P grades are granted if the student earned an equivalent to "C" or above in the course. NP grades are given if the student earned an equivalent to "C-" or below. In either case, grade points are not assigned and the grade is not computed in the student's grade point average.

Students who take a course Pass/No Pass and cease attending part way through the session and fail to officially withdraw will receive the "FW" grade.

**Course Audit**

Students may audit a class if they choose to do so. No credit is earned from audited classes. A grade of "AU" is assigned to audited classes, which is not used in computing the grade point average. Course requisites are enforced in determination of registration eligibility for the course. Audit fees may be assessed. It is strongly recommended that students confer with their advisor prior to officially auditing a course.

Students may select Audit as an option at the time they initially register for courses via WebAdvisor. After initial registration in a course, in order to change the grading basis to an Audit, students must submit a change of grading system request available in My Window, by the end of the sixth week. Changes in grading basis cannot be done via WebAdvisor. Students may not change a grading system from an Audit to a letter grade. Course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a class.

**Courses Repeated for Higher Grades**

Any undergraduate-level course numbered 100 - 499 at Brandman may be repeated to improve the grade. The lower grade remains on the record with a notation that the course has been repeated. Only the higher grade and credit are computed in the cumulative grade point average. Credit is given only once for a repeated course, except as noted in the course description. It is recommended that a course be repeated as soon as practical if it is to be taken for a higher grade. In exercising this option, an undergraduate student must repeat the course at Brandman University. If the content of a course accepted in transfer is duplicated by coursework taken at Brandman, credit for the transferred course will be removed from the student record. Both the Brandman grade and the transfer grade will be calculated within the cumulative grade point average.

**Incompletes**

Instructors may issue a grade of Incomplete only when the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.

The student is responsible for knowing the deadline and the requirements for course completion.

When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an "I" (e.g. IC-, ID+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the "I", will become the grade of record.

Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, ID+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

**Reading and Conference Courses**

Reading and Conference courses are offered only when absolutely necessary to senior or graduate students with a Brandman University grade point average of at least 2.75. The courses may be taken only for the purpose of meeting graduation or credential requirements by students who could not meet the requirements because of circumstances beyond their control. They are not offered to resolve scheduling conflicts with other

classes, or work, or to complete a schedule. To enroll in reading and conference courses, students must obtain a Request for Course by Reading and Conference form from their campus. Reading and Conference courses must be approved by the appropriate Dean prior to enrollment. A minimum of 5 hours of instruction for each credit is required for reading and conference courses.

### **Independent Study and Research**

Independent Study and Research is offered to upper-division and graduate students with an overall grade point averages of at least 3.0 “B”, to research particular topics that are not provided by regular curriculum offerings. To enroll in independent study and research, a student must obtain an Independent Study and Research form from their campus. Independent Study and Research courses must be approved by the appropriate Dean prior to enrollment. A minimum of 5 hours of instructor-student contact for each hour of credit is required. Students should spend 40 to 50 hours in instruction and research for each credit of independent study.

### **Standards of Academic Integrity**

As a community of scholars, Brandman University emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the University. In order to safeguard the conditions under which scholarship is performed, measured, and evaluated, the following will serve to define academic dishonesty, to identify procedures for hearing cases involving academic integrity violations, and to give suggested guidelines for sanctions according to the offense.

#### **A. Academic Integrity Violations**

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing any paper, research project, or assignment; or falsely submitting material to fulfill course requirements.

Cheating includes unauthorized copying from the work of another student, with or without that student's consent, using notes or other unauthorized material during a test period, and giving or receiving assistance from another when it is expected the student will perform his or her own work.

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field-work experience.

Students may not submit work done in one course to satisfy the requirements of another course, unless both instructors agree beforehand to accept such work. Forged or altered documents may not be presented. This includes transcripts, add/drop forms, or any academic form which has been falsified or on which a professor's signature, or anyone else's signature, has been forged or altered.

Failure to report any previous academic work at another college or University may be considered a violation of academic integrity.

#### **B. Procedures for Hearing and Investigation**

In cases involving academic integrity violations, the appropriate action is initiated by the course instructor. If the instructor believes a student has violated the University standards, the following action should be taken:

- The instructor must contact the student(s) to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor should deal with the situation at that time. Otherwise, the student(s) will meet with the instructor for the purpose of settling the issue of guilt or innocence. If the student(s) admits guilt, or if the instructor and student(s) involved agree a violation took place, then an appropriate sanction may be set at that time. A report of this action will be filed with the appropriate campus, appropriate Dean, and The Governance and Appeals Committee.

- If the student(s) does not admit guilt, if an agreement upon sanction cannot be reached, or if any party does not agree with the resolution of the specific issue of academic integrity, then the matter will be taken up with the appropriate Dean. In this case, the Dean will contact the involved faculty member and the student(s) in an effort to resolve the matter, and initiate whatever action is deemed appropriate.
- If there is dissatisfaction with the decision and recommendation made by the Dean, any of the parties may request a hearing through the Brandman Governance and Appeals Committee. In this instance, the committee will take whatever action is deemed necessary to answer questions and determine the truth of each particular case.
- Finally, if any party still feels extenuating circumstances or new information was not adequately considered by the Governance and Appeals Committee, or that the sanctions imposed are unfair, the matter may be brought on appeal to the Office of the Vice Chancellor of Academic Affairs for final disposition. At this juncture, the Vice Chancellor will then take whatever action is deemed appropriate. The decision of the Office of the Vice Chancellor of Academic Affairs is final and binding.

In all cases of alleged violations of academic integrity it is vital to maintain confidentiality. None of the parties involved should discuss the issue outside the above procedures.

Dismissal for a violation of academic integrity will be noted on the transcript.

### **Student Conduct**

Brandman University is an academic community committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, and it is a community with established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and professional ethical standards, conducting themselves in ways that support an academic environment.

Faculty members are responsible for ensuring an effective learning environment for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty members also have the responsibility and authority to maintain appropriate student behavior. Classes are defined as including laboratories, internships, field placements, or any settings that can be designated as a learning environment, such as travel studies and field trips.

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.

Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Incident reports should be made immediately to the appropriate Dean and Campus Director. Refer to student conduct code for hearing procedure.

### **Grade Review Policy**

Faculty/Instructors have the final authority in assigning student grades except for cases involving clear evidence of capricious grading or failure to follow the professional standards of a discipline or field. Requests for review of grade must be filed within 30 days from the date that the grade was posted in WebAdvisor.

Faculty/Instructors may change final grades after submission to the Division of Student Services only for clerical error. Once a grade is submitted, additional work may not be accepted to enable the student to receive a higher grade.

However, a student who believes he or she has received a grade that is capricious or based on standards that are not in line with the professional standards of a discipline or field must contact the faculty/instructor for an explanation of the grade and for possible reconsideration. Students have a right to request a review of a grade within 30 calendar days of the official posting of the grade.

For information on grade review procedures, please see the Brandman Student section of the My Window portal.

## **Undergraduate Academic Probation and Dismissal**

### **Academic Probation**

The following is Brandman University's guidelines for satisfactory academic achievement in undergraduate programs. Some programs may specify more stringent policies. Please refer to appropriate program sections. A degree seeking undergraduate student whose cumulative GPA falls below 2.0 after two enrolled sessions at Brandman University will be placed on probation. Students on academic probation will be expected to consult with their advisor for guidance and assistance regarding improving their academic status. When placed on probation, a student must obtain a cumulative GPA of 2.0 or higher at the end of the third enrolled session of probation status. Failure to do so may result in dismissal.

(Veterans: see Veterans section of the catalog regarding academic probation and dismissal)

### **Academic Dismissal**

Any student on probation whose cumulative GPA has not reached at least a 2.0 at the end of the third enrolled session of probation status is subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university and may not continue coursework.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

Academic Probation and Dismissal policies are separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Students seeking to be readmitted may do so after one year by petitioning the appropriate School Dean. The School Dean will make the re-admission decision. All students who return after academic dismissal will be placed in a probation status.

### **Petitions**

A petition is a request to waive an academic policy, procedure, or ruling.

- Students may file a petition to request an exception to Brandman University policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student's control.
- Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the Brandman Petition/Request location within the Active Campus Portal. Not all university policies, procedures, or rulings can be petitioned; see the Brandman Student location within the My Window portal for more information.

**Academic Appeal**

An appeal is a review of a petition decision based on relevant information not available to the student at the time of the initial petition submission, or procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. Not all Brandman policies or petition decisions are appealable; see the Brandman Petition/Request location within the Active Campus Portal for more information.

**Graduation with Latin Honors**

A student with superior academic achievement throughout his or her University career may graduate with university honors. To be eligible for honors, the student must have a Brandman grade point average and cumulative grade point average, including all transfer work, at or above the specific honors category. A minimum of 54 credits must be Brandman coursework taken for a letter grade. Categories of honors are cum laude (3.500 - 3.699 GPA); magna cum laude (3.700 - 3.899 GPA); and summa cum laude (3.900+ GPA).

**Graduation***Application for Degree Conferral*

Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file an Application for Degree Conferral via WebAdvisor and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must immediately request a future graduation date. If the student does not request a future graduation date, the application will automatically be rolled forward to the next degree conferral date. Automatic roll forward will only occur once. If a student should fail to complete requirements by roll forward date and has not requested the application be forwarded to a future date, then a new Application for Degree Conferral must be filed along with the appropriate fee. Submission of the Application is done via WebAdvisor. For information and application deadlines go to the Brandman Website under Brandman Student> Commencement/Graduation> Graduation. Brandman confers degrees for Brandman University students six times during the academic year. See the academic calendar for dates. All degree requirements, including but not limited to incompletes, internships, missing grades, etc. must be completed by the last day of the month in which the degree is to be conferred. Coursework taken at external institutions must be completed on or before the conferral date in order to be considered in meeting degree requirements.

**Commencement**

Formal university commencement ceremonies are held in the Spring. To participate in ceremonies students must submit a "Commencement Attendance Reply" form. To be eligible for participation in the commencement ceremonies, the student's official program evaluation must indicate that the student is on course to satisfactorily complete all degree requirements by the end of the third trimester of that year or sooner, as verified by the academic advisor and so indicated by the anticipated degree completion date. Students receiving their degrees in subsequent sessions are entitled to participate in the following Spring commencement ceremonies.

**Diplomas and Transcripts**

Diplomas are mailed out approximately two to four weeks after the date of conferral of the degree. This allows time for confirmation that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Diplomas or copies of transcripts will not be released to any student with an unpaid balance to Brandman or a Brandman-sponsored agency. Currently enrolled students may print unofficial copies of transcripts at any time via WebAdvisor. Official transcripts are issued only through WebAdvisor or Student National Clearinghouse. Contact the Division of Student Services or visit <http://www.brandman.edu/registrar/transcripts.asp> for further processing and fee information.

**Transition from Chapman University to Brandman University**

Chapman University College is now Brandman University. Brandman University is part of the Chapman University System. During this transition, the following applies:

- Students whose designated catalog year is 2009-2010 or prior may choose either a Brandman University or a Chapman University degree or diploma.
- All students earning a Bachelor of Business Administration, Master of Business Administration, or Master of Public Administration regardless of designated catalog year will be granted a Brandman University degree and diploma.
- All Brandman University diplomas will state that Brandman University is part of the Chapman University System.
- Students whose designated catalog year is 2010-2011 or later will receive a Brandman University degree and diploma.

## **GRADUATE ACADEMIC POLICIES AND PROCEDURES**

### **Catalog**

The catalog assigned to newly admitted students is determined by the date of formal admission. Admission status is valid for one year from date of admission. Students must meet the degree requirements of the catalog under which they are admitted or may select a later catalog for a year in which they are enrolled. However, for all other policies (except degree requirements), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by the campus OneStop Services and the appropriate academic Schools.

Students admitted to any of the programs in the School of Nursing and Health Professions will be admitted to the Catalog based on the program start date and not the admission date. (See School of Nursing and Health Professions section in the catalog.)

### **Statement of Responsibility**

Brandman University publishes its academic policies, programs and required courses for graduation. The student is responsible for his/her program including meeting the published requirements and deadlines. The University assists the student in making appropriate decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

### **Residency Requirement**

Generally, a minimum of 24 credits in the degree program must be completed at Brandman University for all master's degrees. Some programs may vary. For specific program requirements, please refer to the appropriate program section. These credits do not include courses taken to fulfill prerequisite requirements. Students in credential programs are required to complete a minimum of two-thirds of the program at Brandman.

### **Degree Conferral**

Degrees and credentials are granted on evidence of intellectual growth and development rather than solely on the basis of formal course credits. Fulfillment of the minimum course requirements is not regarded as the sole requisite of a degree or credential. Refer to appropriate program section as some programs specify more stringent policies.

Students are expected to maintain a 3.0 "B" or higher in all coursework toward a degree or a credential at Brandman University. A cumulative grade point average of 3.0 "B" or higher in all coursework applicable to the graduate degree is required, excluding prerequisite courses.

### **Admission to a Degree Program**

Admission is based upon possession of a baccalaureate or masters degree from a regionally accredited institution and the fulfillment of requirements specified for each program.

### Course Requirements

1. Credits completed for a baccalaureate degree cannot be accepted for graduate degree credit.
2. Courses completed at the undergraduate level to fulfill prerequisite requirements cannot be accepted for graduate degree credit.
3. All graduate degree coursework cross-listed with undergraduate coursework must differentiate course requirements. For example, graduate students enrolled in any courses in which undergraduates are enrolled must complete additional course requirements to receive graduate credit.
4. At least 15 credits must be in coursework at the 500-600 level.
5. The minimum number of credits required for a master's degree is 30. Some specializations require more (see the individual degree programs).
6. Program Evaluations are the official degree evaluation.
7. Challenge exams exist for a limited number of graduate programs such as the Constitution Exam in Education. No credit is granted for successful performance on challenge exams.
8. No grade below 2.0 "C" is acceptable toward a degree or credential, but is included in calculating the overall grade point average.
9. Unless specifically noted, all coursework taken in graduate degree programs must be taken for a letter grade.

### Full- and Half-Time Students

Students enrolled in 9 or more credits in a trimester are considered "full-time." Students enrolled in 4.5-8.5 credits in a trimester are considered "half-time". Brandman University advises that students taking more than 6 credits in any one session consult with their academic advisor/faculty.

### Course Numbering System

(For course numbering systems in previous years, please refer to the catalog in effect at that time)

001-099 .....	Non-Degree
100-299 .....	Lower division coursework
300-499 .....	Upper division level coursework
500-799 .....	Graduate level coursework
800-999 .....	Professional development credit
0001-0099 .....	Professional coursework
8000-8999 .....	Undergraduate level professional development credit
9000-9999 .....	Graduate level professional development credit

### Graduate Prerequisites

1. Students are expected to complete all Prerequisites within the first year of graduate coursework at Brandman University.
2. Students may not enroll in any course which specifies a prerequisite unless the prerequisite has been completed.
3. Students may not enroll concurrently in the prerequisite for a course and the course which specifies the prerequisite (unless the catalog permits concurrent enrollment).
4. A minimum grade of 2.0 "C" or pass is required in all coursework used to fulfill Prerequisites.

### Change of Graduate Degree Program Policies

1. Students wishing to add or change their graduate degree program of study must submit a new Graduate Application form.



2. To be eligible for a change of degree program, students must have a cumulative 3.0 grade point average, no grade below a “C” in Brandman University graduate coursework, and approval of the program requested for change or addition. Students are required to meet all readmission policies/procedures prior to completing coursework.

### **Second Master's Degree**

The following regulations govern the earning of a second master's degree from Brandman University:

1. The second master's degree may be awarded only in a distinctly different area, i.e., the student would not be awarded two master's degrees in education in differing areas of emphasis.
2. The student must meet all specific requirements for the second master's degree.
3. The student may not use more than 12 credits of the first master's degree to satisfy the requirements for a second master's degree at Brandman.
4. In addition, a minimum of 24 non-duplicated credits must be taken for the second master's degree.

### **Second Emphasis Area**

Students completing a second emphasis area within one master's degree program may not use previously completed coursework for one emphasis to fulfill the requirements of a second emphasis.

If a comprehensive examination is required for the second emphasis area, the student will be required to complete the examination for each emphasis.

### **Transfer Credits and Concurrent Enrollment**

1. Some degree programs permit 6-15 semester credits to be transferred into their degree program. Some degree programs limit transfers to elective credit only. Consult the appropriate program section of the catalog. Students are responsible for all material covered on the comprehensive examination as required by specific master's degrees.
2. Students who wish to transfer prior coursework are required to submit a request for transfer coursework form within two sessions after achieving regular admission.
3. The coursework must be taken at a regionally accredited institution and be at the graduate level and/or accepted in a master's degree program.
4. Credit is not awarded for experience, including fulfillment of prerequisite requirements.
5. A grade of no less than 3.0 “B” must have been earned in the course presented for transfer for all master's degrees. Credit or Pass coursework is not transferable, unless otherwise noted within specific degree requirements.
6. The coursework must be relevant to the degree program.
7. Transfer of coursework to fulfill required courses is not advised. Please see specific program sections for additional information.
8. The coursework must have been taken within seven years of completion of the degree program for which the course is being requested for transfer credit.
9. Official transcripts must be submitted.
10. If the credits accepted in transfer are not the equivalent of semester units, additional coursework may be taken to complete degree credit requirements.
11. Requests for transfer of military coursework may be considered as fulfilling Prerequisites, elective or major requirements for those programs which accept military credit. Coursework must meet all other transfer requirements.
12. In the event that the content of one or more of the required courses is waived but the coursework is not accepted in transfer, the student must select a substitute course with the approval of the Dean for additional credits.

**Extended Education**

Approved academic courses from Brandman University Extended Education or Chapman University Extended Education will be accepted as elective, prerequisite or required credit towards Brandman graduate programs. Extended Education courses designated as providing academic credit are identified by the academic school. The student must have received the minimum grade required of the academic program for credit purposes.

**Change of Address**

Students must notify the University of any change of address. This can be done via WebAdvisor or through the local campus.

**Inter-Brandman University Campus Transfer**

Students wishing to transfer from one Brandman University campus to another must submit a Campus Transfer Request form to the new campus.

**Attendance Policy**

Class attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The University recommends as a minimal policy that students who are absent 20% of the course should be failed.

**Registering for Classes**

Students register for each session via WebAdvisor or at their campus location. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. Students are expected to have met all prerequisite requirements for courses in which they register. See academic calendar for registration deadlines.

**Add/Drop Procedure (refer to tuition and unit based fees policy for additional information)**

To **add a class**, a student must do so through WebAdvisor or submit an Add/Drop form to the campus by the **end of the first week** of the session. Registration ends at the end of the first week.

To **drop a class** without having the course noted on the transcript, a student must do so through WebAdvisor or submit an Add/Drop form to the campus by the **end of the second week** of the session. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. After the second week of the session, student that wish to withdraw from a course must do so by the end of the sixth week, either via Web Advisor or by submission of an add/drop form. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students cannot drop a course beyond the sixth week of the session. It is the student's responsibility to officially withdraw from a course. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without officially withdrawing will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.0 in student's grade point average.

**Administrative Drop**

Students who do not attend a class during the first two weeks of classes **will be** administratively dropped, unless they make arrangements with the instructor prior to the first day of class. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University, it is the responsibility of the student to verify that he/she dropped course(s) via WebAdvisor prior to the deadlines stated in the official Academic Calendar in the catalog.

**Complete Course Withdrawal Procedures**

Students who do not attend a class during the first two weeks of classes will be administratively dropped, unless they make acceptable arrangements with the instructor prior to the first day of class. Contact may be made in-person, by telephone or electronically. A student who stops attending classes part way through the

semester but who do not officially withdraw via WebAdvisor, their home campus or the Divisions of Student Services will receive a grade of FW" (failure to withdraw). A grade of "FW" is computed in the grade point average as an "F."

Students must officially withdraw before the end of the sixth week of classes in order to avoid receiving an "FW" in their classes. Although a student will be unable to receive a "W" grade, financial aid recipients who wish to withdraw after the sixth week should contact the campus OneStop Services in order to retain their financial aid for the session in which they are withdrawing.

### **Interrupted Enrollment**

Students may find it necessary to interrupt progress during their course of study, leave Brandman and decide to return at a later date. Students who leave the University in good standing and are absent no more than twelve consecutive sessions do not need to reapply and will retain the program requirements of their designated catalog year.

Retaining the program requirements of a students designated catalog year must adhere to the seven year limitation policy which states that all requirements for graduate degree and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period.

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at Brandman University. The length of absence from Brandman University cannot exceed five years.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

### **Re-admission**

Students who are absent more than twelve consecutive sessions are required to submit a full application for re-admission and must meet all current admission entrance requirements.

### **Seven-Year Limitation**

All requirements for graduate degrees and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period. Interrupted enrollment does not alter the seven year period for completion of all graduate degree requirements.

### **Grading Symbols**

**A Exceptional performance** indicates consistently excellent performance and distinctly superior quality of work.

**B Good performance** indicates overall satisfactory performance in completing course requirements at the level expected for an advanced degree.

**C Substandard performance** indicates performance below the standard necessary for an advanced degree; while credit toward graduation is awarded for most courses, some courses must be repeated. No grade below "C" is acceptable toward a degree program.

**F Failure** indicates failure to satisfy minimum course requirements. No credit toward graduation is awarded.

**I (plus a grade)** is given when the student has been unable to complete the requirements of the course owing to illness or other extenuating circumstances. When entered it is calculated as the grade the student will earn if the incomplete is not removed within the time prescribed by the instructor. (IA, IA-, IB+, IB-, IC+, IC-, INP)

**W** signifies that a student has withdrawn from a course in the prescribed manner.

**FW** is assigned to students who cease attending part way through the semester but who do not officially withdraw via WebAdvisor, their home campus or the Division of Student Services. "FW" is computed in the grade point average as an "F." Students who take a course Pass/No Pass and cease attending part way through the semester and fail to officially withdraw will receive the "FW" grade.

**P** is for Pass, a grade given for satisfactory completion of a course. Grade points are not assigned nor computed in the grade average.

**NP** is for No Pass, a grade given when the requirements for credit in the course have not been satisfied. Grade points are not assigned nor computed in the grade average.

**SP** is for Satisfactory Progress. This grading symbol is used to indicate a student is progressing toward the completion of a course which does not end by the normal session ending date or of a thesis or project. It is never a final grade. Upon completion of the course or thesis project, the SP grade is replaced with a letter grade of P, or NP grading symbol.

**AU** is for audited coursework. No grade or credit is awarded to students for auditing, and courses are not used in computing the grade point average.

**NR** is for Not Reported, indicating that the instructor has not submitted the final grade, therefore no credits or grade points can be calculated for this course.

**R** on the transcript indicates a repeated course (highest grade calculated in GPA).

### Grading System

All grades are on a 4.0 scale

A = 4.0	B = 3.0	C = 2.0
A- = 3.7	B- = 2.7	C- = 1.7
B+ = 3.3	C+ = 2.3	F = 0.0

### Course Audit

Students may audit a class if they choose to do so. No credit is earned from audited classes. A grade of "AU" is assigned to audited classes, which is not used in computing the grade point average. Course requisites are enforced in determination of registration eligibility for the course. Audit fees may be assessed. It is strongly recommended that students confer with their advisor prior to officially auditing a course.

Students may select Audit as an option at the time they initially register for courses via WebAdvisor. After initial registration in a course, in order to change the grading basis to Audit, students must submit a change of grading system request available in My Window by the end of the sixth week. Changes in grading basis cannot be done via WebAdvisor. Course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a class.

**Courses Repeated for Higher Grades**

Except as specified in academic programs, any graduate-level course number 400-700 at Brandman University may be repeated to improve the grade. The lower grade remains on the record with a notation that the course has been repeated. Only the higher grade and credit are computed in the grade point average. Credit is given only once for a repeated course, except as noted in the course description. It is recommended that a course be repeated as soon as practical if it is to be taken for a higher grade. In exercising this option, a graduate student must repeat the course at Brandman University.

**Incompletes**

Instructors may issue a grade of Incomplete only when the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.

The student is responsible for knowing the deadline and the requirements for course completion.

When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an “I” (e.g. IC-, ID+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the “I”, will become the grade of record.

Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, ID+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

**Reading and Conference Courses**

Reading and Conference courses are offered only when absolutely necessary to graduate students with an overall grade point average of at least 2.75. The courses may be taken only for the purpose of meeting graduation or credential requirements by students who could not meet the requirements because of circumstances beyond their control. They are not offered to resolve scheduling conflicts with other classes, or work, or to complete a schedule. To enroll in reading and conference courses, students must obtain a Request for Course by Reading and Conference form from their campus. Reading and Conference courses must be approved by the appropriate Dean prior to enrollment. A minimum of 5 hours of instruction for each credit is required for reading and conference courses.

**Independent Study and Research**

Independent Study and Research is offered to upper-division and graduate students with overall grade point averages of at least 3.0 “B”, to research particular topics that are not provided for by regular curriculum offerings. To enroll in independent study and research, a student must obtain an Independent Study and Research form from their campus. Independent Study and Research courses must be approved by the appropriate Dean prior to enrollment. A minimum of 5 hours of instructor-student contact for each hour of credit is required. Students should spend 40 to 50 hours in instruction and research for each credit of independent study.

**Standards of Academic Integrity**

As a community of scholars, Brandman University emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the University. In order to safeguard the conditions under which scholarship is performed, measured, and evaluated, the following will serve to define academic

dishonesty, to identify procedures for hearing cases involving academic integrity violations, and to give suggested guidelines for sanctions according to the offense.

### **A. Academic Integrity Violations**

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing any paper, research project, or assignment; or falsely submitting material to fulfill course requirements.

Cheating includes unauthorized copying from the work of another student, with or without that student's consent, using notes or other unauthorized material during a test period, and giving or receiving assistance from another when it is expected the student will perform his or her own work.

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field-work experience.

Students may not submit work done in one course to satisfy the requirements of another course, unless both instructors agree beforehand to accept such work. Forged or altered documents may not be presented. This includes transcripts, add/drop forms, or any academic form which has been falsified or on which a professor's signature, or anyone else's signature, has been forged or altered.

Failure to report any previous academic work at another college or University may be considered a violation of academic integrity.

### **B. Procedures for Hearing and Investigation**

In cases involving academic integrity violations, the appropriate action is initiated by the course instructor. If the instructor believes a student has violated the University standards, the following action should be taken:

The instructor must contact the student(s) to discuss the possible violation. If the transgression occurs during class, as during a test or examination, the instructor should deal with the situation at that time. Otherwise, the student(s) will meet with the instructor for the purpose of settling the issue of guilt or innocence. If the student(s) admits guilt, or if the instructor and student(s) involved agree a violation took place, then an appropriate sanction may be set at that time. A report of this action will be filed with the appropriate campus, appropriate Dean and The Governance and Appeals Committee.

If the student(s) does not admit guilt, if an agreement upon sanction cannot be reached, or if any party does not agree with the resolution of the specific issue of academic integrity, then the matter will be taken up with the appropriate Dean. In this case, the Dean will contact the involved faculty member and the student(s) in an effort to resolve the matter, and initiate whatever action is deemed appropriate.

If there is dissatisfaction with the decision and recommendation made by the Dean, any of the parties may request a hearing through The Governance and Appeals Committee. In this instance, the committee will take whatever action is deemed necessary to answer questions and determine the truth of each particular case

Finally, if any party still feels extenuating circumstances or new information was not adequately considered by The Governance and Appeals Committee, or that the sanctions imposed are unfair, the matter may be brought on appeal to the Office of the Vice Chancellor of Academic Affairs for final disposition. At this juncture, the Vice Chancellor will then take whatever action is deemed appropriate. The Vice Chancellor of Academic Affairs decision is final and binding.

In all cases of alleged violations of academic integrity it is vital to maintain confidentiality. None of the parties involved should discuss the issue outside the above procedures.

Dismissal for a violation of academic integrity will be noted on the transcript.

**Student Conduct**

Brandman University is an academic community committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, and it is a community with established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and professional ethical standards, conducting themselves in ways that support an academic environment.

Faculty members are responsible for ensuring an effective learning environment for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty members also have the responsibility and authority to maintain appropriate student behavior. Classes are defined as including laboratories, internships, field placements, or any settings that can be designated as a learning environment, such as travel studies and field trips.

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.

Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Incident reports should be made immediately to the appropriate Dean and Campus Director. Refer to student conduct code for hearing procedure.

**Grade Review Policy**

Faculty/Instructors have the final authority in assigning student grades except for cases involving clear evidence of capricious grading or failure to follow the professional standards of a discipline or field. Requests for review of grade must be filed within 30 days from the date that the grade was posted in WebAdvisor.

Faculty/Instructors may change final grades after submission to The Division of Student Services only for clerical error. Once a grade is submitted, additional work may not be accepted to enable the student to receive a higher grade.

However, a student who believes he or she has received a grade that is capricious or based on standards that are not in line with the professional standards of a discipline or field must contact the faculty/instructor for an explanation of the grade and for possible reconsideration. Students have a right to request a review of a grade within 30 calendar days of the official posting of the grade.

For information on grade review procedures, please see the Brandman Student section of the My Window portal.

## **Graduate Probation and Dismissal**

### **Academic Probation**

The following policy is Brandman University guideline for satisfactory academic achievement in graduate programs. Some programs specify more stringent policies. Please refer to appropriate program section.

A graduate student must maintain a minimum cumulative grade point average of 3.0 based on all coursework applicable to the graduate degree, excluding prerequisite courses. A student whose cumulative GPA falls below 3.0 after two enrolled sessions will be placed on probation. When placed on probation, a student must obtain a cumulative GPA of 3.0 or higher at the end of the third enrolled session of probation status. Failure to do so may result in dismissal.

### **Academic Dismissal**

Any student on probation whose cumulative GPA has not reached at least a 3.0 at the end of the third enrolled session of probation status is subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university and may not continue coursework.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. Appeal decisions are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

Academic Probation and Dismissal policies are separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Students seeking to be readmitted may do so after one year by petitioning the appropriate School Dean. The School Dean will make the readmission decision. All students who return after academic dismissal will be placed in a probation status.

(Veterans: see the Veterans and Service Personnel section of this catalog regarding academic probation and dismissal)

### **Petitions**

A petition is a request to waive an academic policy, procedure, or ruling.

Students may file a petition to request an exception to Brandman University policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student's control.

Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the Brandman Petition/Request location within the Active Campus Portal. Not all university policies, procedures, or rulings can be petitioned; see the Brandman Student location within the My Window portal for more information.

### **Academic Appeal**

An appeal is a review of a petition decision based on relevant information not available to the student at the time of the initial petition submission, or procedures were not followed in accordance with Brandman academic policy/guidelines. It is not a reconsideration of the merits of the decision. Not all Brandman policies or petition decisions are appealable; see the Brandman Petition/Request location within the Active Campus Portal for more information.



## **Comprehensive Examination**

1. Master's degree candidates must pass a computer administered comprehensive examination if required by the specific degree program. Students must be admitted to and active in the degree program.
2. Successful completion of coursework does not alone assure the candidate of passing the comprehensive examination. This examination demonstrates the independent ability of the student to synthesize and present adequate and appropriate knowledge without the focus of a course content outline or an instructor's prompting. The student must show the ability to cogently apply theory to a variety of situations and applications. Program faculty and advisors do not "tutor" students regarding specific questions on the examination either prior to or following the exam.
3. Students must have achieved a cumulative GPA of 3.0 "B" and must meet specific program eligibility requirements to take the comprehensive examination. Each program has specific eligibility requirements which must be fulfilled prior to the date of the examination. Please consult the appropriate section of the catalog.
4. An application form must be submitted and a fee paid by the student to take or repeat a comprehensive examination. In addition, if the examination is not taken on the date for which the student applied, a new application must be submitted. Applications must be received by the campus before or on the posted deadline date. The comprehensive examination may be repeated at the next offering, subject to additional conditions the degree program may impose.
5. The comprehensive examination is administered by computer in a controlled setting providing equity for all students. If the student has a demonstrated disability which inhibits performance on this controlled exam, the student must make arrangements for the appropriate accommodation when registering for the exam by completing the ADA Accommodations Request. The Disabilities Specialist in the Disabilities Services Office located at Brandman University in Irvine, CA will review specific documentation of the disability and recommend appropriate accommodations to the Office of the Vice Chancellor of Academic Affairs who will render the final decision.
6. The comprehensive examination is a summative evaluation. Unlike regular coursework and formative assessments taken during completion of the degree, it is designed to be an integrative, independent endpoint assessment of the student's cumulative knowledge. Comprehensive examinations are evaluated in a controlled setting with double-blind anonymity. Students receive a PASS/FAIL grade with generic feedback regarding the adequacy of the responses.
7. Comprehensive exam results are final and cannot be appealed. Students have multiple opportunities to take the examination within the seven-year period in which all degree requirements must be completed. After the second failure, specific preparation requirements may be specified, such as auditing or repeating coursework.

## **Graduation**

### **Application for Degree Conferral**

Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file an "Application for Degree Conferral" via WebAdvisor and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must immediately request a future graduation date. If the student does not request a future graduation date, the application will automatically be rolled forward to the next degree conferral date. Automatic roll forward will only occur once. If a student should fail to complete requirements by the roll forward date and has not requested the application be forwarded to a future date, then a new "Application for Degree Conferral" must be filed along with the appropriate fee. Submission of the Application is done via WebAdvisor. For information and application deadlines go to the Brandman Website under Brandman Student> Commencement/Graduation> Graduation. Brandman confers degrees for Brandman University students six times during the academic year. See the Academic Calendar for dates. All degree requirements, including but not limited to incompletes, internships, missing grades, etc. must be completed by the last day of the month in which the degree is to be

conferred. Coursework taken at external institutions must be completed on or before the conferral date in order to be considered in meeting degree requirements.

**Commencement**

Formal university commencement ceremonies are held in the Spring. To participate in ceremonies students must submit a "Commencement Attendance Reply" form. To be eligible for participation in the commencement ceremonies, the student's official program evaluation must indicate that the student is on course to satisfactorily complete all degree requirements by the end of the third trimester of that year or sooner, as verified by the academic advisor and so indicated by the anticipated degree completion date. Students receiving their degrees in subsequent sessions are entitled to participate in the following Spring commencement ceremonies.

**Diplomas and Transcripts**

Diplomas are mailed out approximately two to four weeks after the date of conferral of the degree. This allows time for confirmation from the Division of Student Services that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Diplomas or copies of transcripts will not be released to any student with an unpaid balance to Brandman or a Brandman-sponsored agency. Currently enrolled students may print unofficial copies of transcripts at any time via Web Advisor. Official transcripts are issued only through WebAdvisor or Student National Clearinghouse. Contact the Division of Student Services or visit <http://www.brandman.edu/registrar/transcripts.asp> for further processing and fee information.

**Transition from Chapman University to Brandman University**

Chapman University College is now Brandman University. Brandman University is part of the Chapman University System. During this transition, the following applies:

- Students whose designated catalog year is 2009-2010 or prior may choose either a Brandman University or Chapman University degree and diploma.
- All students earning a Bachelor of Business Administration, Master of Business Administration, or Master of Public Administration regardless of designated catalog year will be granted a Brandman University degree and diploma.
- All Brandman University diplomas will state that Brandman University is part of the Chapman University System.
- Students whose designated catalog year is 2010-2011 or later will receive a Brandman University degree and diploma.

## UNDERGRADUATE DEGREE REQUIREMENTS

### I. Graduation Requirements–Associate of Arts

- A minimum of 60 credits is required.
- Completion of basic skills and breadth requirements in General Education.
- 15 credits in residence with a 2.0 minimum grade point average.
- Degree requirements cannot be waived by the CSU or IGETC certification.

### II. Graduation Requirements–Bachelor Degrees

- A minimum of 120 credits.
- 36 credits earned in upper-division coursework.
- Minimum of 32 credits completed in residence at Brandman; 18 of which must be upper-division credits, 12 of which must be completed in students major.
- A 2.0 grade point average on a 4.0 scale at Brandman and transfer work.
- A 2.0 grade point average in all major and minor coursework. Programs may have additional grade requirements.
- Resolution of all “CI” and “I” grades.
- LBSU 300 Liberal Arts Core Foundations- (Cannot be used as an elective in a major, minor, or certificate program)
- LBSU 302 Information Fluency and Academic Integrity (Cannot be used as an elective in a major, minor, or certificate program)

### III. Academic Major Credits and specific courses

- See program listing. Students must follow general education and major requirements of the same year.

#### Other requirements

- A minimum of 21 credits of upper-division coursework in the major; a minimum of a 2.0 grade point average on a 4.0 scale in the major and in upper-division work.

#### Split Major

- 15 upper-division credits in one program and 21 upper-division credits in another: consult your academic advisor before planning a split major.

#### Double Major

- A minimum of 18 credits may not be duplicated by the second major.
- Majors must be appropriate to the degree.
- Completion of all requirements for both majors.
- Second major may be completed before or after awarding of the degree.
- Only one diploma will be issued showing the major(s) completed at the time of graduation.

### IV. Minors

- Must be completed in a discipline outside the student’s major or, outside the primary emphasis area in the social science major.
- A minimum of 18 credits, 9 of which, may not be duplicated by the major.
- A minimum of 9 upper-division credits.
- A minimum of 6 upper-division credits completed in residence.
- 2.0 cumulative average and 2.0 GPA for all upper-division coursework.
- Minors may be completed only in those programs listing specific minor requirements.
- Students may only declare a minor in a program if the student's home campus offers the major in that program.

**V. Electives**

- Course of the student's own choosing taken beyond requirements of general education and major/minor in order to meet minimum credit requirements for graduation.

**VI. Second Bachelor's degree**

- Once a degree is conferred, if a student does not fall within the Interrupted Enrollment limits, he/she must apply for re-admission to seek a second bachelor degree, major or minor.
- 32 semester credits in residence beyond the minimum requirements for the first bachelor's degree for a minimum of 60 credits in residence and a minimum total of 152 semester credits.
- Degrees may be pursued concurrently; diplomas may be awarded concurrently.
- LBSU 300 Liberal Arts Core Foundations is waived for all bachelor degree holders from another regionally accredited institution.
- Brandman waives basic subjects and general education breadth requirements for students with bachelor's degrees that include at least 28 semester credits of Brandman acceptable work distributed in the social sciences, humanities, and natural sciences from regionally accredited institutions.

## GENERAL EDUCATION REQUIREMENTS

The General Education Program at Brandman University provides through the liberal arts tradition the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. Brandman University graduates will be intellectually flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of the 21st century.

### Brandman University Institutional Learning Outcomes:

- **Applied Learning:** Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.
- **Innovation and Creativity:** Construct a novel or unique idea, question, format, or product.
- **Civic Engagement:** Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Global Cultures:** Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.
- **Integrated Learning:** Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

### I. BROAD, INTEGRATIVE KNOWLEDGE

The Brandman University General Education Program is divided into three segments: Broad Integrative Knowledge, University Degree Qualifications and Disciplinary Skills. The coursework in the Broad Integrative Knowledge segment encompasses broad subject areas that are important to students' general knowledge. The courses take a critical, analytical perspective on knowledge, considering how knowledge has been acquired and the assumptions, theories, or paradigms that guide its use. A total of 42 credit hours in the areas of Basic Skills, Breadth, and the Liberal Education Foundations are required in the Broad, Integrative Knowledge segment of the General Education Program.

#### A. BASIC SKILLS (12 credits)

- Written communication I (ENGU 103)\*
- Written communication II (ENGU 104)\*
- Quantitative reasoning
- Oral communication

\*Cannot be used as an elective in a major, minor, or certificate program. Must be taken within first two sessions if not satisfied in transfer, or within first two sessions after completing required remedial writing coursework.

#### B. BREADTH REQUIREMENTS (24 credits)

Humanities (9 credits from 3 different areas)

- English
- Fine Arts
- Foreign Languages
- Humanities
- Liberal Studies

- Philosophy
- Religious Studies

Natural Sciences (6 credits)

Social Sciences (9 credits from 3 different areas)

- Criminal Justice
- Economics
- History
- Organizational Leadership
- Political Science
- Psychology
- Social Science
- Sociology

### C. LIBERAL EDUCATION FOUNDATIONS (6 credits)

These must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed. They cannot be satisfied in transfer.

- Liberal Arts Core Foundations (LBSU 300)\*\*
- Information Fluency and Academic Integrity (LBSU 302)\*\*

\*\*Cannot be used as an elective in a major, minor, or certificate program.

## II. UNIVERSITY DEGREE QUALIFICATIONS

The second part of the Brandman University General Education Program is called “University Degree Qualifications” which reflects the core learning values and experiences every Brandman University graduate should possess. Brandman University calls each of these values and experiences “competencies.” Students meet this requirement by taking major, minor, or elective courses in which one or more of the competencies is explicitly embedded. Each competency combines analysis and application with the expectation that students will demonstrate their learning through a variety of assignments.

**Applied Learning:** The most dynamic education experience for students is making the connections between life experience and theory. Applied Learning courses provide students an opportunity to design a project, paper, performance, or other appropriate task that links knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

**Innovation & Creativity:** The most important changes to our daily lives and global culture are the result of creative thinkers who recognized the potential of a different way of understanding the world. Innovation and Creativity designated courses encourage students to approach problems or assignments through novel solutions or “out of the box” thinking.

**Civic Engagement:** Every human being is shaped by and shapes the communities of which he/she participates. Engagement with our communities involves understanding and demonstrating the values, duties, skills, and responsibilities that are part of positively shaping our communities. Courses designated as fulfilling the Civic Engagement competency requirement encourage students to describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

**Global Cultures:** A Global Culture course exposes students to the increasingly complex relationship among people, ideas and heritage. Students in these courses learn to explain the relationship between a global issue

and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

**Integrated Learning:** Although universities are often organized around traditional departments and ways of thinking—science, psychology, marketing, health—life is rarely so neatly segmented. The most important questions can only be answered by drawing on knowledge from multiple fields or ways of thinking. Integrated Learning courses devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

### III. DISCIPLINARY SKILLS REQUIREMENT

The third segment of the General Education Program focuses on the development of primary skills for success in academic and work settings. Success, academic and otherwise, requires the ability to communicate ideas using the tools and foundational knowledge of a subject, field, or community. These skills will be enhanced through designated courses taken within the major.

- Students must take an approved discipline-based writing course. This course may be satisfied in transfer.
- Students must take an approved disciplinary foundations course. This course may be satisfied in transfer

## SCHOOL OF ARTS AND SCIENCES

### Faculty:

*Pamela Monaco, Ph.D., Dean, School of Arts and Sciences*

*Jeremy Korr, Ph.D., Associate Dean, School of Arts and Sciences*

*Michael J. McGuire, Ph.D., Associate Dean, School of Arts and Sciences*

*Ronald Browne, Ph.D.*

*Lester Clements, Ph.D.*

*Brandi Davis, Ed.D.*

*Ellen Baker Derwin, Ph.D.*

*Christopher Deulen, Ph.D.*

*Marnie Elam, Ph.D.*

*Laura Feren, Ph.D.*

*John Freed, Ph.D.*

*Frank Frisch, Ph.D.*

*William Gibson, Ph.D.*

*David Long, J.D.*

*Judy Matthews, Ph.D.*

*Michael Moodian, Ed.D.*

*Isa Ribadu, Ph.D.*

*Kathleen Ringenbach, Ph.D.*

*Jeffrey Stone, Ph.D.*

*Karen Woodcock, Ph.D.*

### Undergraduate Degree Programs

Bachelor of Arts in Applied Studies

Bachelor of Arts in Criminal Justice

Bachelor of Arts in Early Childhood Development

Bachelor of Arts in Legal Studies

Bachelor of Arts in Liberal Studies

Bachelor of Arts in Psychology

Bachelor of Arts in Social Science

Bachelor of Arts in Sociology

### Graduate Degree Programs

Master of Arts in Psychology

### Certificate

Nutrition and Wellness

*Certificates are offered through Extended Education. Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid. For more information, see Extended Education section of the catalog.*

### Arts and Sciences Mission Statement:

The mission of the School of Arts and Sciences is to provide a dynamic education that nurtures and stimulates intellectual growth and a greater understanding of our diverse communities. With cross-disciplinary curricula in the arts, humanities, behavioral, natural, and social sciences, the school utilizes innovative curricula, pedagogy, and technologies to foster scholar-practitioners who value ethics and service to others.



## BACHELOR OF ARTS IN APPLIED STUDIES

The Bachelor of Arts (B.A.) in Applied Studies is designed to accommodate the varied educational backgrounds of students as it develops competencies needed for success in a variety of career and work settings of the 21st century. This degree is ideal for students who seek to build upon their technical/occupational background and want to design an individualized degree program that connects prior learning and education to future career goals.

BA in Applied Studies incorporates the specialized training students received through community college, military training, or other training programs that carry college credit with a learning experience that is trans-disciplinary and is different from the traditional degree that provides depth within a single discipline. Students construct a meaningful plan for selecting courses to explore and prepare for their preferred futures by completing a cornerstone course. A capstone course synthesizes learning through the development of a learning portfolio. The B.A. in Applied Studies provides students with a background in multicultural perspectives, sociological change, technological advances, and leadership theory which help prepare them for promotions in the workplace, greater efficiency and effectiveness in the workforce, and enhanced self-assessment and inquiry.

### Program Learning Outcomes:

- **Diversity:** Demonstrate an understanding of diverse cultures as it applies to your discipline.
- **Ethics:** Apply ethical principles to the practice of your discipline.
- **Communication:** Demonstrate the ability to communicate effectively.
- **Experiences:** Analyze the relationship between prior experiences and future professional goals.

### Degree Requirements

In addition to the University General Education and elective requirements, the BAAS has a foundation requirement of 15 credits and a degree emphasis of 21 credit hours at the upper division level. Additional credits required toward the undergraduate degree may include transfer credits from regionally accredited institutions, credits earned through DANES, CLEP, or military service, or additional coursework taken at Brandman University. All courses taken in the major program must be passed with a grade equivalent of "C" or higher. Courses may be used to fulfill both major and general education requirements.

#### Foundation Courses (15 credits)

LBSU 305	Frameworks of Understanding	3
OLCU 350	Leadership and Professional Ethics	3
SOCU 453	Sociology of Social Conflict, Analysis, and Resolution	3
COMU 315	Intercultural Communication	3
LBSU 487	Transdisciplinary Learning Portfolio	3

#### Electives (21 credits) (Must be upper division)

Students may select courses from any undergraduate course offerings upon completion of the educational plan designed in consultation with an academic advisor as part of the LBSU 305 course.

#### Emphasis Area in Supply Chain Systems (21 credits)

MGTU 320	Strategies Across the Supply Chain	3
MGTU 321	Project Management and Supply Chain Leadership	3
HRCU 352	Labor Relations	3
OLCU 300	Organizational Behavior	3
OLCU/CSCU 315	Organizational Information Systems	3

Select two courses (six credits) from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership

## BACHELOR OF ARTS IN CRIMINAL JUSTICE

Who commits crime? Is the United States correctional system tough or easy on criminals? Has Homeland Security effectively created a safer environment in a post 9/11 world? The Bachelor of Arts degree in Criminal Justice leads students to examine these and other questions about the scientific study of criminal behaviors in their complex sociological settings. The B.A. in Criminal Justice (BACJ) imparts leadership skills to a new class of specialist – a dedicated person who employs professional knowledge of social and organizational groups and the individuals within them to enhance the fairness and effectiveness of the American criminal justice system.

The BACJ degree program utilizes the subject matter expertise from criminal justice, social science, sociology, political science, and organizational leadership. The course offerings provide adult learners the requisite tools to quickly become valuable and valued members of both public and private sector organizations, possessing effective communication skills, analytical problem-solving skills, strong ethical principles, and both a practical and theoretical understanding of organizational dynamics.

### Program Learning Outcomes:

- **Legal System:** Demonstrate an understanding of the legal system, including where and how the system of criminal justice and its actors fit within it.
- **Theory:** Apply basic criminological and sociological theories to various criminal and deviant behaviors.
- **Ethics:** Demonstrate an understanding of various ethical and legal dilemmas that typically confront criminal justice professionals whether employed domestically or internationally.
- **Pressures:** Demonstrate an understanding of the pressures that diverse, social, cultural, economic and political actors have exerted, and continue to exert, on criminal justice systems, both domestically and internationally.
- **Research:** Evaluate published research pertaining to a criminal justice issue, trend, or practice.

All courses taken in the major program must be passed with a grade equivalent of “C” or higher. Courses may be used to fulfill both major and general education requirements.

### Basic Skills (9 credits):

SOCU 101	Introduction to Sociology	3
SOCU 301	Social Research Design	3
OLCU 350	Leadership and Professional Ethics (or PHLU 304, Multicultural Ethics)	3

### Core Requirements (18 credits):

CJCU 250	Introduction to the Administration of Criminal Justice	3
CJCU 465	Management in Criminal Justice Organizations	3
POSU 240	Introduction to Law	3
SOCU 420	Sociology of Deviant Behavior	3
SOCU 450	Social and Political Theory	3
SSCU 494	Social Science Capstone Course	3

### Criminal Justice Institutions (12 credits):

CJCU 380	Correctional Systems	3
CJCU 403	Police and Society	3
POSU 344	Constitutional Rights	3
SOCU 415	Sociology of Organizations and Institutions	3

**Major Electives (6 credits. At least one course must be upper division.):**

Students may choose from criminal justice (CJCU), organizational leadership (OLCU), political science (POSU), psychology (PSYU), social science (SSCU), or sociology (SOCU) courses.

**Total Credits****45****Minor in Criminal Justice**

A minor in criminal justice requires a total of 18 credits chosen from the criminal justice major and distributed as outlined below.

**Minor Core: (9 credits)**

CJCU 250	Introduction to the Administration of Criminal Justice	3
CJCU 380	Correctional Systems	3
CJCU 403	Police and Society	3

**Minor Electives: (9 credits. At least one course must be upper division.)**

Any three courses from the criminal justice major above.

**Total Credits****18**

## BACHELOR OF ARTS IN EARLY CHILDHOOD DEVELOPMENT

The Bachelor of Arts (B.A.) in Early Childhood Development prepares an individual planning for a career in the various fields related to early childhood. This program focuses on cross-discipline coursework in human development, education, and early childhood and includes both theoretical and practical applications. Students will explore the cultural and social influences of the family and the community in the holistic development of young children. The upper division early childhood development coursework encapsulates current thinking and research in the key areas of early literacy, preschool, first and second language acquisition, observation, assessment, and intervention.

The capstone course examines current research and practice in early childhood education and explores professional organizations and issues of advocacy for young children. Students will create and present a final portfolio based on standards for early childhood educators as prescribed by the National Association for the Education of Young Children (NAEYC).

Although not required for admission, the program is designed to complement previous early childhood educational training and fieldwork typically received in community colleges with state approved teacher permit programs. Upper division coursework can provide students with the depth of study required for entry into graduate studies in early childhood. The early childhood development program provides students with a broad understanding of developmentally appropriate practices in the education of young children and a strong foundation for working with children and families in social and educational settings.

### Program Learning Outcomes:

- **Child Development:** Understand and apply the major theories of child development.
- **Research and Best Practices:** Integrate research and best practices in designing developmentally appropriate early childhood learning environments, instruction, and assessment.
- **Language and Diversity:** Apply theories of language acquisition to designing early childhood learning environments, instruction, and assessments for culturally and linguistically diverse children.
- **Early Learning Curriculum:** Connect early learning standards with purposeful, developmentally appropriate curriculum, instruction, and assessment.
- **Professional Roles:** Demonstrate an understanding of the role of a child development professional in the community.

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. Courses may be used to fulfill both major and general education requirements.

### Degree Requirements (45 credits)

#### Human Development (18 credits)

PSYU 101	Introduction to Psychology	3
PSYU 317	Cognitive Psychology	3
PSYU 323	Child Development	3
PSYU 398	Pediatric Neuropsychology	3
SOCU 393	Child Abuse	3
SOCU 399	Sociology of the Family	3

**Education (6 credits)**

EDUU 413	Student Health & Safety	2
EDUU 414	Physical Education in Elementary School	1
EDUU 451	Educational Applications of Computers	3

**Early Childhood Education (12 credits)**

EDUU 321	Developing Children's Cognitive Readiness in Literacy	3
EDUU 325	Observation, Developmental Assessment and Intervention	3
EDUU 330	Preschool First and Second Language Learners	3
EDUU 465	Research and Practice in Early Childhood Development (capstone)	3

**Cross-Cultural (3 credits from the following)**

COMU 315	Intercultural Communications	3
PSYU 421	Cross-Cultural Psychology	3
SSCU 350	Human Diversity	3

**Major Electives (6 credits from the following)**

ARTU 450	Teaching the Visual Arts	3
EDUU 326	Infant and Toddler Care and Education	3
ENGU 450	Literature of Children & Adults	3
LBSU 310	Music, Movement & Drama	3
MATU 206	Math for Elementary School Teachers I	3
MATU 207	Math for Elementary School Teachers II	3
MUSU 222	Musical Cultures of the World	3

**Total Credits** **45**

## BACHELOR OF ARTS IN LEGAL STUDIES

The Bachelor of Arts (B.A.) in Legal Studies is designed to prepare undergraduates for entry into professions where knowledge of the legal/constitutional order is expected. These fields include law, public administration, and city government/management positions. The legal studies degree consists of courses that give students the theoretical, historical, social, and political foundations to understand law in a democratic polity. Research, critical thinking, and argumentation are crucial components of this degree. Legal studies students who plan to go on to law school should consider taking a preparatory LSAT course and intern for a judge at a local court.

### Program Learning Outcomes:

- **Theory:** Demonstrate an understanding of the interrelationship between law, evolving social orders and the historical development of political theory that serves as the basis of Western political thought.
- **Governance:** Demonstrate an understanding of modern American constitutional governance.
- **Pressures/Movements:** Demonstrate an understanding of the pressures that diverse social, cultural, and political movements have exerted, and continue to exert on, the legal system.
- **Research:** Evaluate published research pertaining to a legal issue.
- **Historical Underpinnings:** Demonstrate an understanding of the theoretical and historical underpinnings of Western legal traditions.

All courses taken in the major program must be passed with a grade equivalent of “C” or higher. Courses may be used to fulfill both major and general education requirements.

### Major Core Requirements (15 credits)

POSU 110	Introduction to American Politics	3
SOCU 101	Introduction to Sociology	3
SOCU 301	Social Research Design	3
SOCU 450	Social and Political Theory	3
SSCU 494	Social Science Capstone Course	3

### Required Legal Studies Upper-Division Courses (15 credits)

POSU 301/ PHLU 301	History of Political Philosophy I	3
POSU 302/ PHLU 302	History of Political Philosophy II	3
POSU 342/ HISU 323	The Western Legal Tradition	3
POSU 343	Constitutional Government	3
HISU 397	Social Movements in the Sixties	3

### Elective Legal Studies Upper-Division Courses (12 credits)

HISU 330	America and Its Revolution: The Bonfires of Change	3
POSU 344	Constitutional Rights	3
PSYU 496	Survey of Forensic Psychology	3
SOCU 328	Social Inequality/ Stratification	3
CJCU 380	Correctional Systems	3
CJCU 403	Police and Society	3
SOCU 440/ CJCU 440	Drugs and Society	3
SOCU 453	Sociology of Social Conflict, Analysis, and Resolution	3
CJCU 460	White Collar Crime	3
POSU 499	Independent Study	3

<b>Total Credits</b>	<b>42</b>
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## Minor in Legal Studies

**Requirements (18 credits)**

POSU 110	Introduction to American Politics	3
POSU 240	Introduction to Law	3
SOCU 450	Social and Political Theory	3

Any three courses from Required Legal Studies Upper-Division Courses or Elective Legal Studies Upper-Division Courses 9

**Total Credits 18**

## BACHELOR OF ARTS IN LIBERAL STUDIES

Nearly all contemporary human problems are more failures of imagination, observation, analysis, interpretation, communication, common sense, integrity, courage to act, faith, compassion, or introspection than insufficiencies of material means to solve them. These are the areas of competency addressed in the Bachelor of Arts in Liberal Studies. Literary critic Harold Bloom recently asked, "Where shall wisdom be found?" Cicero answered him almost two thousand years before: "Not to have knowledge of what happened before you were born is to be condemned to live your life as a child."

The B.A. in Liberal Studies primarily serves two significantly different but related types of students and therefore has two emphasis options: the **Multiple Subjects Teaching Emphasis** and the **Culture and Media Studies Emphasis**.

The B.A. in Liberal Studies with the **Multiple Subjects Teaching Emphasis** is the undergraduate major of choice for the individual desiring to teach in an elementary classroom. Students with an interest in media arts, cultural and historical studies may want to choose the more flexible degree-completion pathway of the **Culture and Media Studies Emphasis**. (NOTE: Students interested more specifically in the social sciences should consider the B.A. in Social Science. Those students more interested in studying early childhood should consider the B.A. in Early Childhood Development.)

### I. The Multiple Subjects Teaching Emphasis

Building on the interdisciplinary foundation of LBSU 300, the multiple subjects teaching emphasis encompasses college instruction in the subjects that are commonly taught in California's elementary schools (K-8) and is designed to prepare the student to pass the state CBEST and CSET examination. (CSET Prep courses are offered through extended education), and gain direct entry into a state-approved teacher credentialing program either at Brandman or at another university. NOTE: The post-baccalaureate credential program at Brandman University requires a minimum undergraduate GPA of 2.5 for the last 30 semester hours for admission.

#### Program Learning Outcomes:

- **Constitutional Governance:** Demonstrate a foundational understanding of modern American constitutional governance.
- **Multiculturalism:** Evaluate the effects of multiculturalism in society.
- **Child Development:** Understand and apply the major theories of child development.
- **Analysis:** Analyze different viewpoints and support one point of view.

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. Courses may be used to fulfill both major and general education requirements.

#### A. Multiple Subjects Core Requirements: (36 credits)

ARTU 450	Teaching the Visual Arts	3
EDUU 413	Student Health and Safety	2
EDUU 414	Physical Education in the Elementary School	1
EDUU 451	Educational Applications of Computers	3
ENGU 450	Literature of Children and Young Adults	3
ENGU 471	Introduction to Linguistics	3
HISU 372	California History	3
LBSU 310	Music, Movement and Drama	3
LBSU 402	Ways and Rhetoric of Knowing	3



MATU 206	Math for Elementary School Teachers I	3
MATU 207	Math for Elementary School Teachers II	3
PSYU 323	Child Development	3
POSU 110	Introduction to American Politics	3
or POSU 343	Constitutional Government	
or POSU 344	Constitutional Rights	

**B. Depth of Study Concentration: (9 credits)**

Choose one area of concentration from the following:

**1. Language Arts:**

Literature (English or other language) 200 level or higher	3
Advanced writing 200 level or higher	3
COMU 315 Intercultural Communications	

**2. Social Science:**

SOCU 101 Introduction to Sociology	3
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Choose one course from the following:

HISU 105, 304, 306, 323, 337, 355	3
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Choose one additional upper division United States history or political science course (students may select one additional HISU course from the list above)

3

**3. Early Childhood Education:**

Choose nine credits from Early Childhood Education courses:

EDUU 321, EDUU 325, EDUU 326, EDUU 330, EDUU 465	9
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(These may be transferred in. ECE courses must be eligible for CSU/UC transferability.)

**Total Credits**

**45**

NOTE: Teacher Credential Programs: A California Multiple Subject, Single Subject or Education Specialist teaching credential requires both proof of subject matter competence — i.e. passing score on the appropriate CSET and CBEST — and completion of an approved credential program. Students seeking one or more of the teaching credentials must make formal application to the teacher credential program. See your program advisor for information about the requirements and procedures for applying to the appropriate teacher credential program.

## II. The Culture and Media Studies Emphasis

In the early 21st century, we face "culture wars" in the United States and around the globe as competing ideologies share an ever shrinking planet. How did we get here? Where are we going? Where do we want to go?

The Culture and Media Studies Emphasis seeks to address such concerns by immersing students in the various ways of human creating, valuing, knowing, and behaving in order to provide a fuller appreciation of the human condition throughout its cultural history. The study of the humanities is "discovery learning" itself, as Freud attests, "The poets and philosophers before me discovered the unconscious. What I discovered was a scientific method by which the unconscious could be studied."

The artistic, historical, religious, and philosophical traditions of global cultures are examined through meditated lenses that were shaped by the political and ethical reference points of the West. The Western lens itself is a subject of study and reflection. This humanities-based approach is interdisciplinary by its very nature exploring the intersection of high and popular culture; economics and politics; visual and verbal language and literacy; ethnic and gender identities, and technology and media. In these ways this emphasis is closely related to "cultural studies." This emphasis richly contains the artistic treasure trove that has been made so accessible to our desktops by means of new electronic media technologies.

This curriculum is especially useful for students to customize their study of the humanities either generally or more concentrated in a specific discipline.

This emphasis can also be good preparation for students seeking a single subject teaching credential in language arts and/or social studies or for those preparing for multiple subjects credentialing.

### Program Learning Outcomes:

- **Ethics:** Compare and contrast philosophical perspectives on ethics
- **Globalization:** Evaluate the impact of globalization on local cultures
- **Theory:** Evaluate the impact of the construction of knowledge on society
- **Multiculturalism:** Evaluate the effects of multiculturalism on society
- **Media Literacy:** Compare and contrast traditional and new media
- **American Politics:** Explain the separation of powers as articulated in the US Constitution

Students pursuing the Culture and Media Studies Emphasis must receive a grade equivalent of at least "C" for courses taken to fulfill major requirements. Courses may be used to fulfill both major and general education requirements.

### A. Culture and Media Studies core courses (30 credits)

#### Language and Media Arts (15 credits):

Literature (English or other language) 200 level or higher	3
Advanced writing 200 level or higher	3
COMU 315 Intercultural Communications	3
HUMU 345 Art, Media Technology, and Culture	3
COMU 230 Media in Everyday Life	3

**Cultural and Historical Studies (15 credits):**

One from the following:

POSU 110	Introduction to American Politics	3
or POSU 343	Constitutional Government	
or POSU 344	Constitutional Rights	

One from the following:

HUMU 347	Society, Culture, and Literature	3
Or HUMU 449	Multicultural Perspectives	

One from the following:

OLCU 350	Leadership and Professional Ethics	3
or PHLU 304	Multicultural Ethics	

Two upper division courses from the following:	6
Economics, History, Political Science, or Social Science (SSCU)	

**B. Culture and Media Studies Concentration (12 credits):**

12 additional credits from such humanities disciplines as art, communication (including SOCU 311), English, foreign languages, history, humanities, liberal studies, music, philosophy, religious studies or a similar set of disciplines approved by a faculty advisor. A minimum of 9 of upper division credits is required.

**C. Capstone Course (3 credits):**

LBSU 402	Ways and Rhetoric of Knowing	3
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<b>Total Credits</b>	<b>45</b>
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## BACHELOR OF ARTS IN PSYCHOLOGY

The mission of the psychology program is to help students acquire a broad-based knowledge in the field of psychology in its historical and cultural contexts, both as an empirical science of human behavior and as a foundation for a professional career in human services.

Brandman University offers an undergraduate program in psychology. The undergraduate curriculum emphasizes critical thinking, methods of inquiry, research methodology, psychology processes, and the application of psychological principles to diverse areas of human behavior. Students are encouraged to complete elective courses that provide a strong theoretical background and the application of psychology in a field that best suits students' professional goals. Students are encouraged to participate in practical fieldwork experience and elective independent research projects. Each student's major is individually designed around a core of lower- and upper-division courses covering history and theories, critical thinking, statistics, research, physiological psychology, and the capstone course. Overall, the psychology undergraduate curriculum is designed for students who want to prepare for graduate study in psychology or related disciplines, graduate study in fields where knowledge of human behavior would be beneficial, professional careers in psychology, or baccalaureate-level careers in human services or in psychological support settings.

The core foundation curriculum in psychology provides the student with the essentials of psychological science and thought. Culminating with the senior capstone, the core curriculum produces an integration of the student's goals and objectives with psychology's present and future. In addition to the core foundation curriculum, students pursue a curriculum of electives in psychology chosen in consultation with their psychology academic advisor. Students pursuing the psychology degree must receive at least a "C" grade in all courses used to satisfy the degree requirement. Moreover, psychology major courses taken while attending Brandman cannot be satisfied with a "Pass" grade under a pass/no pass grading system. In addition to PSYU 101, a total of 6 lower-division credits in the psychology elective area will be accepted for credit by CLEP and DANTES examinations.

### Program Learning Outcomes:

- **Application of Theory:** Connect psychological theory to real life applications.
- **Human Behavior:** Examine psychological principles of human behavior from a historical perspective.
- **Research Methods and Statistics:** Understand methodology and statistical techniques related to behavioral science research.
- **Scientific Writing:** Apply appropriate methods of scientific writing in APA format.
- **Life Span Development:** Understand and apply the major theories related to the entire lifespan from prenatal development through childhood, adolescence, young adulthood, middle-age, and late adulthood.

### Departmental Honors

Students who are majoring in psychology are eligible for departmental honors if they meet the following criteria:

1. Brandman University GPA of 3.7 or higher
2. Psychology Major GPA of 3.8 or higher
3. Receive an "A" in PSYU 499 (3 credits)

**Degree Requirements (48 credits)****Core Foundation in Psychological Science (30 credits):**

PSYU 101	Introduction to Psychology	3
PSYU 203	Statistics for the Behavioral Sciences	3
PSYU 301	Scientific Writing in Behavioral and Social Sciences	3
PSYU 304	Research Methods for the Behavioral Sciences	3
PSYU 320	Human Development Through the Lifespan	3
PSYU 328	Abnormal Psychology	3
PSYU 333	Physiological Psychology	3
PSYU 336	Social Psychology	3
PSYU 351	History & Systems of Psychology	3
PSYU 480	Psychology Capstone	3

**Electives in Psychology (18 credits, 12 credits must be upper division)**

Students may use any PSYU courses that do not duplicate core foundations courses in the list above. SOCU 391 may also be used to satisfy this elective requirement. Students who are transferring credits from an accredited college or university may transfer in a total of 6 lower-division elective credits in psychology excluding personal development or personal adjustment courses.

**Total Credits** **48**

**Minor in Psychology**

There are two tracks for a psychology minor. The general track is designed to enhance knowledge of a psychological process and/or area within the discipline. The applied track is designed to provide exposure to the essential skills and procedures underlying the use of psychological processes and procedures. Students seeking a psychology minor should discuss the selection of track and courses with a psychology division advisor.

**Requirements:****General track (18 credits):**

PSYU 101	Introduction to Psychology	3
PSYU 203	Statistics for the Behavioral Sciences	3
PSYU 304	Research Methods for the Behavioral Sciences	3
Three upper-division elective courses in psychology		9

**Requirements:****Applied track (18 credits):**

PSYU 101	Introduction to Psychology	3
Five upper-division elective courses in psychology		15

## BACHELOR OF ARTS IN SOCIAL SCIENCE

The world is changing. New technologies appear constantly while ethnic and international conflicts continue to affect our lives. Complex processes of social change, transience, and globalization create both amazing opportunities and difficult choices. No single discipline can keep up with all these events and explain them fully. The Social Science program seeks to encompass the diverse areas of social, political, cultural, economic, organizational and technological processes and their interactions.

This major is designed for the student who desires a broader background or overview of particular fields of study. The major offers opportunities for emphasis in specific subject areas while maintaining an inclusive perspective. This integrated focus will help develop critical reasoning and analytical skills, comparative perspectives, and a broad knowledge base about the world.

The Social Science major is ideal for students who are seeking careers in government service, journalism, advertising, teaching, library science, law and politics. Additionally, students are prepared for work in research, consulting and for graduate study.

### Program Learning Outcomes:

- **Methods:** Compare and contrast social scientific methodological approaches.
- **Theory:** Apply social scientific theories to practical situations.
- **Research:** Evaluate published social scientific research.
- **Application:** Create a social scientific research or related project.

All courses taken in the major program must be passed with a grade equivalent of “C” or higher. Courses may be used to fulfill both major and general education requirements.

### Major Core Requirements (15 credits):

SOCU 101	Introduction to Sociology	3
PSYU 101	Introduction to Psychology	3
SOCU 301	Social Research Design	3
SOCU 450	Social and Political Theory	3
SSCU 494	Social Science Capstone Course	

### Concentration Area Requirements (36 credits, 27 credits must be upper division):

Choose **three** areas from the disciplines of criminal justice, history, organizational leadership, political science, psychology, and sociology as a first, second and third concentration area and complete courses minimally distributed as follows. The first concentration choice represents the primary emphasis area of the program. One course from each concentration area may be lower division.

First concentration (emphasis) area	15
Second concentration area	12
Third concentration area	9
<b>Total Credits</b>	<b>51</b>

## BACHELOR OF ARTS IN SOCIOLOGY

Sociology is the study of how society organizes itself. The subject matter includes social institutions and culture, community life, family patterns and relationships, social change, social movements, gender and ethnic relations, race, social class, demographics, value systems, deviant behavior, conflict, mass media, health-seeking behavior, and the people and institutions of other societies and cultures.

Sociology is a valuable liberal arts major for students interested in developing analytical thinking skills suited to evolving workplace demands. The major prepares students for careers in educational, governmental and corporate settings. The undergraduate major provides the foundation for careers in social work, urban planning, public health, gerontology, medicine, law, criminal justice, social service agencies and other fields where an understanding of and knowledge of social institutions, social interaction, and a range of research techniques are needed. It also prepares students to enter graduate study programs and the student may choose between emphases in either sociology or social work.

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. Courses may be used to fulfill both major and general education requirements.

### Program Mission Statement

The mission of the BA Sociology degree program is to provide students with theoretical and research based knowledge that can be applied to practical situations. The program is intended to help students become successful and dynamic practitioners in professional contexts by improving their capacity to analyze, understand, and evaluate social phenomena, enhancing awareness of diversity, developing critical thinking skills, and improving writing and verbal skills.

### Program Learning Outcomes:

- **Methods:** Apply sociological methodological approaches.
- **Diversity:** Evaluate the effects of multiculturalism in society.
- **Theory:** Apply major sociological theories to practical situations.
- **Statistics:** Interpret and evaluate published research through utilizing acquired statistical knowledge.
- **Research/Application:** Create an applied research or related project.

### Sociology Core Requirements (18 credits):

MATU 203	Statistics	3
SOCU 101	Introduction to Sociology	3
SOCU 301	Social Research Design	3
SOCU 450	Social and Political Theory	3
COMU 315	Intercultural Communication	3
SSCU 494	Social Science Capstone Course	3

### Sociology Electives (21 credits, 18 credits must be upper division)

Take courses from sociology (SOCU), criminal justice (CJCU), or social science (SSCU).

### Total Credits

**39**

## Emphasis in Social Work

The BA in Sociology with an emphasis in social work teaches students how to analyze social problems and human needs and to design and implement programs to remedy these problems.

The social work emphasis can lead to careers working with families and children in federal, state and county agencies, in human resource management and in the legal system. The emphasis also prepares students in enter graduate studies in social work (Master of Social Work or M.S.W.).

### Sociology Core Requirements (18 credits)

MATU 203	Statistics	3
SOCU 101	Introduction to Sociology	3
SOCU 301	Social Research Design	3
SOCU 450	Social and Political Theory	3
COMU 315	Intercultural Communication	3
SSCU 494	Social Science Capstone Course	3

### Emphasis in Social Work Core Requirements (9 credits)

SOCU 293	Introduction to Social Work	3
SOCU 390	Socialization through the Life Span	3
SOCU 492	Social Work Practicum	3

### Emphasis in Social Work Electives (15 credits)

Choose five courses from the following:

CJCU 412	Victimless Crimes	3
HISU 397	Social Movements in the Sixties	3
PSYU 320	Human Development Through the Lifespan	3
PSYU 323	Child Development	3
PSYU 324	Adolescence	3
PSYU 336	Social Psychology	3
PSYU 450	Introduction to Counseling	3
SOCU 328	Social Inequality/Stratification	3
SOCU 391	Youth-at Risk	3
SOCU 393	Child Abuse	3
SOCU 399	Sociology of Family	3
SOCU 426	Crime and Delinquency	3
SOCU 440	Drugs and Society	3
SOCU 453	Sociology of Social Conflict, Analysis, and Resolution	3

<b>Total Credits</b>	<b>42</b>
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## Minor in Sociology

### Requirements (18 credits):

SOCU 101	Introduction to Sociology	3
SOCU 301	Social Research Design	3
SOCU 450	Social and Political Theory	3
Three upper-division sociology courses		9

<b>Total Credits</b>	<b>18</b>
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## Graduate Degree Programs

### MASTER OF ARTS IN PSYCHOLOGY

The mission of the psychology program is to help students acquire a broad-based knowledge in the field of psychology in its historical and cultural contexts, both as an empirical science of human behavior and as a foundation for a professional career in human services.

Brandman University offers a Master of Arts in psychology with two emphases designed to provide the student with the academic and professional training necessary for a career in counseling and human services and/or provide the foundation for further graduate study in psychology or one of the related disciplines.

#### Program Learning Outcomes:

- **Psychopathology and Diagnostics:** Apply diagnostic assessment and criteria to clinical cases.
- **Ethics, Law, and Professional Issues:** Apply ethical and professional decision making to issues in the practice of psychotherapy and counseling.
- **Marital, Family, and Individual Theories and Interventions:** Implement theory and techniques to therapeutic problems and developmental challenges.
- **Assessment:** Apply assessment techniques, including diagnostic interviewing, to crisis issues and diagnostic concerns.
- **Psychopharmacology:** Analyze the role of psychopharmacological agents on the prevention and treatment of psychological dysfunction.

#### Marriage and Family Therapy Emphasis

This emphasis is the primary practice-oriented option within the psychology master's programs. It provides a solid foundation for practice as a marriage and family therapist. This program meets the education requirements for licensure in California and Washington or certification in other states, and membership in the American Association of Marriage and Family Therapists. This program includes a substantial experiential component in which the student works under the supervision of faculty in an approved counseling site. Students in this emphasis complete a minimum of 54 semester units.

Brandman University is accredited by the Western Association of Schools and Colleges. The Master of Arts in Psychology, Marriage and Family Therapy program at Brandman University meets and exceeds the curriculum requirements set forth in the California Business and Professional Code sections 4980.37 and 4980.40 and has notified the Board of Behavioral Science (the licensing board for marriage and family therapists in California) of our curriculum as required by law.

#### Counseling Emphasis

(Offered only at Brandman University campuses in Washington)

The courses in the counseling emphasis provide a solid foundation for the student wishing to pursue a career in psychologically oriented counseling at the pre-doctoral level. The counseling emphasis requires a minimum of 48 semester units.

#### Admission to the Program

Admission to the program may be achieved by the completion of the following requirements:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog. (See the Graduate Admissions section.)
2. If the student uses Option Two in the BRANDMAN UNIVERSITY graduate admissions requirements, submit passing scores from one of the following standard admission tests:

- a. Graduate Record Examination (GRE): achieve a minimum score of 900 on the combined scores of the verbal and quantitative subsections of the GRE or score at or above the 60th percentile on the Graduate Subject Test in psychology.
  - b. Miller's Analogies Test (MAT): achieve a scaled score of 400.
3. Admission is also contingent on the quality of the autobiography and letters of reference. The student should submit an autobiography, which must be at least three to four typed pages in length and conform to the following guidelines:
  - a. Include childhood, family and (if applicable) marital data and values derived from these experiences in relation to your choice of a career in marriage and family therapy/counseling. Incorporate two or three relevant experiences that have helped to shape your development and personality; and
  - b. Discuss how you arrived at this point in your career development. Include any relevant professional experience.
4. Submit three recommendation forms from persons actively engaged in teaching and/or the practice of counseling, who are in a position to evaluate the applicant's academic and personal qualifications for the program.
5. Two applications are required; one for Graduate Admissions and one for the Psychology program. Students should send both application forms to their local Brandman University campus. The application must be complete, including both the autobiography and letters of recommendation.
6. Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, most especially one which reflects an offense which would be a cause for disciplinary action if committed by one already holding the license. Please contact the licensing board in the state you plan to license for clarification of how a conviction may affect licensing. This clarification should be done before the application for admission to this program is submitted.
7. Students must have regular admission status prior to enrollment in graduate coursework. Students from the Washington Campuses are permitted to enroll in up to 12 credits of graduate coursework prior to receiving regular admission.

### **Transfer of Coursework**

A maximum of 12 semester credits may be accepted in transfer toward the Master of Arts in Psychology degree program. (See Academic Policies and Procedure section.)

### **Advisement/Orientation**

Students are required to meet with the psychology faculty to discuss and clarify any questions about the proposed program and career prior to the end of their first session of enrollment. Students may not register for a second session until this requirement is met. Students are strongly encouraged to meet with full-time faculty prior to their first session of enrollment. Students are also strongly encouraged to contact the faculty/advisor if they have any questions regarding their educational plan prior to registering for courses each session.

### **Advancement to Candidacy**

During the session before the student plans to begin the first practicum, he/she must apply to the Brandman University campus for advancement to candidacy. For the MFT emphasis, the following courses must be successfully completed (30 units): PSYU 501, 541, 556, 561, 565, 570, 575, 578, 586, and 581. For the Masters in Counseling, the following courses must be successfully completed (30 units): PSYU 501, 508, 511, 541, 570, 575, 578, 581, 586, and 652. A student must receive a "C" or better in a course for successful completion. At the advancement to candidacy interview, the student will meet with a faculty committee. The committee determines whether the student is prepared to be formally declared a candidate for a Master of

Arts degree and be permitted to proceed into the practicum phase of the program.

At the time of the advancement interview, each student will be provided with a vignette for which the student will discuss a diagnosis and a tentative treatment plan, which will be the foundation of the advancement interview. The treatment plan will address identification of problems, proposed interventions, ethical issues, prognosis, further assessment and any “red flags” that may need further attention. An Advancement to Candidacy Study Guide is available to students.

Specifically, the functions of the advancement to candidacy committee are:

1. To review the student's academic status with respect to fulfilling required coursework in a satisfactory manner.
2. To provide information and counsel to the student in matters pertaining to his or her academic progress and plans.
3. To ascertain whether significant gaps exist in the student's knowledge and/or understanding of the subject field.
4. To apprise the student of any academic, professional or ethical aspects of the counseling program that may be a source of concern.
5. To assess the student's academic and psychological readiness, and personal suitability to engage in the profession of marriage and family therapy/counseling; and
6. To assess the student's readiness to begin the practicum. Successful advancement to candidacy is a prerequisite to enrolling in practicum.

### **Ethical and Professional Standards**

Since the psychology graduate programs involve preparing people to work in the helping profession, the program faculty assume the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and capable of functioning within the established ethical and professional standards of the profession. A student in the psychology graduate programs must adhere to the ethical standards propounded by the relevant professional associations and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

**The university has both the right and obligation to evaluate continually, and, if necessary, to terminate the student's participation in the master's program at any point for ethical violations and/or personal unsuitability for the profession.** This philosophy is consistent with that of most psychology graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of professional counseling or psychotherapy.

It is understood, therefore, that students will be required to maintain appropriate professional, ethical and personal standards in order to continue in the program. Faculty will assess each student's status in meeting these standards on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty/advisor. If resolution cannot be achieved, the student will be terminated from the program. Compendia of the ethical standards are available from the American Psychological Association, the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists.

### **Personal Therapy**

The psychology faculty believes that participating as a client in individual or group therapy is an important educational aspect of a program to prepare mental health professionals. Experience as a client in personal therapy is, therefore, one of the program requirements for the marriage and family therapy emphasis. The requirement is met through a minimum of 20 sessions of individual or group therapy conducted by a licensed marriage and family therapist, licensed clinical social worker, licensed clinical psychologist, board-eligible psychiatrist, or mental health worker of equivalent status. Verification will consist of a letter by the therapist (on the therapist's letterhead) or an official psychotherapy form from the state in which the student is registered stating the time spent in therapy, sent directly to the Brandman University campus. This verification must be on file at the time the student applies for graduation.

Additional personal therapy may at any time be recommended by program faculty for the student to continue in the program. Commencement of therapy or recommendation of additional therapy may be a stipulation or condition at the time of a student's screening or advancement to candidacy interview. The student has the right to choose his/her own therapist for this requirement within the limitations of ethical standards prohibiting dual relationships and the criteria of the paragraph above.

### **Practicum**

The practicum site agreement must be completed prior to starting any trainee hours at the approved site. The student should obtain the required forms from the faculty/advisor at the local campus well in advance of the deadline to enable him/her to fully comply with the requirements for the practicum and to deal with any special problems or circumstances that may affect the acceptability of the proposed practicum. Student must advance to candidacy prior to registration for practicum.

### **Capstone Case Study**

The student will complete a written case study based on a case selected during the practicum experience and ultimately make an oral presentation to a committee of faculty, adjunct faculty and/or other selected members. After the student has successfully advanced to candidacy and has acquired an approved practicum site, he/she is eligible to begin the Capstone Case Study. The selection of the case occurs in the first or second practicum course and the final oral presentation must be completed prior to graduation. As determined in consultation with faculty the Case Study may include several of the following content areas:

1. Assessment and treatment of Substance Abuse
2. Ethical and Legal issues
3. Assessment and treatment of Sexual Disorders
4. Advanced Psychopathology and Individual Counseling
5. Child/Adolescent Psychopathology
6. Family therapy, including Human Diversity

## **Specific Requirements for the Master of Arts in Psychology**

### **Marriage and Family Therapy Emphasis**

#### **Foundation courses (15 credits)**

PSYU 501	The Counseling Process	3
PSYU 508	Life Span Development/Aging and Long session Care	3
PSYU 511	Psychological Assessment	3
PSYU 532	Research & Bibliographic Methods	3
PSYU 578	Ethical & Professional Issues	3

#### **Marriage and Family Studies and Therapy (12 credits)**

PSYU 541	Clinical Theories and Techniques of Marriage and Family Therapy	3
PSYU 556	Family Systems & Studies	3
PSYU 561	Marital Systems & Studies and Domestic Violence	3
PSYU 613	Clinical Issues in Human Diversity	3

#### **Adult Counseling Core (6 credits)**

PSYU 570	Advanced Psychopathology & Diagnosis	3
PSYU 575	Advanced Individual Counseling	3

#### **Specialized Topics (12 credits)**

PSYU 533	Psychopharmacology	3
PSYU 565	Child/Adolescent Psychopathology and Child Abuse Reporting	3
PSYU 581	Assessment and Treatment of Sexual Disorders	3
PSYU 586	Assessment and Treatment of Substance Abuse	3

**Practicum (9 credits)**

PSYU 688, 689, and 690

3, 3, 3

**Total Credits****54****Counseling emphasis**

(Offered at Washington campuses only)

**Foundation Courses (15 credits)**

PSYU 501	The Counseling Process	3
PSYU 508	Life Span Development/Aging and Long Term Care	3
PSYU 511	Psychological Assessment	3
PSYU 532	Research & Bibliographic Methods	3
PSYU 578	Ethical & Professional Issues	3

**Adult Counseling Core (6 credits)**

PSYU 570	Advanced Psychopathology & Diagnosis	3
PSYU 575	Advanced Individual Counseling	3

**Marriage and Family Studies (6 credits)**

PSYU 541	Clinical Theories and Techniques of Marriage and Family Therapy	3
PSYU 613	Clinical Issues in Human Diversity	3

**Specialized Topics (15 credits)**

PSYU 533	Psychopharmacology	3
PSYU 581	Assessment and Treatment of Sexual Disorders	3
PSYU 586	Assessment and Treatment of Substance Abuse	3
PSYU 617	Transition to Work and Career	3
PSYU 652	Theory and Practice of Group Counseling	3

**Practicum (6 credits)**

PSYU 688, 689

3, 3

**Total Credits****48**

## SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

### Faculty

*Glenn Worthington, Ed.D., Dean, School of Business and Professional Studies*

*Cathy Margolin, MBA, CPA, Associate Dean, School of Business and Professional Studies*

*Kathleen Bates, Ph. D.*

*Tim Becker, D.B.A.*

*Edward Chen, Ph.D.*

*Helen Eckmann, Ed.D.*

*Janet Cooper Jackson, Ph.D.*

*Gale Mazur, Ed.D.*

*James V. Neblett III, D.B.A., SPHR, GPHR*

*Ken Shakoori, Ph.D.*

*Fred Smoller, Ph.D.*

### Undergraduate Degree Programs

Bachelor of Arts in Organizational Leadership

Bachelor of Arts in Business Administration

Bachelor of Science in Computing Technology

### Graduate Degree Programs

Master of Arts in Organizational Leadership

Master of Business Administration

Master of Public Administration

Master of Science in Human Resources

### Graduate Certificates

*Certificates are offered through Extended Education. Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid. For more information, see Extended Education section of the catalog.*

Organizational Leadership

Organizational Development

Executive Certificate in Public and Nonprofit Leadership

Business Administration

Business Sustainability

Global Human Resources

Human Resources: Human Resource Development concentration

Human Resources: Human Resources Management concentration

Judicial Administration

## BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

The Bachelor of Arts (B.A.) in Organizational Leadership focuses on understanding and transcending barriers to individual and organizational effectiveness.

### Mission:

Give students a firm foundation to be effective leaders in a global community and prepare them to meet the challenges of today's rapidly changing workplace.

### Program Learning Outcomes:

- **Diversity:** Explain the importance of diversity in an organization.
- **Communication:** Apply effective communication skills for interacting collaboratively in global environments.
- **Critical Inquiry:** Assess individual capacity, team behavior, and organization culture.
- **Leadership:** Compare and contrast leadership theories and models to the practice of leadership.
- **Ethics:** Evaluate ethical behavior and decision making.
- **Application:** Create an applied research or related leadership project.

The program is ideally suited for students with strong interests or experience in leadership, management and/or administration. Depending on the emphasis area chosen, students with degrees in organizational leadership are prepared for entry and mid-level supervisory positions in a wide range of administrative careers or for graduate school in a variety of academic disciplines. (Not all emphasis areas or courses may be offered at all campuses.)

Students wishing to major in organizational leadership are encouraged to complete the prerequisite requirements before the start of their junior year. Transfer credits may be applied toward major requirements, subject to all university guidelines or the approval of the Associate Dean of the School of Business and Professional Studies. Students must attain at least a "C+" (2.30) grade point average in all required work with no course below a "C" (2.0). All required courses must be taken for a letter grade where the option exists.

The B.A. in Organizational Leadership consists of 48 credits of coursework, including 18 credits in electives or a pre-selected emphasis area, and 6 credits in a research project. This project should be completed toward the end of the student's program.

A minor in organizational leadership (18 credits), a Master of Arts (36 credits), and graduate certificates in organizational leadership and organization development are also offered.

### Departmental Honors

Students who are majoring in organizational leadership are eligible for departmental honors if they meet the following criteria:

1. Brandman University GPA of 3.80 or higher
2. Organizational Leadership Major GPA of 3.80 or higher
3. Complete a special project (OLCU 488 or 499) in which the student examines some aspect in organizational leadership which results in a paper of publishable quality. This may require CUIRB approval; therefore the project/syllabus needs to be constructed the term prior to the study.

## Requirements (48 credits)

### Foundation courses (12 credits)

OLCU 300	Organizational Behavior	3
OLCU 350	Leadership & Professional Ethics	3
OLCU 400	Theory & Practice of Leadership	3
OLCU 425	Leadership in Diverse & Multicultural Organizations	3

### Competencies (12 Credits)

COMU 410	Organizational Communication	3
OLCU 303	Organization Development & Change	3
OLCU 325	Leadership Skills Development Lab	3
OLCU 414	Team Building	3

### Electives/emphasis areas (18 credits)

(See “Electives/Emphasis Area” in the following section)

### Research project (6 credits)

OLCU 486	Research Project I	3
OLCU 487	Research Project II	3

**Total Credits** **48**

## Electives/Emphasis Area (18 credits in electives)

Upon admission, students work with their program advisors to develop a plan for electives in the degree program. Electives may lead toward a formal emphasis area in Organizational Administration or Organizational Communication (see below). Students who do not wish to develop a formal emphasis area, which are not designated on the student's transcript, may select 18 elective credits to meet individual educational and professional goals, and may be selected to build either functional career skills and/or career context awareness. With the assistance of their advisor, students may design an emphasis area that reflects their career goals. Approved electives include courses from the following programs: Organizational Leadership, Human Resources, Criminal Justice, Organizational Administration, Business Administration and Organizational Communication. Electives may also be selected from other programs with advisor and Associate Dean approval. At least 9 credits must be upper division (300+). Internship and independent study credits do not count toward an emphasis area, but do count as electives in the major.

## Emphasis in Organizational Administration

The emphasis in organizational administration addresses the fundamental principles of management and administration. This emphasis will be designated on the student's transcript. Students select six courses (18 credits) from the following:



**Required (15 credits)**

ACCU 201	Principles of Accounting I	3
ECNU 201	Principles of Macroeconomics	3
ENTU 401	Introduction to Entrepreneurship	3
MKTU 301	Principles of Marketing	3
MGU 301	Principles of Management	3

**Plus one of the following (3 credits)**

HRCU 430	Conflict Resolution	3
SOCU 453	Sociology of Social Conflict, Analysis, and Resolution	3
HRCU 445	Human Resource Studies*	3
CSCU 315	Organizational Information Systems	3

\*A PHR certificate may be used as a substitute for HRCU 445

**Emphasis in Organizational Communication**

The emphasis in organizational communication combines the dynamics of speech communications with the principles of organizational leadership. Together, these skills prepare students to effectively utilize interpersonal, presentation, and written competencies in organizational communications. This emphasis will be designated on the student's transcript. Students select six courses (18 credits from the following):

**Required (6 credits)**

COMU 210	Theories of Persuasion	3
COMU 301	Advanced Public Speaking	3

**Plus four of the following (12 credits):**

COMU 215	Communicating About Business	3
COMU 370	Principles of Public Relations	3
COMU 371	Writing for Public Relations	3
COMU 230	Media in Everyday Life	3
COMU 410	Organizational Communication	3

**Emphasis in Supply Chain Systems (18 credits)**

This emphasis area in supply chain systems combines an overview and systems approach to understanding supply chain requirements as well as a drill down into specific competencies such as leadership, communication, labor relations and organizational information systems which are crucial to supply chain management and understanding. Students complete six courses (18 credits) as follows:

MGU 320	Strategies Across the Supply Chain	3
MGU 321	Project Management and Supply Chain Leadership	3
HRCU 352	Labor Relations	3
CSCU 315	Organizational Information Systems	3

Select two courses (six credits) from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership

## Minor in Organizational Leadership

Consistent with the program's commitment to educate students about and for leadership, a minor in organizational leadership is offered as an option to students who prefer to major in a different academic subject, but who wish to supplement their academic program with leadership studies. Students desiring or contemplating a minor in organizational leadership should file their Intent to Minor with the offering School no later than their junior year or as soon as possible. Filing does not obligate the student. Internship and independent study credits do not count toward the minor.

### Minor requirements (18 credits):

#### Foundation courses (9 credits)

OLCU 300	Organizational Behavior	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 400	Theory and Practice of Leadership	3

#### One of the following (3 credits):

OLCU 425	Leadership in Diverse and Multicultural Organizations	3
COMU 315	Intercultural Communications	3

### Electives (6 credits):

#### Two of the following:

CSCU 315	Organizational Information Systems	3
ECNU 201	Principles of Macroeconomics	3
ENTU 401	Introduction to Entrepreneurship	3
MGTU 301	Principles of Management	3
MKTU 301	Principles of Marketing	3
OLCU 150	Introduction to Organizational Communication	3
OLCU 200	Methods of Critical Inquiry	3
OLCU 320	Selected Topics in Organizational Leadership	1-3
OLCU 321	Leadership Lives in Film	3
OLCU 325	Leadership Skills Development Lab	3
OLCU 414	Team Building	3
OLCU 450	Organization Structure and Design	3

## BACHELOR OF BUSINESS ADMINISTRATION

### Mission:

The Bachelor of Business Administration (BBA) prepares students for career opportunities and advancement in a dynamic, global business environment. The BBA gives students an opportunity to choose an individualized set of general BBA electives or to specialize in the following designated areas (emphasis).

- Accounting
- Entrepreneurship
- Finance
- General Business
- Human Resources
- Marketing
- Information Systems Management
- Organizational Communication
- Organizational Leadership
- Supply Chain Systems

### Program Learning Outcome:

- **Communication:** Demonstrate effective oral and written communication skills in organizational and professional settings.
- **Ethics:** Identify and evaluate ethical issues and formulate a defensible resolution in business environments.
- **Global:** Apply cultural differences, diversity issues, and business functions and processes, in domestic and global settings.
- **Technology:** Apply technology to support decision making in businesses; leadership.
- **Business Functions/Processes:** Interpret and implement business functions and processes.

Students pursuing the Bachelor of Business Administration (BBA) are encouraged to complete the lower-division core requirements before the start of their junior year. Transfer credits may be applied toward major requirements, subject to all university policies and guidelines. BBA students must attain at least a 2.0 ("C") grade point average in the major. All required courses must be taken for a letter grade where the option exists.

### Degree Requirements

In addition to the University General Education and elective requirements, the BBA major consists of three components. The first component consists of 18 credits of Lower-Division Core Requirements (see Lower-Division Core Requirements). The second component consists of 33 credits of Upper-Division BBA Core Requirements (see Upper-Division Core Requirements). The third component consists of 21 credits of Business Electives or 21 credits of specialized courses in a selected area of Emphasis (see BBA Electives/Emphases).

All students earning a Bachelor of Business Administration degree regardless of admission date will be granted a Brandman University degree.

Note: Applicable courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

**Course Substitution:** The Professional in Human Resources (PHR) certification or recertification, achieved within the past three years, will substitute for HRCU 445.

**Major Requirements (72 credits):****Lower-Division Core Requirements (18 credits)**

ACCU 201	Principles of Accounting I	3
ACCU 202	Principles of Accounting II	3
CSCU 200	Introduction to Computers and Data Processing	3
ECNU 201	Principles of Macroeconomics	3
ECNU 202	Principles of Microeconomics	3
MATU 203	Introduction to Statistics	3

**Upper-Division Core Requirements (33 credits)**

ACCU 360	Financial Statement Analysis	3
BUSU 410	Global Environment of Business	3
COMU 410	Organizational Communication	3
FINU 305	Business Finance	3
MGU 301	Principles of Management	3
MGU 310	Legal Environment of Business	3
MGU 315	Operations Management	3
MGU 410	Strategic Management	3
MKTU 301	Principles of Marketing	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 425	Leadership in Diverse and Multicultural Organizations	3

**BBA Electives (21 credits)**

BBA students have the opportunity to select an individualized set of electives from the courses listed below in the following emphases: Accounting, Entrepreneurship, Finance, Human Resources, Management Organizational Communication, Organizational Leadership, Marketing, and Information Systems Management.

**BBA Emphases (21 credits)**

Alternatively, BBA students may specialize in one of the following designated emphasis areas:

**Accounting Emphasis (21 credits)**

ACCU 301	Intermediate Accounting I	3
ACCU 302	Intermediate Accounting II	3
ACCU 325	Cost Analysis and Budgeting	3
ACCU 401	Advanced Accounting	3
ACCU 439	Accounting Information Systems	3
ACCU 452	Income Taxation	3
ACCU 460	Auditing	3

**Entrepreneurship Emphasis (21 credits)**

ENTU 401	Introduction to Entrepreneurship	3
ENTU 410	Financing the Small Business	3
ENTU 420	Entrepreneurship Action Learning Project	3
MKTU 310	Marketing Research	3
MKTU 320	Consumer Behavior	3
MKTU 430	New Product Development	3

**Select from one of the following courses**

OLCU 300	Organizational Behavior	3
HRCU 445	Human Resource Studies	3

**Finance Emphasis (21 credits)**

FINU 417	Intermediate Financial Management	3
FINU 421	Investments	3
FINU 430	Financial Institutions	3

**Select four courses from the following:**

ACCU 301	Intermediate Accounting I	3
ACCU 302	Intermediate Accounting II	3
ACCU 401	Advanced Accounting	3
ACCU 439	Accounting Information Systems	3
ACCU 452	Income Taxation	3
ACCU 460	Auditing	3
ENTU 410	Financing the Small Business	3
FINU 410	International Finance	3
FINU 494	Selected Topics in Finance	3

**General Business Emphasis (21 credits)**

Complete 21 credits of upper-division coursework in a minimum of three of the six functional areas of Accounting, Finance, Human Resources, Organizational Leadership, Marketing, and Information Systems Management.

**Human Resources Emphasis (21 credits)**

HRCU 350	Compensation and Benefits	3
HRCU 352	Labor Relations	3
HRCU 406	Legal Studies in Human Resources	3
HRCU 415	Becoming an HR Strategist	3
HRCU 430	Conflict Resolution	3
HRCU 445	Human Resource Studies (Management)	3

*Select one course from the following:*

HRCU 351	Workforce Planning and Employment	3
HRCU 353	Performance Improvement	3
HRCU 425	Social and Technological Change	3
OLCU 414	Team Building	3

**Marketing Emphasis (21 credits)**

MKTU 310	Marketing Research	3
MKTU 320	Consumer Behavior	3
MKTU 410	International Marketing	3
MKTU 420	Marketing Strategy	3
MKTU 430	New Product Development	3
MKTU 440	Advertising and Promotion Strategy	3

*Select one course from Communication, Entrepreneurship, or Organizational Leadership.* 3

**Information Systems Management Emphasis (21 credits)**

CSCU 205	Introduction to Programming for Business Majors	3
CSCU 251	Introduction to Computing Systems Organization	3
CSCU 270	Information Systems Security	3
CSCU 315	Organizational Information Systems	3
CSCU 383	Introduction to Project Management	3

*Select two courses from the following:*

CSCU 353	Data Communications and Computer Networks	3
CSCU 408	Database Management	3
CSCU 410	Structured Systems Analysis and Design	3

CSCU 415	Systems Quality Assurance and Testing	3
CSCU 453	Network Implementation	3

**Organizational Communications Emphasis (21 credits)**

COMU 210	Theories of Persuasion	3
COMU 301	Advanced Public Speaking	3
COMU 370	Principles of Public Relations	3
COMU 371	Writing for Public Communications	3
COMU 230	Media in Everyday Life	3
<i>Select two courses from Communication, Organizational Leadership, and/or Marketing.</i>		6

**Organizational Leadership Emphasis (21 credits)**

OLCU 300	Organizational Behavior	3
OLCU 303	Organizational Development and Change	3
OLCU 325	Leadership Skills Development Lab	3
OLCU 400	Theory and Practice of Leadership	3
OLCU 414	Team Building	3
<i>Select two courses from Accounting, Communication, Entrepreneurship, Finance, Human Resources, Marketing, and/or Information Systems Management.</i>		6

**Supply Chain Systems Emphasis (21 credits)**

MGTU 320	Strategies Across the Supply Chain	3
MGTU 321	Project Management and Supply Chain Leadership	3
HRCU 352	Labor Relations	3
OLCU 300	Organizational Behavior	3
CSCU 315	Organizational Information Systems	3
<i>Select two courses (six credits) from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership</i>		

## BACHELOR OF SCIENCE IN COMPUTING TECHNOLOGY

### Mission:

The Bachelor of Science degree program in Computing Technology (BSCT) prepares the graduates for career opportunities, advancements, and participation in IT innovations. The program emphasizes the foundations of Information Technology (IT) and the latest practical technologies and transferable experiences in coherent application modules.

The Bachelor of Computing Technology program offers a choice of three emphasis areas:

- (1) BSCT with Information Technology;
- (2) BSCT with Business Systems Administration; or
- (3) BSCT with Project Management.

### Program Learning Outcomes:

- **Communication:** Demonstrate effective oral and written communication skills in organizational and professional settings.
- **Mathematics:** Determine probability and analyze data for decision making.
- **Logic:** Apply logical reasoning to analyze IT problems to meet organizational needs.
- **Implementation:** Create a complete set of systems analysis, design and implementation based on emphasis area.

The graduates are prepared for successful employment in positions like IT Analyst and Designer, Network Systems Administrator, Information Security Analyst/Manager, Project Analyst/Manager, and Chief Technology Officer in a variety of industries.

### Degree Requirements

In addition to the University general education and elective requirements, the BSCT major consists of two components. The first component consists of 36 credits of common requirement courses (See Common Requirements). The second component consists of 12 credits of upper-division Computing Technology courses in a selected area of emphasis (See Emphasis Requirements). Note: some courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

#### Common Requirements (36 credits)

COMU 410	Organizational Communication	3
CSCU 220	Object-oriented Programming I (for BSCT major )	3
CSCU 251	Introduction to Computing Systems Organization	3
CSCU 270	Information Systems Security	3
CSCU 315	Organizational Information Systems	3
CSCU 415	System Quality Assurance and Testing	3
CSCU 498	Capstone Project	3
ECNU 201	Principles of Macroeconomics	3
MATU 104	Pre-calculus	3
MATU 203	Introduction to Statistics	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 414	Team Building	3

**Emphasis Requirements (select one):****Information Technology (12 credits)**

CSCU 353	Data Communications and Computer Networks	3
CSCU 408	Database Management	3
CSCU 410	Structured Systems Analysis and Design	3
CSCU 453	Network Implementation	3

**Business Systems Administration (12 credits)**

CSCU 353	Data Communications and Computer Networks	3
CSCU 375	Data Encryption and Information Security	3
CSCU 453	Network Implementation	3
CSCU 458	Advanced Web Based Database Applications	3

**Project Management (12 credits)**

CSCU 383	Introduction to Project Management	3
CSCU 385	Project Work Structure and Resources Management	3
CSCU 483	Risk Management in Project Development	3
CSCU 485	Procurement Process Management	3

**Total Credits** **48**

Students with the following industrial certifications will be granted a maximum of 6 credits as defined below.

<b>Industrial Certification</b>	<b>Substitution Course(s)</b>	<b>Comments</b>
MCSE, CCNP	CSCU 353; CSCU 453	Within 3 years; or Demonstrate Currency
Oracle DBA, MCDDBA	CSCU 408, CSCU 453	Within 3 years; or Demonstrate Currency
A+	CSCU 251	Within 3 years; Demonstrate Currency
Network+	CSCU 453	Within 3 years; Demonstrate Currency



## Graduate Degree Programs

### MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

All organizations whether military or civilian, profit or non-profit, public or private, small or large business, health, educational or religious rely on leadership to accomplish their respective goals. A number of trends accelerating in the new century are increasing the need and demand for organizational leadership. New advances technological, social, and political are being unleashed at blinding rates of speed. Experts agree that these advances are causing a tidal wave of change, requiring organizations to continuously update and refine their approaches, structures and technologies to achieve ever greater levels of quality, effectiveness, efficiency and flexibility.

#### **Mission:**

The mission of the MAOL program is to provide students with an innovative theory to practice-oriented leadership program of study based on excellence and flexibility that creates lasting value and relevance for evolving leaders and their organizations.

#### **Program Learning Outcomes:**

The focus of the MAOL program is on the development of the people and conceptual skills which are essential to success at all levels of administration. Through our student-centered, largely "hands-on" approach to learning, students in organizational leadership have the opportunity to:

- **Leadership:** Articulate a personal philosophy of leadership that reflects a sense of self as leader.
- **Critical Analysis:** Analyze organizational leadership issues using a theory based approach.
- **Systems:** Evaluate personal and organizational effectiveness using systems thinking principles.
- **Ethics:** Create a personal ethical decision making model.
- **Collaboration:** Apply collaboration and team skills.
- **Change:** Apply change management strategies to practical situations in organizations.

The MAOL is dedicated to the principles of "servant leadership" and facilitating organizational transformation within a values-centered framework. The program is therefore best suited for mid-career professionals committed to bringing about positive changes in the world of work, community, and society as a whole. Because of its interdisciplinary nature, the program can be customized according to the student's interest through articulations with other programs (e. g., human resources, health administration, education, administration, voluntary/nonprofit leadership, public administration, etc.), as well as individuals starting or leading their own enterprises.

The MAOL consists of 36 credits of coursework, including 12 credits in electives, and 3 credits in a leadership capstone seminar, in which students synthesize and apply what they have learned.

#### **Admission to the Program and Prerequisites**

##### **Admission to the program may be achieved by completing the following requirements:**

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog. (See the Graduate Admissions section.)
2. If the student uses Option Two in the Brandman University graduate admissions requirements, submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)

- b. Miller Analogies Test (MAT): achieve a minimum scaled score of 400.
  - c. Graduate Management Admissions Test (GMAT): fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .
- 3. Option 4: submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for the graduate program. If the portfolio meets substantive approval of the reviewers, the applicant may be invited for an interview. (See Graduate Admissions.)

### **Transfer of Coursework**

A maximum of 9 semester credits may be accepted in transfer toward electives in the MAOL degree program. (See Academic Policies and Procedure section.)

In addition to university policies concerning transfer of coursework, the MAOL program will accept transfer of coursework which specifically meets the following criteria:

1. Project Management Certificate Twelve Credit Transfer: Brandman University will award 12 elective credits toward the MAOL upon receipt of appropriate official documentation of successful completion of the UC, Irvine Extension Project Management Certificate provided that all certificate courses were completed with a grade of "B" or better.
2. Military Coursework Fifteen Credit Transfer: Active Duty, Reserve, National Guard, retired and prior military service members may qualify for a transfer of fifteen credits toward the MAOL degree for completion of military coursework comparable OLCU 614, OLCU 641, OLCU 643, HRCU 618, HRCU 646. Qualifications and provisions of this fifteen credit transfer opportunity follow:
  - a. The service member must qualify for admission to the MAOL program. (see Graduate Admission section of this catalog).
  - b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
  - c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and a basic officer career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
  - d. All military coursework considered for the fifteen credit transfer must meet required military standards upon completion. Partial transfer of credits is not authorized.
  - e. The seven year rule for completion of all coursework toward the MAOL degree applies. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
  - f. Recipients of the fifteen credit transfer must complete all remaining coursework for the MAOL degree from Brandman University (online or on ground) in accordance with academic policy and pass the Organizational Leadership Comprehensive Exam.
  - g. This is not an online only program. Service members who qualify may enroll in the MAOL program at a nearby campus or as an online student.

### **Specific Requirements for the Degree**

The MAOL consists of five segments. The first segment consists of 12 credits related to the theoretical foundation and philosophical underpinnings of organizational leadership; the second segment consists of 9 credits related to putting leadership into practice; the third segment consists of 12 credits of electives; the fourth is an integrative capstone course (3 credits); and the fifth is a comprehensive examination.

**I and II required core courses (21 credits)**

**I. Theoretical Foundation: The Vision, Mission & Values of Organizational Leadership (12 credits)**

OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics and Leadership	3
OLCU 602	Self, Systems and Leadership	3
OLCU 680	Organizational Research	3

**II. Enacting the Vision: Putting Leadership into Practice (9 credits)**

OLCU 613	Seminar in Organizational Dynamics	3
OLCU 614	Leadership and Team Development	3
OLCU 615	Organization Development and Change	3

**III. Elective Courses (12 credits)**

Twelve graduate-level credits selected by the student, in consultation with an OL faculty advisor. These electives may be used to acquire either specific leadership related competencies or greater knowledge about the student's intended professional arena. Electives may be selected from programs in criminal justice, education, human resources, business administration, computer science and information systems, health systems administration, gerontology, organizational leadership or development, management and psychology. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the MAOL Transfer of Coursework section, may substitute for the described MAOL electives. OLCU 625 may be repeated for elective credit, provided that the leadership competencies addressed in each course vary. Not all courses may be offered at all sites or in all sessions. Consult with the Brandman campus nearest you.

**IV. Integrative Capstone (3 credits)**

OLCU 681	Leadership Capstone Seminar	3
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**V. Comprehensive Examination**

Students must have a cumulative GPA of 3.0 "B," and have completed all courses to meet the minimum eligibility requirements to take the comprehensive examination. The examination may be attempted upon completion of 24 credits of coursework including credit for the following core courses: OLCU 600, 601, 602, 613, 614, 615.)

The comprehensive examination will cover the core courses as described in the course syllabi. It is designed to give the candidate the opportunity to demonstrate an ability to integrate the material in essay and case study form. (See Graduate Academic Policies and Procedures for additional guidelines.)

**Total Credits****36**

## MASTER OF BUSINESS ADMINISTRATION

### Mission:

The Master of Business Administration (MBA) prepares graduates to manage and lead enterprises that create value for stakeholders in a dynamic, global business environment.

### Program Learning Outcomes:

- **Business Functions/Processes:** Analyze and evaluate business functions and processes.
- **Strategic Planning:** Evaluate and formulate effective domestic and global business strategies.
- **Sustainability/Ethics:** Integrate ethics, corporate social responsibility and sustainability in decision-making.
- **Leadership:** Identify, evaluate, communicate and implement effective leadership of a diverse workforce.
- **Innovation:** Research, design and apply the innovation process from creativity to solution design and implementation.

### Admission Requirements

Admission to the MBA program may be achieved by fulfilling the graduate admission requirements as stated in this catalog. See the Graduate Admission section of this catalog.

1. If the student uses Option Two in the graduate admission requirements, submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)
  - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 400.
  - c. Graduate Management Admissions Test (GMAT): fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .
2. Option Four: Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate-level communication and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate-level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for the graduate program. If the portfolio meets substantive approval of the reviewers, the applicant may be invited for an interview.

All students earning a Master of Business Administration regardless of admission date will be granted a Brandman University degree.

### Transfer Credit Policy

A maximum of six credits may be accepted in transfer toward electives in the MBA degree program. (See the Graduate Academic Policies and Procedures section of this catalog.)

In addition to university policies concerning transfer of coursework, the MBA program will accept transfer of military coursework which meets the following requirements:

1. Course requested for transfer must include an official transcript or copy of ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Military coursework will be accepted in transfer as fulfilling elective requirements only.

In addition to University policies concerning transfer of coursework, Brandman University will award 12 elective credits toward the MBA upon receipt of appropriate official documentation of successful completion of the University of California, Irvine Extension Project Management Certificate provided that all certificate courses were completed with a grade of “B” or better.

### Core Course Waiver Policy

Though the MBA program consists of 48 credits, a student with comparable undergraduate or graduate coursework may have a maximum of 12 credits waived. This decreases the number of credits and courses needed to earn the MBA degree. The four MBA core courses eligible for waiver include:

- ACCU 602 Financial Reporting Analysis
- BUSU 610 Data Analysis for Decision Making
- BUSU 620 Economic Analysis for Managers
- OLCU 613 Seminar in Organizational Dynamics

### Course Waiver Requirements

- Submit a Waiver Request Form to the Dean within the first eight-week session of study.
- Produce evidence of substantially equivalent course content by attaching relevant course descriptions and syllabi.
- Only courses with a grade of “B” (3.0) or higher in appropriate courses will be considered.
- Undergraduate and graduate courses taken within the last seven years may be used toward waivers; a course older than seven years may be considered toward waivers if there is demonstrated competency in the field through documented work experience. Documented student work experience includes, for example, evidence of financial accounting experience over the past seven years in order to waive Financial Reporting and Analysis (ACCU 602). In this instance, the student should submit his or her resume and the contact information (telephone number and e-mail) of his or her immediate supervisor for possible verification of relevant experience.
- A course that has been waived may not be taken or used for elective credit.
- No tuition and unit-based fees refund or cancellation will be issued for courses taken and subsequently waived.
- The Dean has the final decision on all course waivers. This decision may not be appealed.

**Course Substitutions:** Students with the following certifications will be granted a maximum of 6 credits as defined below:

Certification	Substituted	Course Comments
PHR	HRCU 645	Certification or recertification within 3 years
SPHR	HRCU 645	Certification or recertification within 3 years
GPHR	HRCU 670	Certification or recertification within 3 years
CMA	ACCU 640	Current certification at the time of application
CPA	ACCU 602	Current certification at the time of application

### Specific Requirements for the MBA Degree

The MBA program consists of two segments. The first segment is the MBA Core consisting of 24 – 36 credits depending upon course waivers (see Course Waiver Policy above). The second segment of the MBA program consists of 12 credits of electives or a designated emphasis area.

#### Program Requirements (36-48 credits)

##### Core Requirements (24 - 36 credits, depending upon waivers):

ACCU 602	Financial Reporting and Analysis	3
BUSU 610	Data Analysis for Decision Making	3
BUSU 620	Economic Analysis for Managers	3

BUSU 630	Business Process Analysis and Innovation	3
BUSU 640	Business Strategy and Competitive Advantage Capstone	3
BUSU 650	Corporate Responsibility: Ethics and Sustainability	3
FINU 607	Finance Management	3
HRCU 645	Human Resource Systems	3
MKTU 605	Marketing Management	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Organization Development and Change	3
OLCU 632	Leadership and Innovation	3

### **MBA Electives (12 credits)**

MBA students may select an individualized set of electives from the graduate courses listed in the following emphasis areas: Accounting, Entrepreneurship, Finance, Health Administration, Health Risk and Crisis Communication, Human Resources, International Business, Organizational Leadership, Marketing, e-Business Strategic Management, Enterprise Resource Management, and Information Security Management. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the Transfer Credit Policy, may substitute for the described MBA electives.

### **MBA Emphases (12 credits)**

Instead of individualized electives, MBA students may specialize in one of the following designated areas:

#### **Accounting Emphasis (12 credits)**

ACCU 620	Contemporary Issues in Accounting	3
ACCU 625	International Accounting	3
ACCU 640	Strategic Cost Management	3
Plus one course from Finance.		3

#### **Entrepreneurship Emphasis (12 credits)**

ENTU 610	Entrepreneurship	3
ENTU 620	Entrepreneurial Finance	3
MKTU 624	Seminar in Marketing Research	3
MKTU 630	Seminar in New Product Development	3

#### **Finance Emphasis (12 credits)**

FINU 615	International Finance	3
FINU 620	Investments	3
FINU 630	Capital Markets	3
Plus one course from Accounting.		3

#### **Health Administration Emphasis (12 credits)**

HAUU 601	Health Care Policy, Organization and Delivery	3
HAUU 641	Law, Ethics and Health Services	3
HAUU 645	Health Care Economics	3
Plus one course from Health Administration		3

#### **Health Risk and Crisis Communication Emphasis (12 credits)**

HRCCU 651	Health Communication	3
HRCCU 661	Health Risk and Crisis Communication	3
HRCCU 671	Health Communication Campaigns	3
Plus one other course from Health Risk and Crisis Communication		3

#### **Enterprise Resource Management Emphasis (12 credits)**

CSCU 615	Information Technology Development and Innovation	3
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CSCU 648	Database Application and Administration	3
CSCU 683	Project Management for Business Majors	3
CSCU 691	Enterprise Resources Integration and Management	3

**Information Security Management Emphasis (12 credits)**

CSCU 615	Information Technology Development & Innovation	3
CSCU 655	Computer and Network Data Security	3
CSCU 683	Project Management for Business Majors	3
CSCU 685	Risk Management	3

**Human Resources Emphasis (12 credits)**

HRCU 646	Training and Development	3
HRCU 647	Compensation	3
HRCU 653	Benefits	3
Plus one other course from Human Resources, Organizational Leadership, or Health Administration		3

**International Business Emphasis (12 credits)**

ACCU 625	International Accounting	3
FINU 615	International Finance	3
HRCU 670	International Human Resources Management	3
OLCU 618	Cultural Dimensions of Global Leadership	3

**Organizational Leadership Emphasis (12 credits)**

OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics and Leadership	3
OLCU 602	Self, Systems and Leadership	3
Plus one other course from Organizational Leadership or Human Resources		3

**Marketing Emphasis (12 credits)**

MKTU 624	Seminar in Marketing Research	3
MKTU 630	Seminar in New Product Development	3
MKTU 635	Seminar in Advertising and Promotion	3
MKTU 640	Seminar in International Marketing	3

**e-Business Strategic Management Emphasis (12 credits)**

CSCU 615	Information Technology Development and Innovation	3
CSCU 641	Internet Based Systems Analysis and Development	3
CSCU 683	Project Management for Business Majors	3
CSCU 695	e-Business Strategic Management	3

## MASTER OF PUBLIC ADMINISTRATION

### Mission:

The Master of Public Administration (MPA) program prepares students for the world of public service, particularly for positions in local and state public agencies and non-profit organizations. The curriculum emphasizes theoretical and practical perspectives, combining a rigorous commitment to academic excellence with a focus on the day to day budgetary, political, legal, organizational and other challenges faced by public sector professionals. One of the unique features of this degree is that it was designed with input from city managers, agency heads, and local/state elected officials. Several are instructors in the program or serve on the MPA advisory board (or both).

The MPA consists of 36 credits of coursework, which is comprised of 9 core courses (27 credits) and 3 emphases courses (9 credits). Students design their own emphasis, subject to faculty approval (see below), or select one of four suggested emphases: local government, judicial administration, organizational leadership, or criminal justice.

### Program Learning Outcomes:

- **Administration:** Apply principles of public administration to a community activity.
- **Public Policy:** Analyze a situation using public policy as a guide.
- **Political Strategy:** Develop a political strategy for problem solving.
- **Finance:** Apply principles of finance to decision making.
- **Ethics:** Apply ethical reasoning strategy to public administration case study.

### Admission to the Program and Prerequisites

Admission to the program may be achieved by fulfilling the graduate admission requirements as stated in the catalog. See the Graduate Admissions section of the catalog for additional details.

1. If the student uses Option Two in the Brandman University (BU) graduate admissions requirements, he or she must submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)
  - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 400.
  - c. Graduate Management Admissions Test (GMAT): fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .
2. Option Four: Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: Writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes he or she is a good candidate for the graduate program. If the portfolio meets substantive approval of the reviewers, the applicant may be invited for an interview. (See Graduate Admissions.)

All students earning a Master of Public Administration degree regardless of admission date will be granted a Brandman University degree and diploma.

### Transfer of Coursework

A maximum of 9 semester credits may be accepted in transfer toward electives in the MPA degree program. (See Academic Policies and Procedure section.)



In addition to university policies concerning transfer of coursework, the MPA program will accept transfer of military coursework which meet the following requirements:

1. Course requested for transfer must include an official transcript or copy of ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion with a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and,
4. Military coursework will be accepted in transfer as fulfilling prerequisite and elective requirements only.

## Introduction

The MPA program consists of two segments. The first segment is the 27 credits for the specific core requirements, and the second segment consists of 9 credits of an emphasis area.

MPA Core Requirements	27 Credits
Electives/Emphasis	9 Credits
Total	36 Credits

## MPA Core (27)

Course	Course Title	
OLCU 601	Democracy, Ethics, and Leadership	3
PADU 600	Intro to Public Administration	3
PADU 605	Public Finance	3
PADU 607	Public Policy	3
BUSU 610	Data Analysis for Decision Making	3
OLCU 613	Seminar in Organizational Dynamics	3
HRCU 622	Labor Relations and Collective Bargaining	3
PADU 630	Local Government	3
PADU 688	Action Learning Project	3

## MPA Electives/Emphasis (9 credits)

### Individualized Electives

MPA students may select an individualized set of electives (9 credit limit) from the graduate courses listed in the following areas (in consultation with an academic advisor): Accounting, Entrepreneurship, Finance, Health Administration, Health Risk & Crisis Communication, Human Resources, International business, Organizational Leadership, Marketing, e-Business Strategic Management, Enterprise Resource Management, Information Security Systems, and PADU courses. These electives may be used to acquire either specific leadership related competencies or greater knowledge about the student's intended professional area.

Graduate-level credits accepted in transfer subject to a 9 credit limit from all sources (coursework, ACE-guide for military personnel, etc.) or otherwise officially approved may also be applied to the electives. Students seeking to obtain credit for coursework taken elsewhere must file a "Request to Transfer Coursework."

## Emphasis Areas

**Local Government Emphasis:** This area of study is for students who wish to pursue careers in city and county government, especially elected offices.

**Judicial Administration Emphasis:** This emphasis prepares students for careers in the court system.

**Organizational Leadership Emphasis:** The leadership focus is best suited for students interested in careers in the non-profit sector and county and city departments.

Instead of individualized electives, MPA students may specialize in one of the following designated areas.  
[Note: PADU 615 or PADU 620 may be substituted for one of the emphases classes.]

**Local Government Emphasis**

PADU 612	Local Government Leadership	3
PADU 633	Local Government Law	3
PADU 645	Land Use Planning	3

**Judicial Administration Emphasis**

OLCU 600	Foundations of Organizational Leadership	3
PADU 650	Foundations of Judicial Administration	3
PADU 655	Court Governance and Operations	3

**Organizational Leadership Emphasis**

OLCU 600	Foundations of Organizational Leadership	3
OLCU 602	Self, Systems and Leadership	3
OLCU 621	Frontiers of Public and Nonprofit Leadership	3

## MASTER OF SCIENCE IN HUMAN RESOURCES

The Master of Science in Human Resources is designed for experienced human resources professionals, as well as those individuals who are new to the field of human resources or who desire to enter the field of human resources.

### Mission:

Provide an exceptional learning experience that enhances their knowledge of and passion for the potential and development of people in organizations; be one of the premier adult learning models for graduate human resources programs; be the premier graduate human resources program.

### Program Learning Outcomes:

- **Critical Thinking:** Evaluate employment legislation and its impact on the employer and employees.
- **Diversity:** Demonstrate how multiculturalism impacts organizational policy and society.
- **Theory:** Design an integrated and systems oriented model of Human Resources, including workforce planning, staffing, training, compensation and benefits.
- **Application:** Design and evaluate human resource strategies, policies and practices that will align with organizational strategy.
- **Methods:** Interpret and utilize research, feedback instruments and other tools to enhance interventions.
- **Legal/Ethical:** Integrate legal and ethical considerations into decision making.

The human resources program prepares graduates to attract, retain, and develop human resources in organizations (public, private, military, and non-profit), and become partners with top management in policy-making and strategic decision-making.

The goal of the human resources program is to provide students with specialized knowledge of the systems of human resources in organizations. The program focuses on theories and practical applications of human resources, as well as the role of the human resources practitioner as a change agent and strategic partner.

The Master of Science in Human Resources is a unique interdisciplinary course of study, specifically designed to provide the working professional with the specialized skills and knowledge to address cultural, regulatory, behavioral and social changes in today's diverse society, and to deal with them efficiently, effectively, and with sensitivity and compassion. Simply stated, the program is designed for students interested in making a difference in society, in their organizations, and in their careers.

### Admission to the Program

Admission to the Brandman human resources program is competitive. Applicants are evaluated on academic performance, leadership ability, work experience and communication skills. Admission to the program may be achieved by the completion of the following requirements:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog. (See the Graduate Admissions section.)
2. If the student uses Option Two in the BRANDMAN UNIVERSITY graduate admissions requirements, submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)
  - b. Miller Analogies Test (MAT): a minimum raw scaled of 400.

- c. Graduate Management Admissions Test (GMAT): fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .
3. Complete the application form for graduate admission.
4. Option Four: Option Four requires submission of a portfolio of evidence that shows adequate preparation for graduate studies. Specific criteria for Option Four are discussed in the Graduate Admission section of this catalog.

Applicants are favorably considered when they have demonstrated solid academic ability as measured through the undergraduate GPA and performance on the GRE, GMAT or MAT, as well as career potential based on work experience, professional activity involvement and letters of recommendation.

### Transfer of Coursework

A maximum of 9 semester credits may be accepted in transfer toward the Master of Science in Human Resources degree program. (See Academic Policies and Procedures section.)

In addition to university policies concerning transfer of coursework (see Academic Policies and Procedures section), the human resources program will accept transfer of military coursework which meet the following requirements:

1. Course requested for transfer must include an official transcript or copy of ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Military coursework will be accepted in transfer as fulfilling prerequisite and elective requirements only.

### Course Substitutions:

Certification	Substituted Course	Comments
PHR	HRCU 645	Certification or recertification within 3 years
SPHR	HRCU 645	Certification or recertification within 3 years
GPHR	HRCU 670	Certification or recertification within 3 years

### Specific Requirements for the Degree

The human resources program consists of three segments. The first segment is the 27-credit core; the second segment is the 9 credit elective area; and the third segment is the comprehensive exam.

#### Core Courses (27 credits)

HRCU 630	Conflict and Negotiation	3
HRCU 644	Recruitment and Selection	3
HRCU 645	Human Resources Systems	3
HRCU 646	Training and Development	3
HRCU 647	Compensation	3
HRCU 648	Legal Issues in Human Resources	3
HRCU 650	Strategic Management of Human Resources	3
HRCU 653	Benefits	3
OLCU 680	Organizational Research	3

#### Electives Courses (9 credits)

The student may choose among human resources graduate courses as well as graduate courses in health administration or organizational leadership.

**Comprehensive Examination**

Prior to graduation, the candidate must achieve a passing grade on a computer administered comprehensive examination designed to test mastery of the program content. Students must have a cumulative GPA of 3.0 "B" and have completed all Prerequisites and core courses (except OLCU 680) to meet the minimum eligibility requirements to take the comprehensive examination. (See the Academic Policies and Procedures section for additional guidelines.)

The comprehensive examination will cover the core courses and course objectives. It is designed to afford the candidate the opportunity to demonstrate understanding of the material in an essay exam format. Passing grades in courses do not assure the candidate of a passing grade on the comprehensive examination. (See Academic Policies and Procedures for additional guidelines.)

## SCHOOL OF EDUCATION

### Faculty:

*Christine Geranios Zeppos, Ed.D., Dean*

*Kathy Theuer, Ed.D., Associate Dean and Director of Accreditation*

*Lynn Larsen, Ph.D., Associate Dean*

*Patricia Clark White, Ed.D., Associate Dean*

*Marv Abrams, Ed.D., Brandman State Chair for Education Clinical Services*

*Tamerin Capellino, Ed.D.*

*Tracy Catalde, Ed.D.*

*James Cole, Ed.D.*

*Nedra Davis, Ph.D.*

*Alan Enomoto, Ed.D.*

*Kimberly Greene, Ed.D.*

*Micaela Gomez, Ed.S.*

*William Hale, Ph.D.*

*Annie Hough-Everage, Ed.D.*

*Raymond Hurst, Ed.D.*

*Meredith Larson, Ph.D.*

*Peggy Laughlin, Ed.D.*

*James Liese, Ph.D.*

*Betty McEady, Ed.D.*

*Sinon Kevin O'Halloran, Ed.D.*

*Melissa Philips, Ph.D.*

*Carla Piper, Ed.D.*

*Faith Polk, Ph.D.*

*Barbara Rodriguez, Ed.D., Professor Emeritus*

*David Sloan, Ed.D.*

*Mindy Sloan, Ed.D.*

*James Spence, Ed.D.*

*Michael Stuckhardt, Ed.D., Professor Emeritus*

*Care Terkelson, Ed.D.*

*Joseph Walsh, Ph.D.*

### Credential Programs in Education

- Preliminary Education Specialist
  - Mild/Moderate
  - Moderate/Severe
  - Mild/Moderate/Severe
- Level II - Education Specialist
  - Mild/Moderate
  - Moderate/Severe
  - Mild/Moderate/Severe
- Multiple Subjects (SB 2042)
- Preliminary Administrative Services, Tier I
- Professional Clear Administrative Services, Tier II
- Ryan Professional Clear
- Pupil Personnel Services
  - School Counseling
  - School Psychology
- Single Subject (SB 2042)

**Professional Authorizations in Education**

- California Teacher of English Learners (CTEL) that leads to the English Learner (EL) Authorization
- Multiple Subject Authorization
- Single Subject Authorization
- Added Authorization, Autism Spectrum Disorders

**Graduate Degree Programs in Education**

- Master of Arts in Education (MAE) in:
  - Curriculum and Instruction
  - Educational Leadership
  - Instructional Technology
  - Leadership in Early Childhood Education
  - Professional Learning Community
  - Teaching and Learning
- Master of Arts in Educational Leadership and Administration with Administrative Services Credential, Tier 1
- Master of Arts in Special Education:
  - Option #1, Select Emphases
  - Option #2 with Level II Credential
  - Professional Learning Community
- Master of Arts in Counseling with the Pupil Personnel Services Credential (PPSC) in School Counseling
- Education Specialist Degree in School Psychology (Ed.S.)/Master of Arts in Education Psychology with the Pupil Personnel Services Credential in School Psychology (PPSP)
- Master of Arts in Teaching (MAT) in:
  - Elementary Education with 2042 Multiple Subject Credential
  - Secondary Education with 2042 Single Subject Credential
  - Special Education with Preliminary Level I Education Specialist Credential (mild/moderate and/or moderate/severe)

The School of Education offers Graduate Degree Programs in Education and Commission on Teacher Credentialing (CTC) approved Teacher Credential Programs.

For those interested in becoming teachers at the elementary or secondary levels, Brandman University offers programs that lead to the Preliminary 2042 Multiple Subject or 2042 Single Subject California Teaching Credential. An Internship Program is available in both of these credential programs at most campuses. The 2042 Multiple Subject and the 2042 Single Subject California Teaching Credential can be earned simultaneous with the Master of Arts in Teaching (MAT) degree.

For those interested in becoming teachers in special education, Brandman University offers the Preliminary and Professional Level II Mild/Moderate and Moderate/Severe California Education Specialist Credentials. The preliminary credential programs are available in a "credential only" format or in a Master of Arts in Teaching format. Students in a Preliminary Education Specialist program may be eligible, under certain conditions, to participate in an Internship program. The Education Specialist Level II Credential (mild/moderate and moderate/severe) is offered in a "credential only" format or as an emphasis in the Master of Arts in Special Education. Candidates may also add a mild/moderate or moderate/severe Preliminary Education Specialist and a Preliminary Education Specialist (Level I) to an existing Education Specialist through abbreviated programs.

Please note that these Special Education programs are not offered at all Brandman University campuses.

For those interested in educational administration, Brandman University offers the Preliminary (Tier I) and Professional Clear (Tier II) Administrative Services Credentials plus the Internship Credential for qualified candidates. A selection of Tier I courses may be integrated into the Master of Arts in Education (MAE) degree with an emphasis in Educational Leadership. A Master of Arts (MA) in Educational Leadership and Administration with an Administrative Services Credential, Tier 1 is also offered.

For those interested in the Pupil Personnel Services Credential for school counseling or school psychology, Brandman University offers and the Master of Arts degree in Counseling. The Educational Specialist degree in School Psychology and the Master of Arts in Educational Psychology with the Pupil Personnel Services Credential in school psychology is also offered.

Brandman University offers the Master of Arts in Education (MAE) degree. The MAE is available with emphases in Curriculum and Instruction, Educational Leadership, Instructional Technology, Teaching and Learning, Leadership in Early Childhood Education, and Professional Learning Community. Please note that not all emphases areas are available at every campus.

Additionally, Brandman University offers all Professional Clear Credential courses for those who hold a Ryan or 1059 preliminary credential, as well as coursework for the California Teachers of English Learners (CTEL) that leads to the English Learner (EL) Authorization. These courses are offered at most campuses and some are available online. Multiple Subject, Single Subject and Autism Spectrum Disorders authorizations are also offered.

## **School of Education Policies and Procedures**

Please note that the following sections provide general information regarding the policies and procedures of the School of Education. Some credential and graduate programs have additional or varying requirements that are specified in the School of Education Procedures Manual. Program requirements may be adjusted to reflect unanticipated changes in regulations issued by the Commission on Teacher Credentialing.

### **Professional Standards**

In accordance with the Commission on Teacher Credentialing (CTC) accreditation standards, the School of Education at Brandman University assumes responsibility for ensuring that individuals who complete any of our credential programs are not only academically competent, but are aware of, and capable of functioning with the established ethical and professional standards of the profession.

The School of Education has adopted a set of professional behaviors or dispositions and candidates are expected to demonstrate these dispositions throughout the credential/master's program. When there are strong concerns about a candidate's dispositions, action plans for remediation will be enacted and, if necessary, candidates who do not demonstrate these dispositions may be dismissed from the credential/master's program.

The School of Education's Professional Code of Conduct will be provided to all education students at their initial advising session.



## CREDENTIAL PROGRAMS IN EDUCATION

All Multiple Subject, Single Subject and Education Specialists credential candidates must prove subject matter competency in order to be considered “highly qualified” teachers, in order to meet the No Child Left Behind guidelines. Single Subject candidates can meet the requirement through an academic major or coursework equivalent to an undergraduate academic major or a graduate degree in an academic area. Both Single Subject and Multiple Subject candidate can meet the subject matter competency requirements through taking and passing a rigorous state academic subject test (CSET). Candidates seeking a Preliminary Education Specialist credential will need to take the CSET in the subject matter competency area that the candidate will be teaching. Credential candidates must also complete an approved credential program in order to apply for a California credential. Applicants seeking one or more of these teaching credentials must make formal application to the teacher credential program before beginning any coursework other than Prerequisites.

Applicants who choose to enroll in these credential programs have the option of completing their programs in a "credential only" format, or, if they meet graduate degree admission criteria in a Master of Arts in Teaching format (please see MAT degree program for details).

*\*Students admitted to credential programs are not automatically admitted to graduate degree programs.*

### Admission Requirements

1. A passing score card submitted for the California Basic Education Skills Test (CBEST) is a prerequisite for full admission to all credential programs. All credential applicants must provide proof that they have passed the CBEST prior to enrolling in any 500 level or above coursework other than EDUU 510, 513, 514, 526, 527, 528, 551 or 570 (Education Specialist Credential, only) and the CBEST must be passed prior to enrollment in a second session of coursework. The CBEST is administered six times a year. The purpose of the test is to assure that teachers are competent in reading, writing and mathematics. Copies of the CBEST Bulletin are available at each Brandman University campus. The one exception to this requirement is that Multiple Subject candidates may use the Multiple Subject CSET (all four subsets) in place of the CBEST if taken after July 2007.
2. Single Subject applicants must provide evidence of having subject matter competency through academic coursework or must provide evidence they have registered for, have taken, or have passed some portion of the appropriate subject matter examination (CSET) prior to admission to the program. Multiple Subject credential applicants must provide evidence that they have registered for, have taken or have passed the appropriate subject matter examination (CSET) prior to admission to the program.
3. Applicants must complete the formal application process, with all required documents including official (sealed) transcripts, a signed Code of Conduct, a “Statement of Intent” and three recommendation forms. Candidates must be **admitted** into the credential program before enrolling in any education courses other than EDUU 395, 510, 513, 514, 526, 527, 528, 551, or 570 (for Education Specialist only) and **before enrolling in a second session of classes**.
4. Applicants transferring from another institution's credential program must supply a letter from that institution's Education Department attesting to the applicant's good standing in their program. Such a letter should be written on institutional letterhead by the Dean, the department chair, the director of teacher education, or some other person in a similar position.
5. Applicants to a credential program must possess a grade point average of 2.75 (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution.
6. Applicants to the 2042 Single Subject Credential program who are using an academic major or coursework for subject matter competency must also have a cumulative grade point average of 2.75 in their major field to be admitted.
7. Applicants with GPAs between 2.50\* and 2.74 can qualify for admission to a credential program by earning a passing score on one of the qualifying examinations listed below. A passing score will fulfill

both the admission and the major grade point average requirements. **Applicants may not enroll in any 500 level course other than those listed in #3 above until successful completion of an entrance examination:**

**Graduate Record Examination (GRE):** any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet credential program admissions standard. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytic Writing is 4.5.

**Miller Analogies Test (MAT):** achieve a minimum scaled score of 403.

**Subject Matter Competency Examinations:** successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtests I and II are required.

*\*Multiple and Single Subject, and Education Specialist applicants with a GPA lower than 2.5 may, under certain conditions, petition for admission consideration under an “exceptional admit” category. Applicants must have passed the CBEST and one of the approved graduate admission examinations specified in number 7 above to be considered for an “exceptional admit”. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential program.*

## Program Requirements

### Intake Interview

All applicants, including those transferring from another institution, must successfully participate in an intake interview with a faculty member within the first session of enrollment.

### Cardiopulmonary Resuscitation (CPR) Certification-

All candidates must have valid CPR certification for infant, child and adult.

The CPR card must verify all 3 categories described above and the card must be current during fieldwork and when a candidate applies for their preliminary credential.

### Subject Matter Competency

All applicants must demonstrate subject matter competency either with verification of completion of a subject matter preparation program in the appropriate subject matter (Single Subject Credential program only) or a passing score card verification indicating passage of all appropriate subtests and examinations for the appropriate subject matter examination (CSET) and any other required examinations. Verification of either of these must be reflected in the candidate’s electronic file and been received prior to an application for an Internship Credential or Directed Teaching. Subject Matter Examination results can be no older than five (5) years.

### Early Field Experience

Prior to admission, or within the first session of enrollment, applicants must complete an early field experience in a public school educational setting that reflects the credential sought (EDUU 395 or waiver).

**Certificate of Clearance**

A Certificate of Clearance application (including fingerprints) or a copy of a valid credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Anyone with a revoked credential will not be admitted to any credential program until the credential is reinstated by the CTC.

**Tuberculosis Test**

A current “negative” tuberculosis test, that is not more than two years old and covers the student teaching/internship period, must be submitted to the campus Education Department within the first session of enrollment. A person whose tuberculosis test is “positive” can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

**U.S. Constitution Requirement**

All candidates must meet this requirement prior to student teaching or prior to application for an Internship Credential. Candidates must meet this requirement in one of the following ways:

1. Passing score on a college-level exam on the U.S. Constitution from a regionally accredited college or university;
2. A two-semester credit college-level course from a regionally accredited institution with a grade of “C” or better; or
3. Bachelor's degree from a California State University.

**Transfer Credit**

Teacher preparation coursework is not automatically transferable from another institution. A request to transfer coursework may be granted IF a) the course(s) can be shown to be equivalent in content to the Brandman course(s) and b) approval from Associate Dean. Credential courses that are more than seven years old prior to application for the credential cannot be transferred into the program. There is no time limit on prerequisite courses. Extension and continuing education courses are transferable for Prerequisites, but not for program coursework except for education courses done through Brandman University's Extended Education. Up to 12 credits may be transferred into the credential programs (see Education Specialist for differing transfer credit requirements).

**Residency**

Candidates entering the Multiple Subject or Single Subject Credential program from another institution must take EDUU 510 at Brandman University and will be required to complete at least 12 semester credits of education coursework toward the Preliminary Credential in residence at Brandman University prior to Directed Teaching. Supported Teaching and Directed Teaching credits do not count toward residency.

Candidates entering the Preliminary Education Specialist Credential program who hold a valid preliminary Multiple or Single Subject Credential may waive EDUU 510 and EDUU 512. Those who do not hold such a credential must take EDUU 510 at Brandman University. All candidates entering this program are required to complete 12 units of their coursework plus Directed Teaching at Brandman University.

**Scholarship**

Candidates in all Education credential programs, whether stand alone or embedded within a graduate degree, are expected to maintain “A” and “B” grades, a grade of “C+” or lower is considered unacceptable and the course must be repeated. Candidates who receive a C+ or below in more than one course will be recommended for dismissal. In order for candidates to qualify for directed teaching, the candidate needs to have completed all credential coursework with the exception of one class, maintaining a 3.0 GPA.

## **Student Conduct**

The School of Education at Brandman University has adopted a set of professional behaviors or dispositions that are essential for prospective educators to possess. Candidates are expected to demonstrate these dispositions throughout the credential program(s). When there are strong concerns about a candidate's dispositions, action plans for remediation will be enacted and, if necessary, candidates who do not demonstrate these dispositions may be dismissed from the credential program(s) as described in the School of Education Professional Code of Conduct Procedures.

## **Academic Probation**

A candidate will be placed on academic probation if he/she receives a C+ or lower in coursework applicable to the credential, excluding prerequisite courses. A candidate who receives a C+ or lower will have one opportunity to retake the class in the next term the course is available and must receive a grade of B- or above and will need to meet with an academic advisor to revise their educational plan. A candidate who does not receive a B- or above on the second attempt may be dismissed from the program.

## **Candidate Dismissal**

Candidates who do not maintain "A" and "B" grades in all coursework applicable to the credential, excluding prerequisite courses, will be recommended for dismissal if they receive a grade of C+ or below in more than one course. The campus education team makes recommendations for dismissal to the Dean of the School of Education. Once a candidate has been recommended for dismissal, the procedures for dismissal outlined under "Graduate Academic Policies and Procedures" will be followed.

## **STUDENT TEACHING- Multiple Subject, Single Subject or Education Specialist**

Applications for Student Teaching must be filed with the fieldwork coordinator during the first week of the session preceding the session in which a student plans to begin student teaching (or by the deadline established at the campus of residence). **Subject matter competency must be met prior to enrolling in Student Teaching.**

Candidate performance in Supported and/or Directed Teaching will be reflected with a grade of Pass or No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the required Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program

### **Supported Teaching**

A Multiple or Single Subject candidate who is hired as a full-time teacher by a public school district (or WASC accredited private school) on a short-term permit or internship credential prior to completion of all credential coursework must prove subject matter competency and immediately enroll in Supported Teaching (EDMU 580, EDSU 590). A Brandman University field supervisor will provide supervision and support on a regular and frequent basis. The credential candidate must take coursework while enrolled in Supported Teaching.

Multiple or Single Subject candidates who are teaching on a short-term permit or internship credential may register for the remaining 6 credits of Directed Teaching (EDMU 583 or EDSU 593) after completing all but the capstone course, completing a formal application for Directed Teaching, and providing proof of meeting subject matter competency requirements.

Preliminary Education Specialist Credential candidates who are teaching on an Internship Credential must register for 3 credits of Supported Teaching during the first session that they are actively involved in classroom teaching.

**Directed Teaching**

1. Directed Teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different grade levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting. For special education only credentials, the candidate has only one session of full-day directed teaching assignment that meets the multicultural criteria.
2. Directed Teaching placements must be completed in public schools.
3. The fieldwork coordinator, not the student, at each location will make the Directed Teaching placements.
4. University personnel will supervise all student teachers.
5. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools.

Under certain conditions a candidate may petition to waive one session of Directed Teaching (a maximum of 3 credits for EDMU 582 or EDSU 592). Documented evidence must be provided that the candidate has completed one full year (175 days) of satisfactory teaching as a contracted full-time teacher prior to the commencement of Directed Teaching at Brandman University. This teaching experience must have been at an appropriate grade level and Single Subject candidates must have taught in the appropriate subject area. Experience under an Internship Credential, substitute teaching, work as a paraprofessional, and/or various specialist-type teaching experiences DO NOT qualify for a waiver. An exception may be made in a situation in which a district hires a full-time permanent substitute assigned to a single classroom for a full year and the candidate is evaluated by the same procedures as a contract teacher. This permanent substitute assignment must have been completed prior to the commencement of Directed Teaching at Brandman University. Experience under an Internship Credential cannot be used to waive student teaching units. Those in the Preliminary Education Specialist credential may waive one term of student teaching if they hold a valid multiple or single subject credential.

**California Teaching Performance Assessment (CalTPA)**

In order to meet 2042 program assessment standards, a final assessment of teaching performance is required for Multiple and Single Subject candidates. Candidates must submit all four tasks and achieve a minimum cumulative score of 12 with no task scoring lower than a 3, prior to their exit interview and in order to file for a credential.

**Portfolio and Exit Interview**

After successfully completing Directed Teaching, candidates submit a portfolio demonstrating their competency based on the CTC's Teaching Performance Expectations (TPE's). An exit interview is conducted to determine that the CTC's Teaching Performance Expectations have been met. Candidates in the Preliminary Education Specialist programs should use the special education TPEs for their portfolio.

Upon successfully completing all the exams, the CalTPA (not required for the Preliminary Education Specialist credential), the portfolio and the exit interview, the candidate may apply to the Teacher Accreditation Department in the School of Education for Brandman University for his/her earned credential and will be recommended to the CTC for the credential.

**INTERNSHIP CREDENTIAL PROGRAMS – Multiple Subject, Single Subject or Preliminary Education Specialist**

Brandman University offers Commission on Teacher Credentialing (CTC) approved Internship Credential Programs in Multiple Subject, Single Subject and Education Specialist. The Internship Credential has the same legal status as the CTC Preliminary Credential, except that it is valid only in a specifically designated school district or consortium and is only valid for a 2 year consecutive time period. For this reason, interns must

obtain an employment contract before a credential can be issued. Each intern candidate must work under the direct and continuing supervision of a Brandman University Supervisor and District Support Provider who provides support at the classroom level of the cooperating school.

The intern assumes full teaching and legal responsibility for his/her classroom from the first day of the teaching assignment as a paid employee of the School District. Interns register for 3 units of supported teaching upon entering the internship program and must register for additional units in each of their last sessions.

Education Specialist candidates who begin working under an Internship Credential and who have 12 units or less of program coursework left to complete (not including Supported or Directed Teaching credits) should consult with their faculty advisor to determine the extent to which they should enroll in Supported Teaching for 3 credits. Education Specialist Candidates who begin working under an Internship Credential and who have more than 12 credits of program coursework left to complete (not including Supported or Directed Teaching credits) must enroll in Supported Teaching for 3 credits in the first available term after taking the Internship position.

### **Internship Recommendation Requirements**

To be admitted to an Internship Program an applicant must provide the following:

1. Proof of a bachelor's degree from a regionally accredited institution and a GPA that meets program requirements;
2. A passing score submitted for the CBEST;
3. A passing score for the appropriate CSET exam or a verification letter from a CTC approved subject matter preparation program with an authorized signature from the institution where the program was completed (Single Subject Credential Program only);
4. Proof of meeting U.S. Constitution requirements;
5. A copy of a negative T.B. clearance (cannot be older than two years);
6. Copy of Certificate of Clearance or any permit issued by the CTC to teach P-12 in a public school;
7. Letter from the approved school district that states beginning date of employment and grade(s) and subject(s) to be taught;
8. Completed Application for Internship Credential (On-line Recommendation site).
9. Completion of program specific 120-hour pre-service requirement form for Internship Credentials.
10. Signed Brandman University's, School of Education's Code of Conduct.

Students coming to the Brandman University Internship program from another University must end their current internship credential with their previous University and complete the restriction change on the Brandman On-line Recommendation site.

All Internship candidates must meet the requirements for the program as detailed in the Brandman University Internship Credential Program Handbook and develop an Individual Support Plan with their advisor at the beginning of the program. An intern that does not enroll in courses for two or more consecutive sessions may be ineligible for the intern credential. See a full-time faculty member or academic advisor for complete details about this credential option.

### **Early Completion Options**

#### **Teaching Foundations Exam Option:**

Candidates may choose to take the Teaching Foundations Examination as an Early Completion Internship Option for their desired credential. All persons wishing to pursue the Early Completion Internship Option through the School of Education at Brandman University must enroll in and be accepted to the regular Internship Program in Multiple or Single Subject.

Candidates who meet the admission requirements for an Internship Program, but have not taken the Teaching Foundations Examination must begin and/or continue to take prescribed coursework in the credential program in order to maintain the validity of the Internship Credential (a candidate can choose to take the Teaching Foundations Examination at the beginning or anytime during Internship Program).

Candidates who meet the admission requirements for the Internship Program and pass the Teaching Foundations Examination, will be required to register for 3 units of Supported Teaching (EDMU 580, Multiple Subject or EDSU 590, Single Subject). Interns will be observed 4 times by a Brandman University Supervisor and evaluated on their ability to demonstrate mastery of the Teacher Performance Expectations (TPEs) during the 8-week Supported Teaching experience. Based on the outcome of this evaluative process, an intern may be required to take additional coursework needed to develop mastery of the TPEs and/or Student Teaching.

Once the intern has satisfactorily demonstrated mastery of the TPEs, he/she will be required to complete and pass all four tasks of the CalTPA, California Teaching Performance Assessment.

After receiving a passing score on RICA (Multiple Subject candidates only) and upon successful completion of the CalTPA, the candidate will become eligible for recommendation by Brandman University to the Commission for Teacher Credentialing for their credential. See a faculty mentor or academic advisor for complete details regarding this program option.

### **SB 57 Private School Option**

Under the provisions of S.B. 57, candidates who have taught in a WASC accredited private school for 3-5 years, within the past 7 years, may be eligible to waive all of student teaching and are not subject to the CalTPA, California Teaching Performance Assessment requirements. See a faculty mentor or academic advisor for complete details regarding this program option.

## **2042 Multiple Subject Credential Program**

### **Program Learning Outcomes:**

- **Community Awareness:** Examine classroom, school and the community contexts in preparation for making instructional decisions.
- **Positive Learning Environment:** Investigate classroom management techniques that support student learning.
- **Instruction:** Design differentiated instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Problem Solving:** Analyze problems of practice and develop relevant solutions.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings.

The 2042 Multiple Subject Credential authorizes the holder to teach all subjects in a self-contained classroom, K-12, including English Language Learners; it is the credential typically sought by those who wish to teach in an elementary school (K-6). To obtain a 2042 Multiple Subject Credential, candidates must:

1. Pass the CBEST. Candidates who, for admission purposes, have taken and passed all four subsets of the Multiple Subject CSET examination after July 1, 2007, will not have to pass the CBEST.
2. Pass all subtests of the Multiple Subject CSET examination
3. Complete the 2042 Multiple Subject teacher credential program that includes the coursework shown below.
4. Participate in intake interview, portfolio presentation, and exit interview.
5. Pass the state Reading Instruction Competence Assessment (RICA) prior to application for the credential. The RICA should not be taken until EDMU 520 and 521 has been successfully completed.
6. Meet the U.S. Constitution requirement by completing appropriate coursework with a grade of "C" or better or by passing an approved examination .

7. Adding a Single Subject Authorization: Candidates who have completed the requirements for the 2042 Multiple Subject Credential can add a Single Subject Authorization to their credential by taking EDSU 531 or 533 (3 credits), and demonstrating subject matter competence through coursework or by passing the appropriate CSET.
8. Complete the requirements for EDUU 395 Education Field Experience or a Waiver. Candidates who have either taken EDUU 395 or had it waived for another credential area must complete an additional 20 hours of Field Experience in the multiple subject setting.
9. Complete the exit survey.

**Prerequisites (12 credits)**

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health and Safety	2
EDUU 414/514	Physical Education for Elementary Teachers	1
EDUU 451/551*	Educational Application of Computers Level One	3
PSYU 323	Child Development	3

**Introductory Block (10 credits)**

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 542	Evaluating Teaching Performance Expectations	1

**Content Area Block (12 credits)**

EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Science and Visual/Performing Arts in K-8 Classrooms	3

**Capstone Course (3 credits)**

EDUU 540	Wisdom Through Practice	3
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**Directed Fieldwork (6-9 credits from the following)**

EDMU 580***	Supported Teaching	3
EDMU 582**	Directed Teaching I	3-6
EDMU 583**	Directed Teaching I	3-6

**Total Credits (not including Prerequisites)****31-34**

\* A waiver of the technology requirement may be granted based on successful completion of both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of acceptable regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

\*\* Passage of CSET required prior to enrollment in EDMU 580, 582 or 583.

\*\*\* Supported Teaching for 3 units must be taken by any internship candidate at the beginning of their internship program.



## 2042 Single Subject Credential Program

### Program Learning Outcomes:

- **Community Awareness:** Examine classroom, school and the community contexts in preparation for making instructional decisions.
- **Positive Learning Environment:** Investigate classroom management techniques that support student learning.
- **Instruction:** Design differentiated instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Problem Solving:** Analyze problems of practice and develop relevant solutions.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings.

In California, the appropriate credential for teaching a specific subject, such as math or English, in a departmentalized (K-12) classroom is the 2042 Single Subject Teaching Credential. This credential allows the holder to teach English language learners and is typically required of those who teach at the middle school or high school level. To obtain a 2042 Single Subject Credential, candidates must:

1. Pass the CBEST. Candidates who, for admissions purposes, have taken and passed all four subsets of the Multiple Subject CSET examination after July 1, 2007, will not have to take and pass the CBEST.
2. Verification of completion of a CTC approved subject matter preparation program in the appropriate subject matter area or a passing score card indicating passage of all appropriate subtests and examinations for the subject matter examination (CSET) and any other required examinations.
3. Complete the Single Subject teacher credential program that includes the coursework listed below.
4. Participate in intake interview, portfolio presentation, and exit interview.
5. Meet the U.S. Constitution requirement by completing appropriate coursework with a grade of “C” or better or by passing an approved examination.
6. Adding a Multiple Subject Authorization: A candidate who has completed the requirements for the Single Subject Credential can add a Multiple Subject Content Authorization to the credential by:
  - a. taking EDMU 521 and/or passing RICA examination;
  - b. taking EDMU 522 or 523;
  - c. demonstrating subject matter competency by passing the CSET Multiple Subject exam.
7. Candidates who have completed the requirements for the Single Subject Credential can add a second Single Subject Content Authorization to their credential by passing the appropriate CSET.
8. Complete the requirements for EDUU 395 Education Field Experience or a Waiver. Candidates who have either taken EDUU 395 or had it waived for another credential area must complete an additional 20 hours of Field Experience in the single subject setting.
9. Complete the exit survey.

### Prerequisites (11 credits)

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health and Safety	2
EDUU 451/551*	Educational Application of Computers Level One	3
PSYU 324	Adolescence	3

### Introductory Block (10 credits)

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 542	Evaluating Teaching Performance Expectations	1

**Content Area Block (12 credits)**

EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
EDSU 532	Effective Literacy Instruction for Single Subject Candidates	3
EDSU 533	Content Specific Strategies for Single Subjects (Series)	3

**Capstone Course (3 credits)**

EDUU 540	Wisdom Through Practice	3
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**Fieldwork (6-9 credits from the following)**

EDSU 590***	Supported Teaching	3
EDSU 592**	Directed Teaching I	3-6
EDSU 593**	Directed Teaching II	3-6

**Total Credits (not including Prerequisites) 31-34**

\* A waiver of the technology requirement may be granted based on successful completion of both subsets of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or the submission of an electronic portfolio (under certain conditions).

\*\* Subject matter competency must be met prior to enrollment in EDSU 590, 592 or 593.

\*\*\* Supported Teaching for 3 units must be taken by any internship candidate at the beginning of their internship program.

## PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING (PPSC)

### Program Learning Outcomes:

- **Law:** Understand state and federal laws and regulations affecting school district guidance programs.
- **Intrapersonal:** Demonstrate knowledge of personal strengths, assets, values, beliefs, and attitudes.
- **Research:** Apply research based counseling theory to particular problems.
- **Leadership:** Demonstrate skill in leading small groups.
- **Interpersonal:** Create effective counseling program.

### School Counseling Credential Only Option

This option is available to students who have earned a Masters Degree in Counseling or the equivalent in a directly related field from a regionally accredited institution and who wish to complete the requirements to earn the credential in school counseling. This will prepare candidates to serve as counselors in the public schools for grades K-12 and meets the requirements for a California State Pupil Personnel Services Credential authorizing service as a school counselor.

### Admissions Requirements

Admission requirements for students who have earned a Masters Degree in Counseling or the equivalent in a directly related field are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC).

Applicants will submit the following with the application:

1. Three letters of recommendation from individuals who have had experience with the candidate in an academic setting and knowledge of the candidate's academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate has worked with children.
2. Official transcripts from baccalaureate and all post-baccalaureate institutions of higher learning attended.
3. A current resume which includes experiences working with children.
4. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.
5. An intake interview is required and will be conducted by a designated faculty.

### Program Requirements

Program requirements for the School Counseling Credential Only Option are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) with the exception of the transfer policy and the Praxis Exam.

Students entering the PPSC program are expected to have the following:

**CBEST:** Candidates must take and pass the California Basic Educational Skills Test (CBEST) prior to the enrollment in the second session of coursework.

**Certificate of Clearance:** A Certificate of Clearance application (including fingerprints) or a copy of a valid short-term permit must be submitted at the time of the intake interview or by the end of the first session of enrollment.

**Tuberculosis Test:** A current "negative" tuberculosis test that is not more than two years old and covers the internship period must be submitted to the campus Education Department at the time of the intake interview or by the beginning of the first session of enrollment. A person whose

tuberculosis test is “positive” can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

**The PPSC program also requires the following:**

**Fieldwork and internship:** Candidates must complete the Practicum in School Counseling course (CSPU 515) and a minimum of 100 hours of practica fieldwork prior to beginning the final fieldwork or internship in CSPU 620 and 621. A minimum of 600 hours of post-practicum fieldwork or internship is required to apply for the credential. Most of these hours must be done in a public school setting at two different levels. All hours must be under the supervision of an experienced professional who holds a PPS credential in school counseling.

**Exit Interview:** Credential candidates must successfully complete an exit interview, a professional portfolio, and a capstone project to exit the PPSC program.

**Complete the exit survey.**

**PPSC in School Counseling Course Requirements**

Candidates are required to take the following coursework earning a B or better for each course and will not be allowed to transfer in credits to meet these requirements.

**Required Courses**

CSPU 511 – Introduction to Ethical Practice of School Counseling	3
CSPU 515 – Practicum in School Counseling	3
CSPU 617 – Transition to Work and Career	3
CSPU 618 – Best Practices in School Counseling	3
CSPU 620 – Supervision and Mentoring in School Counseling I	3
CSPU 621 – Supervision and Mentoring in School Counseling II	3
<b>Total Credits</b>	<b>18</b>

**Pupil Personnel Services Credential in School Counseling for School Psychology Candidates Option**

Graduates of Brandman University’s School of Education school psychology program, who also wish to receive the Pupil Personnel Services credential in School Counseling, must:

**Complete the following additional coursework:**

CSPU 511 – Introduction to the Ethical Practice of Professional School Counseling	3
CSPU 616 – Leadership and Systems Change	3
CSPU 617 – Career Counseling and Development	3
CSPU 618 – Best Practices in Professional School Counseling	3
CSPU 620 – Supervision and Mentoring in Professional School Counseling I	3
CSPU 621 – Supervision and Mentoring in Professional School Counseling II	3
<b>Total Credits</b>	<b>18</b>

In addition to the above coursework, candidates must 1) Prepare a professional portfolio, 2) Complete a Capstone Project, and 3) Pass an oral exit interview.

## SPECIAL EDUCATION-PRELIMINARY EDUCATION SPECIALIST

### Program Learning Outcomes:

- **Ethics:** Demonstrate knowledge of ethical standards of teaching.
- **Culture:** Describe differences in culture of individuals served.
- **Instruction:** Implement evidence based and multifaceted methodologies and strategies teaching and engaging students with exceptionalities.
- **Assessment:** Utilize achievement tests to assess students in a comprehensive manner.
- **Behavior:** Implement social skills instruction to support positive behavior in all students.

Brandman University offers special education teaching credentials (Education Specialist) in two areas of exceptionality (Mild/Moderate and Moderate/Severe). The special education program, once completed, authorizes the holder to teach in special education in K-12 special education classes.

Please note: The Commission on Teacher Credentialing stipulates that all candidates who complete any Preliminary Special Education Credential MUST also meet the Professional Credential requirements within five years of obtaining their first special education teaching position following the completion of the Preliminary Special Education Credential.

### Program Requirements

Candidates entering the Preliminary Education Specialist Credential Program who hold a valid general education credential may waive certain courses in the program. Please see a program advisor to see which courses can be waived. Those who do not hold such a credential must take EDUU 510 and a minimum of 12 credits of coursework plus Directed Teaching at Brandman University to establish residency. To obtain the Preliminary Education Specialist credential, candidates must meet the following requirements:

1. Pass the CBEST. Candidates who, for admission purposes, have taken and passed all four subsets of the Multiple Subject CSET examination after July 1, 2007, will not have to take and pass the CBEST.
2. Complete the requirements for EDUU 395 Education Field Experience or a Waiver. Candidates who have either taken EDUU 395 or had it waived for a general education credential, must complete an additional 20 hours of Field experience in special education settings.
3. All applicants must demonstrate subject matter competency either with verification of completion of a subject matter preparation program in the appropriate subject matter (placement in a grade 7-12 setting single subject placements only) or passage of all appropriate subtests and examinations for the appropriate subject matter examination (CSET) and any other required examinations. Verification of either of these must be reflected on the Brandman student's electronic file and received prior to an application for an Internship Credential or enrollment in Directed Teaching. Subject Matter Examination results can be no older than five (5) years.
4. Pass the Reading Instruction Competence Assessment (RICA) Examination prior to applying for the credential. Candidates who hold a valid California Multiple or Single Subject Credential are exempt from this requirement.
5. Participate in intake and exit interviews. In addition, candidates must complete an exit portfolio based on the Special Education Teaching Performance Expectations.
6. Complete the exit survey.

Candidates entering a both the education specialist and general education credential program are responsible for ALL program requirements outlined within that specific credential programs.

### Transfer of Coursework

Students who wish to transfer coursework must submit a request for transfer coursework. Requests must meet the transfer credit policies specified in the Graduate Academic Policies and Procedures section of this catalog

and must be approved by the Associate Dean of the School of Education. A 12 credit residency requirement must be maintained.

### **Option #3: Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s)**

#### **Prerequisites (11 credits)**

EDUU 395	Education Field Experience	3
PSYU 323	Child Development	3
EDUU 413/513	Student Health and Safety	2
EDUU 551*	Educational Application of Computers I	3

#### **Core Courses (24 credits)**

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 649	Data-Based Decision Making in Special Education	3
EDUU 602	Positive Behavior Supports	3
EDUU 603	Instructional Supports for Communication, Language, and Literacy	3
EDUU 655	IEP Development and Special Education Law	3
EDMU 520	Literacy and Language in K-8 Classrooms I	3

#### **Literacy Content (3 credits)**

EDMU 521 or	Literacy and Language in K-8 Classrooms I	3
EDSU 532	Effective Literacy for Single Subject Candidates	3

#### **Emphasis Course (3-6 credits)**

EDUU 519 and/or	Teaching Students with Mild/Moderate Disabilities	3
EDUU 560	Teaching Students with Moderate/Severe Disabilities	3

#### **English Learner requirements must be met in one of the following ways: (0-12 credits)**

1. Passing score on the CTEL examination.
2. Hold a current CLAD/BCLAD.
3. Hold a 1059 (with CLAD) or 2042 Multiple or Single Subject(s) Credential.
4. Successfully complete the following courses in addition to EDMU 520 and EDMU 521.
 

EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Studies, and Visual/Performing Arts in K-8 Classrooms	3
5. Successfully complete the following courses in addition to EDMU 520 and EDSU 532.
 

EDSU 530	Theories, Methods, and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classroom	3
EDSU 533	Content Specific Strategies for Single Subjects	3

## 6. Successfully complete the following courses for the CTET certificate:

EDUU 570	Voice, Diversity, Equity, and Social Justice	3
EDUU 526	Theories of Language Development	3
EDUU 527	Language Development: A Teaching and Learning Process	3
EDUU 528	Content-based Instruction for Linguistic Minority Students, Sheltered Academics	3

**Student Teaching (3–12 credits)**

EDTU 590	Supported Teaching, Mild/Moderate	3
EDTU 591	Supported Teaching, Moderate/Severe	3
EDTU 592	Directed Teaching, Mild/Moderate	3
EDTU 593	Directed Teaching, Moderate Severe	3

**Note:** Traditional candidates will take a minimum of 2 sessions of student teaching. Candidates with internship credentials must take 3 credits of Supported Teaching and 3 credits of Directed Teaching in the respective credential area. Candidates who hold a valid multiple or single subjects credential may waive 3 units of student teaching.

Candidates seeking both a Mild/Moderate and Moderate/Severe Credential will be required to complete at least 2 sessions of Directed Teaching. Candidates who have no more than 12 credits of coursework and student teaching remaining when an Internship is initially obtained should meet with their faculty advisor to determine the extent to which further Supported Teaching will be needed to ensure candidate success.

Interns may not waive Supported or Directed Teaching units. However, traditional candidates may waive 3 units of Directed Teaching based on at least 1 year of documented full-time teaching experience in the credential area being sought.

**Total Program Credits (not including Prerequisites)****33-37**

*\* A waiver of the technology requirement may be granted based on successful completion of the CSET Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or the submission of an electronic portfolio (under certain conditions).*

**Option #4: Preliminary Education Specialist Credential – Adding a mild/moderate or moderate/severe Preliminary Education Specialist Credential, 2009-2010 CTC Standards, to an existing Preliminary Education Specialist Credential, 2009-2010 CTC Standards.**

**Prerequisites:**

Valid Preliminary or Clear Education Specialist Credential, mild/moderate or moderate/severe with EL Authorization based on 2009 CTC Program Standards. At Brandman University, this refers to those who were admitted to the Preliminary Education Specialist Credential, mild/moderate or moderate/severe with EL Authorization, in Fall 2010 or later.

Up to 3 credits of General Education Elective may be waived or transferred into program. Three credits of Directed Teaching may be waived with 1 year of documented full-time teaching experience in the respective credential area. Internship experience may not be used to waive student teaching credits. Students must establish residency with at least 9 units.

**Emphasis Course (3 credits)**

EDUU 519	Teaching Students with Mild/Moderate Disabilities
or EDUU 560	Teaching Students with Moderate/Severe Disabilities

**General Education Elective (3 credits)**

EDUU 511, EDUU 512, EDUU 536, EDUU 570, EDUU 599, EDUU 609, EDMU 520, EDMU 521, EDSU 532

**Fieldwork/Student Teaching (6 credits) in Mild/Moderate setting for those seeking a Mild/Moderate Credential**

EDTU 590	Supported Teaching, Mild/Moderate	3
EDTU 592	Directed Teaching, Mild/Moderate	3

**Fieldwork/Student Teaching (6 credits) in Moderate/Severe setting for those seeking a Moderate/Severe Credential**

EDTU 591	Supported Teaching, Moderate/Severe	3
EDTU 593	Directed Teaching, Moderate/Severe	3

<b>Total Credits (not including Prerequisites)</b>	<b>9-12</b>
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**Option #5: Preliminary Education Specialist Credential – Adding a mild/moderate or moderate/severe Preliminary Education Specialist Credential, 2009-2010 CTC Standards, to an existing Level 1 Preliminary Education Specialist Credential, 1997 CTC Standards.****Prerequisites:**

Valid Level 1 Education Specialist Credential, mild/moderate or moderate/severe with EL Authorization based on 1997 CTC Program Standards. At Brandman University, this refers to those who were admitted to the Level 1 Education Specialist Credential, mild/moderate or moderate/severe with EL Authorization, in Summer 2010 or earlier.

Up to 3 credits of General Education Elective may be waived or transferred into program. Three credits of Directed Teaching may be waived with 1 year of documented full-time teaching experience in the respective credential area. Internship experience may not be used to waive student teaching credits. Students must establish residency with at least 9 units.

**Core Course (3 credits)**

EDUU 649	Data-Driven Decision Making in Special Education
or EDUU 655	IEP Development and Special Education Law

**Emphasis Course (3 credits)**

EDUU 519	Teaching Students with Mild/Moderate Disabilities
or EDUU 560	Teaching Students with Moderate/Severe Disabilities

**General Education Elective (3 credits)**

EDUU 511, EDUU 512, EDUU 536, EDUU 570, EDUU 599, EDUU 609, EDMU 520, EDMU 521, EDSU 532



**Fieldwork/Student Teaching (6 credits) in Mild/Moderate setting for those seeking a Mild/Moderate Credential**

EDTU 590	Supported Teaching, Mild/Moderate	3
EDTU 592	Directed Teaching, Mild/Moderate	3

**Fieldwork/Student Teaching (6 credits) in Moderate/Severe setting for those seeking a Moderate/Severe Credential**

EDTU 591	Supported Teaching, Moderate/Severe	3
EDTU 593	Directed Teaching, Moderate/Severe	3

**Total Credits (not including Prerequisites) 9-15**

## **SPECIAL EDUCATION — LEVEL II EDUCATION SPECIALIST PROFESSIONAL CREDENTIAL, 1997 CTC STANDARDS**

### **Program Learning Outcomes:**

- **Ethics:** Demonstrate knowledge of ethical standards of teaching.
- **Culture:** Describe differences in culture of individuals served.
- **Instruction:** Implement evidence based and multifaceted methodologies and strategies teaching and engaging students with exceptionalities.
- **Assessment:** Utilize achievement tests to assess students in a comprehensive manner.
- **Behavior:** Implement social skills instruction to support positive behavior in all students.

Eligible candidates are those with a Level 1 or Certificate of Eligibility, Education Specialist, mild/moderate and/or moderate/severe credential. Admission to the Level II Education Specialist Professional Credential, 1997 CTC Standards Program must occur no later than 120 days following initial employment on the Preliminary (Level I) Credential. Candidates with an Education Specialist, Level I credential have up to five years to complete the Level II Credential Program and file for a Clear Credential. The five-year time limit begins at the time that the Level I Preliminary Credential is issued by the CTC.

Candidates must provide proof of two years of employment as a full-time special education teacher in the disability area (Mild/Moderate or Moderate/Severe) authorized by their level 1 credential area to be eligible to file for the Level II credential. One year of experience under an intern credential in the disability area may be counted.

The Level II Professional Credential program consists of 15 credits of coursework, 9 of which must be taken at Brandman University to establish residency. Transfer credits and waived credits do not count toward residency. In addition, the program includes completion of the candidate's personal goals and objectives as outlined in the Professional Induction Plan. Both the Professional Induction Plan and Expertise Plan are developed in EDUU 687 (3 credits). This course must be successfully completed before any other Level II courses in the credential program can be taken. In EDUU 688, the capstone course for the program, students must demonstrate that they have successfully met the goals described in the Professional Induction Plan. EDUU 688 may only be taken when all of the other Level II Professional Credential Program courses have been satisfactorily completed.

*The Level II Education Specialist Professional Credential, 1997 CTC Standards is available only to candidates who completed an Education Specialist, Level 1, Mild/Moderate and/or Moderate/Severe Credential Program written to CTC Standards, 1997. The program will be phased out according to CTC timelines. Candidates who would like additional information may contact the Teacher Accreditation Department.*

### **Transfer Coursework**

Up to six credits may be transferred, or three credits waived and three credits transferred, into the Education Specialist Level II, Mild/Moderate and/or Moderate/Severe Credential Programs. Students who wish to transfer coursework must submit a request for transfer coursework. Requests must meet the transfer credit policies specified in the Graduate Academic Policies and Procedures section of this catalog and must be approved by the Associate Dean of the School of Education.

### **Prerequisite:**

Students must hold a valid Level 1 Preliminary Education Specialist Credential, or Certificate of Eligibility, Mild/Moderate and/or Moderate/Severe, based on 1997 CTC Standards.

**Course Sequence (15-18 credits)**

EDUU 687	Professional Induction Planning and Assessment	3
	(This course must initially be completed prior to enrolling in any other Level II courses)	
CSPU 639	Advanced Positive Behavioral Supports	3
EDUU 638	Advanced Assessment & Instructional Strategies for Persons with Mild/Moderate Disabilities	3
<i>and/or</i>		
EDUU 660	Seminar in Instructional Supports for Persons with Moderate/Severe Disabilities	3
EDUU 650	Transitions Across the Life Span	3

Candidates must complete the above courses prior to enrollment in EDUU 688. Candidates with at least one year of documented BTSA/Induction experience may waive EDUU 688 (3 credits) as approved by faculty or academic advisor.

EDUU 688	Professional Induction Planning and Assessment	3
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**Total Credits** **15-18**

A candidate enrolled in a Level II Education Specialist program may have additional requirements beyond the 15-18 program credits. Each Candidate should refer to his/her Level 1 credential to identify any additional requirements, and meet with an advisor to create the appropriate Ed plan. Please note: All listed program requirements and any additional requirements as per the CTC must be met prior to being recommended for a Level II Education Specialist Credential, 1997 CTC Standards."

NOTE: Education Specialist Credential Programs are offered at select Brandman University campuses.

## ADMINISTRATIVE SERVICES CREDENTIALS - TIER I AND TIER II

Both the Preliminary (Tier I) and Professional Clear (Tier II) Administrative Services Credential programs are designed to mentor and prepare candidates to successfully assume the multiple leadership roles that must be filled by school administrators. Both programs embody the School of Education's core values and are aligned with the California Professional Standards for Educational Leaders.

### Preliminary Administrative Services Credential – Tier I

#### Program Learning Outcomes:

- **Vision** - Organize the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- **Cultural Awareness** – Plan for and nurture cultural awareness in order to sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **Management** – Design the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Collaboration** – Collaborate with stakeholders, respond to diverse community interests and needs, and mobilize community resources to promote the success of all students.
- **Ethics** - Construct and model a professional code of ethics and develop professional leadership capacity.
- **Leadership** - Advocate for the success of all students by influencing the larger political, social, economic, legal, and cultural context of schools.

Candidates for the Tier I credential can transfer credits from another accredited institution but must complete a minimum of 12 credits in residency at Brandman University.

An Internship Option is available for Tier I candidates who are in or wish to accept an administrative position while completing the coursework for this program.

### Admission Requirements

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) and possess a valid California prerequisite credential
2. Proof of passing or provide evidence that applicant has registered for a basic skills test, i.e. CBEST.
3. Candidates must submit a resume.
4. Two letters of recommendation from individuals who are familiar with the applicant's academic/professional ability to undertake graduate studies.

### Program Requirements

1. A minimum of three years of verified full time employment under a "basic" CTC credential at the time of filing for the Tier I credential
2. Exit Interview and portfolio.
3. Passing score on CBEST or evidence of meeting the basic skills requirement prior to filing for the credential.
4. Exit Survey
5. Internship candidates must meet all of the preceding admission requirements. In addition, Internship candidates must provide verification that they have served three full academic years in an approved setting (form CL-41) and written evidence that they have been offered an administrative position (Brandman University Verification of Employment for Internship Credential Form). The credential application form, which can be obtained from the Faculty or Academic Advisor, must be completed by the candidate and filed with the credential specialist at the campus of residence.

Candidates serving under an Internship Credential will *be required to enroll in EDAU 691 and meet with a faculty advisor who will assign a University Supervisor for additional support.* Candidates who begin to serve under an Internship Credential before they have completed at least 12 credits from the following courses, EDUU 609, EDAU 670, EDAU 672, EDAU 674, EDAU 675, EDAU 676 and EDAU 678, must take an additional 3 credits of EDAU 691. EDAU 691 will provide the support needed to ensure the candidate's success during his/her Internship assignment. A University Supervisor will assist the candidate as s/he develops a Professional Development Plan that is appropriate for the candidate and her/his responsibilities.

### Required Courses

EDUU 609	Seminar in Curriculum Studies	3
EDAU 670	Collaborative Leadership	3
EDAU 672	21 <sup>st</sup> Century Human Resource Management	3
EDAU 674	Instructional Leadership, Supervision and Accountability	3
EDAU 675	Politically Intelligent Leadership and Governance	3
EDAU 676	Educational Law and Finance	3
EDAU 678	Culturally Responsive Leadership	3
EDAU 691	Directed Fieldwork in Administrative Services	3-6

**Total Credits (not including Prerequisites)**

**24-27**

## Professional Clear Administrative Services Credential – Tier II

The Tier II Administrative Services Credential Program is designed to develop the professional competencies of practicing educational leaders. This program is Fieldwork / Evidence of Competency based and is in full compliance with the regulations specified in SB 1655. Candidates will be required to demonstrate critical standards based knowledge, skills and abilities through highly structured and rigorous assessment.

Candidates for this credential must take both EDAU 710 and EDAU 720 at Brandman University; no coursework can be transferred into the program. Completion of these two courses (6 credits) will meet the residency requirement for students who are new to the University.

### Admission Requirements

1. Applicants to the Professional Clear Administrative Services Tier II credential program must possess a valid Tier I Preliminary Administrative Services California credential.
2. Two letters of recommendation. Letters should be written by professional educators who have knowledge of the candidate's administrative performance and should be presented on school or district letterhead.
3. Current Resume.
4. Intake Interview with faculty prior to the end of the first term of enrollment.

### Program Requirements

1. Hold a current position as an administrator in an approved setting. Form CL-777 entitled Verification of Employment as an Administrator must be turned in prior to the completion of the first week of the first course.
2. Two years of full-time administrative service under a Preliminary Administrative Services Tier I credential at the time of filing the credential application for Professional Administrative Services Credential Tier II.
3. Exit Interview and portfolio.
4. Exit Survey

### Required Courses

EDAU 710	Professional Clear Mentoring of Candidates II	3
EDAU 720	Professional Clear Assessment of Candidate Competence II	3
<b>Total Credits</b>		<b>6</b>

## Ryan Professional Clear Credential

Candidates in the Ryan/1059 credential program can receive their Professional Clear Credential by completing 30 units of graduate work beyond their bachelor's degree (usually done by completing the preliminary credential) and taking the following courses:

EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 513	Student Health and Safety	2
EDUU 552	Using Technological Tools in Teaching - Level Two	3

Candidates who filed for their Ryan Preliminary Multiple or Single Subject credential on or after 07/01/03 and do not have an ELL authorization such as the CLAD emphasis, AB 1059, or the CLAD certificate; or candidates who filed for the SB 2042 Multiple or Single Subject credential on or before 08/30/04 must also complete EDUU 534 Advanced Study of English Learners (3 credits).

Candidates who did not file for a Ryan Preliminary Multiple or Single Subject, but file for their Professional Clear on or after 07/01/05 and do not have an ELL authorization such as the CLAD emphasis, AB 1059 or the

CLAD certificate or candidates who filed for the SB 2042 Multiple or Single Subject credential on or before 08/30/04 must also complete EDUU 534 Advanced Study of English Learners (3 credits).

To establish residency, a candidate must take 6 credits from Brandman University if preliminary credential was not earned at Brandman University.

## PROFESSIONAL AUTHORIZATIONS IN EDUCATION

### Multiple Subject Authorization

A candidate who has completed the requirements for the Single Subject Credential can add a Multiple Subject Content Authorization to the credential by:

- a. taking EDMU 521 and/or passing RICA examination;
- b. taking EDMU 522 or 523;
- c. demonstrating subject matter competency by passing the CSET Multiple Subject exam.

### Single Subject Authorization

Candidates who have completed the requirements for the 2042 Multiple Subject Credential can add a Single Subject Authorization to their credential by:

- a. taking EDSU 531 or 533 (3 credits)
- b. and demonstrating subject matter competence through coursework or by passing the appropriate CSET.

### California Teacher of English Learners (CTEL) leading to an English Learner (EL) Authorization

This program provides credentialed teachers or credential candidates with a CTC-designated authorization to serve limited English proficient students.

Up to 3 units may be transferred. At least 9 units must be taken at Brandman University.

#### Required Courses (12 credits)

EDUU 526	Theories of Language Structure and Acquisition	3
EDUU 527	English Language and Literacy Development	3
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	3
EDUU 570	Voice, Diversity, Equity and Social Justice	3

*All of these courses are available online through Brandman University.*

In order for a candidate to be recommended for an English Learner (EL) Authorization that person must meet the following criteria:

- Possess a valid California teaching credential, service credential (except for the PPSP, PPSC, and Administrative Services credential).
- Short-term credentials or permits.
- Exchange credentials as specified in Education Code Section 44333.
- District intern certificates as specified in Education Code Section 44325.
- Sojourn certificate employee credentials as specified in Education Code Section 44856.
- Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3.
- Successfully complete at Brandman University at least 3 of the four classes.
- Receive a minimum of Accomplished (105 points) or better on the rubric used to evaluate the culminating activity (portfolio).

## **Autism Spectrum Disorders, added Authorization**

This program provides eligible candidates with a CTC designated authorization to serve learners with Autism Spectrum Disorders. The Autism Spectrum Disorders added Authorization (ASDA) authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

The ASDA is limited to the grade and age levels authorized by the prerequisite credential. For example, when the holder of a Specialist Instruction Teaching Credential in Learning Handicapped adds an ASDA, the teacher may serve students in grades preschool, K-12, and adults while the holder of an Education Specialist in Mild/Moderate Disabilities who adds the ASDA may serve students in grades K-12 through age 22.

Please note that admissions requirements for the ASDA are different than those for other credentials and certificates.

### **Admissions Requirements**

1. Eligible candidates are those with at least one of the following valid, CTC designated credentials,
  - Speech-Language Pathology or Clinical or Rehabilitative Services Credential with Special Class Authorization

#### Initially issued effective September 27, 1997

- Education Specialist, Mild/Moderate
  - Internship Credential, or
  - Level 1 Credential, or
  - Level 2 Credential
- Deaf and Hard of Hearing
- Physical and Health Impairment
- Visual Impairment

#### Initially issued 1976 to September 26, 1997

- Communication Handicapped
- Learning Handicapped
- Physically Handicapped
- Visually Handicapped

Questions regarding the eligibility of specific credentials initially issued 1961 to 1976 should be directed to the Teacher Accreditation Department at 949-341-9899.

2. Applicants must complete and submit the Brandman University application, and
3. A copy of his/her active CA teaching credential at the time of admissions.



**Prerequisites**

1. Certificate of Clearance: A Certificate of Clearance, including finger prints, must be provided prior to the first course meeting. Anyone with a revoked credential will not be admitted until the credential is reinstated by CTC.
2. A current “negative” tuberculosis test that is not more than 2 years of age, and covers the Autism, added Authorization program period in which the candidate is enrolled. A person whose tuberculosis test is “positive” can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

**Required Courses (12 credits)**

EDUU 575	Introduction to Autism Spectrum Disorders: Causes and Characteristics	3
EDUU 675	Educational Planning Issues for the Education of Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	3
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	3

Each of these courses is available online through Brandman University, Extended Education.

To be recommended for the ASDA, candidates must successfully complete at least 3 of the 4 classes at Brandman University. Courses in which a B- or lower is earned, must be retaken to be used towards the ASDA.

No more than 3 credits may be transferred into the ASDA.

## MASTER OF ARTS IN EDUCATION (MAE)

The goal of the MAE program is the development of knowledgeable, thoughtful and ethical educators committed to the universal values of democracy, care and justice. The program is designed for individuals seeking career or advancement opportunities in education as a teacher or administrator. None of the six emphasis areas lead to a license or credential in the K-12 education system. All students complete six MAE core courses one emphasis area cluster of courses. Six emphasis areas are offered: curriculum and instruction\*, educational leadership, instructional technology\*, leadership in early childhood education, teaching and learning, and professional learning community. It is possible to complete a degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use previously completed emphasis coursework for one emphasis to fulfill the requirements of a second emphasis.

\*The curriculum instruction and instructional technology emphases are available at all California campuses. Other emphases may not be available at every campus.

### Program Learning Outcomes:

- **Research:** Evaluate the various educational research paradigms and develop a theoretical research project utilizing one or more of the methodologies.
- **Democratic Schools:** Apply democratic principles to an authentic educational context.
- **Global Perspectives:** Analyze best practices of global educational systems.
- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Ethics:** Analyze issues and make ethical decisions within an educational context.

### Program Learning Outcomes by Emphasis Area:

#### Curriculum & Instruction Emphasis

**Pedagogical Expertise:** Apply understanding of curriculum and instruction to a contemporary issue in curriculum design.

#### Instructional Technology Emphasis

**Instructional Design:** Develop an online course that utilizes instructional design principles.

#### Leadership in Early Childhood Education Emphasis

**Leadership & Program Quality:** Analyze the effectiveness of an Early Childhood Education program based on NAEYC standards.

#### Teaching and Learning Emphasis

**Differentiated Instruction:** Apply pedagogical concepts in educational settings to meet the diverse needs of students.

#### Professional Learning Community

**Collaboration:** Apply the goals of a Professional Learning Community to a specific educational setting.

#### Educational Leadership

**Leadership:** Apply facilitative leadership skills to promote effective problem-solving and collaborative decision-making in specific organizational situations.

### Admission Requirements

Admission to the program may be achieved by meeting the following requirements:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admission section).
2. Applicants using Admission Option Two must possess a GPA between 2.75 and 2.99 in the last 30 semester credits (45 quarter credits) in either a baccalaureate or post baccalaureate program including credits earned toward a credential to be admitted to the Master of Arts in Education degree program and must have a passing score on one of the examinations noted below:

- a. Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet graduate admissions standards for this program. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytic Writing is 4.5.
  - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
  - c. State Teacher Examinations: successfully complete the appropriate California Subject Examinations for Teachers (CSET), or Single Subject Assessments for Teaching (SSAT) and/or Praxis Examination.
3. Applicants who have successfully completed any of the Brandman University Preliminary Credential programs and have passed the CSET, MSAT, SSAT or PRAXIS examination automatically qualify for admission to MAE program.
4. Applicants to the MAE/Educational Leadership must submit a resume.
5. Two letters of recommendation from individuals who are familiar with the applicant's academic/professional ability to undertake graduate study.
6. Applicants to the MAE/Leadership in Early Childhood Education emphasis must hold one of the following certifications: California Child Development Associate Teacher Permit, Multiple Subject Credential, Single Subject Credential-Home Economics, Child Development Associate Credential or a comparable credential.
7. Applicants to the MAE/Teaching and Learning emphasis must hold a valid California Multiple or Single Subject SB 2042 Professional "Clear" Teaching Credential earned through a California Commission on Teacher Credentialing (CTC) approved 2042 BTSA Induction Program.

## **Program Requirements**

### **Scholarship**

Master's degree candidates must maintain a cumulative GPA of 3.0 or higher in all degree coursework. A student whose GPA falls below 3.0 for one session may be placed on probation; continued poor performance may result in dismissal from the program. No grade below "C" is acceptable toward a master's degree.

### **Second Emphasis Area**

It is possible to complete the MAE Degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use coursework from one emphasis area to fulfill the requirements of the second. Further, students completing a second emphasis must successfully complete the Demonstration of Mastery task associated with that emphasis area.

If the second area of emphasis is completed after the initial degree has been awarded, the student will not be issued an updated diploma, nor will the student be allowed to participate in the commencement ceremony a second time. However, the second emphasis will appear on the student's official Brandman University transcript.

### **Transfer of Coursework**

In the Master of Arts in Education, a total of six semester or nine quarter credits can be transferred into the program. These must be graduate-level courses and a grade of "B" or higher must have been earned in each course being transferred. Transferred courses can only be applied to emphasis area; no transfer credit is permitted for the six core courses.

### **Time Limitations**

With the exception of Prerequisites, all requirements for a master's degree, including courses accepted for transfer credit, must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.

### **Demonstration of Mastery**

See each emphasis area for specific demonstration of mastery requirements.

**Core Courses (18 credits)**

EDUU 600	Research and Evaluation Methods	3
EDUU 605	Democracy, Education and Social Change	3
EDUU 606	Seminar in Learning Theory	3
EDUU 607	Seminar in Comparative Education	3
EDUU 608	Seminar in Social Foundations of Education	3
EDUU 609	Seminar in Curriculum Studies	3

*EDUU 600 is a prerequisite for all other core courses and candidates are advised to follow this structure.*

**Emphasis Area Elective Courses****Master of Arts in Education – Curriculum and Instruction (12 credits)**

*Prerequisite: Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner.*

EDCI 631	Differentiated Instruction in Multicultural and Multi-Ability Classrooms	3
EDCI 632	Assessing Student Learning	3
EDCI 634	Contemporary Issues and Trends in Curriculum	3

Choose one elective (3 credits) from the following:

EDUU 511, 512, 526, 527, 528, 551, 552, 570, 612, 613  
 EDMU 520, 521, 522, 523  
 EDSU 530, 531, 532, 533  
 EDAU 674,  
 EDUU 519, 560

**Demonstration of Mastery**

Candidates for the Master of Arts in Education degree with an emphasis in Curriculum and Instruction must successfully complete an expertise paper that integrates theory with application in EDCI 634 and must earn a B or better in the course.

**Master of Arts in Education – Instructional Technology (12 credits)**

*Prerequisite: Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner. Candidates must also take EDUU 551 or an approved equivalent, or submit passing scores on the CSET in Ed Tech, or a teaching credential that required a Level I educational computer course.*

**Emphasis Required Courses (12 credits)**

EDUU 552	Using Technology Tools in Teaching, Level Two	3
EDUU 563	Curriculum, Leadership, and Instruction Technology	3
EDUU 564	Social Implications of Educational Technology	3
EDUU 566	Instructional Design Capstone Project	3

**Demonstration of Mastery**

Candidates for the Master of Arts in Education degree with an emphasis in Instructional Technology must successfully complete and present an Instructional Design Project in EDUU 566 and earn a B or better in the course.

**Master of Arts in Education – Leadership in Early Childhood Education (12 credits)**

Prerequisite: Candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325, 330 and EDUU 465.

**Emphasis Required Courses (12 credits)**

EDUU 640	Foundations of Leadership in Early Childhood Settings	3
EDUU 641	Public Policy and Fiscal Planning for Early Childhood Leaders	3
EDUU 642	Leadership and Human Resources in Early Childhood Settings	3
EDUU 643	Early Childhood Program Evaluation: Capstone	3

**Demonstration of Mastery**

Candidates for the Master of Arts in Education degree with an emphasis in Leadership in Early Childhood Education must successfully conduct a program evaluation of a local preschool or infant/ toddler program. Candidates present and submit their program evaluations in EDUU 643 and must earn a B or better in the course.

**Master of Arts in Education – Teaching and Learning (12 credits)****Emphasis Required Courses (12 credits)**

EDUU 534	Advanced Study of Teaching English Learners	3
EDUU 535	Advanced Study of Health Education	3
EDUU 536	Advanced Study of Teaching Special Populations	3
EDUU 552	Using Technological Tools in Teaching – Level Two	3

**Demonstration of Mastery**

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the four areas of Advanced Study Coursework undertaken in their BTSA Induction Clear Credential Program. A standardized assessment Rubric will be used to determine that the candidate has demonstrated competency in each of the Advanced Study areas. The candidate may be awarded three units of credit for each of the four advanced study coursework areas to satisfy the emphasis requirements.

**Master of Arts in Education – Educational Leadership (12 credits)****Emphasis Courses (12 credits)**

Students will customize and strengthen their program of study to meet their individual career goals by choosing twelve credits from 600-level courses in various disciplines including: educational administration, education, human resources, public administration, organizational leadership, and/or business administration courses. Emphasis courses must be approved by an Educational Administration faculty advisor and be consistent with the overall goals of the program.

**Demonstration of Mastery**

A candidate for the MAE in Educational Leadership must successfully complete (with faculty approval) a portfolio that reflects mastery of course content and includes a reflective essay. Candidates may submit the portfolio during the last remaining course or at the conclusion of their program of study.

**Total Credits**

**30**

### **Master of Arts in Education – Professional Learning Community**

This degree program is designed for a group of educators that have created a learning community defined as a group that:

- Share a common vision;
- Are interested in enhancing their professional practice;
- Engage each other in thinking and learning about their professional practice;
- Have agreed upon a set of values that will make the learning experience successful for everyone;
- Have agreed upon a mutual learning plan that allows for individual learning needs while at the same time developing the professional growth of the community; and
- Whose goal is to work collaboratively to enhance their effectiveness as professionals in order to positively impact student learning.

Candidates for an MAE with an emphasis in Professional Learning Community must, as a group, do the following in order to qualify to pursue the emphasis:

- Develop a values statement that address the values that will govern the action of the community and their learning. The statement will say, “We believe, . . . therefore, we will . . .”;
- Develop a Professional Development Plan that does the following:
  - Communicates the professional development vision of the community and its members;
  - Articulates the goals of the learning community;
  - Provides a cohesive curriculum, including the core courses and the elective courses selected, that develops the vision of the community, helps it to reach its goals, and provides an in-depth approach to learning.

#### **Prerequisites:**

Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner.

#### **Core Courses (24 credits)**

MAE Core Course Requirements (see above)	18
Plus EDUU 610 The Teacher as Scholarly Practitioner	3
Plus EDUU 611 Action Research Development	3

#### **Electives (12 credits)**

Four electives may be selected from graduate courses already available to Brandman University education graduate students in any program, provided the courses help the Community to reach its learning goals. In the event that the Community determines they need to have a new course developed to meet their specific Learning Community goals, the education faculty of Brandman University will work with the group to develop such a course or courses. It is understood that such courses must first be approved by the education faculty and then by the Curriculum and Academic Committee (CAC) prior to being used in the degree. In addition, the proposed electives along with a rationale for choosing those electives must be submitted to the CAC for its approval as meeting the intent of the Professional Learning Community emphasis.

<b>Total Credits</b>	<b>36</b>
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Candidates must progress through the program as a cohort, with candidates completing their coursework and demonstration of mastery at approximately the same time.

**Demonstration of Mastery**

All candidates in this emphasis program will do the following as a Demonstration of Mastery:

- Develop a portfolio that documents their personal growth within the learning community. The portfolio would include artifacts, reflections, collaborative learning, best practices, and documentation of action research conducted as a part of the degree;
- Develop and conduct a major action research project that is based on problems and issues that have been enunciated by the learning community. The research project may be done collaboratively with other members of the community, must have a continuing life after the program and positively affect students in the community members' work setting;
- Individually write a synthesis paper or a publishable article based on their action research; and,
- Orally present their research findings either individually or with collaborators to the other members of their Learning Community as well as a panel of University faculty.

## **MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL, TIER I**

The goal of this MA program is the development of knowledgeable, thoughtful and ethical leaders in education who are committed to the universal values of democracy, care and justice. The program is designed for individuals seeking career in school administration and educational leadership. All students complete four core courses and six courses in Educational Leadership and Administration and one fieldwork based practicum course.

This MA program includes the California requirements for an Administrative Services Certificate of Eligibility and Credential, Tier 1. While enrolled, students who are offered an opportunity for employment as a District or School Administrator may qualify for an Internship. After completion of the MA program, graduates may be eligible to file for an Administrative Services Certificate of Eligibility and Credential, Tier 1 and qualify in California as a District or School Administrator.

### **Program Learning Outcomes:**

- **Vision:** Organize the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- **Cultural Awareness:** Plan for and nurture cultural awareness in order to sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **Management:** Design the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Collaboration:** Collaborate with stakeholders, respond to diverse community interests and needs, and mobilize community resources to promote the success of all students.
- **Ethics:** Construct and model a professional code of ethics and develop professional leadership capacity.
- **Leadership:** Advocate for the success of all students by influencing the larger political, social, economic, legal, and cultural context of schools.

### **Admission Requirements**

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section) *and possess a valid California prerequisite credential*
2. *Proof of passing or provide evidence that applicant has registered for a basic skills test, i.e. CBEST.*
3. Candidates must submit a resume.
4. Two letters of recommendation from individuals who are familiar with the applicant's academic/professional ability to undertake graduate studies.

### **Scholarship**

Consistent with Credential candidate requirements, these master degree candidates must obtain a grade of "B" or better in all courses.

### **Transfer of Coursework**

A total of six semester or nine quarter credits can be transferred into the program. These must be graduate-level courses, and a grade of "B" or higher must have been earned in each course being transferred. These 6 semester units may transfer for any of the equivalent courses required for the program, except for field experiences.



## Time Limitations

With the exception of Prerequisites, all requirements for a master's degree, including courses accepted for transfer credit, must be completed within a consecutive SEVEN year period immediately prior to the awarding of the degree.

## Demonstration of Mastery

Candidates for the Master of Arts degree in Educational Leadership and Administration with Preliminary Administrative Services Credential, Tier 1, must successfully complete (with faculty approval) a portfolio that reflects mastery of Program Learning Outcomes for content courses. The portfolio should incorporate a reflective essay that includes an analysis of their professional growth. Candidates may submit the portfolio at the conclusion of the program of study.

## Program Requirements

1. A minimum of three years of verified full time employment under a "basic" CTC credential at the time of filing for the Tier I credential
2. Exit Interview *and portfolio*.
3. *Passing score on CBEST or evidence of meeting the basic skills requirement prior to filing for the credential.*
4. *Exit Survey*
5. Internship candidates must meet all of the preceding admission requirements. In addition, Internship candidates must provide verification that they have served three full academic years in an approved setting (form CL-41) and written evidence that they have been offered an administrative position (Brandman University Verification of Employment for Internship Credential Form). The credential application form, which can be obtained from the Faculty or Academic Advisor, must be completed by the candidate and filed with the credential specialist at the campus of residence.

## Foundation Courses (12 credits)

### Required:

EDUU 600	Research and Evaluation Methods (should be taken in first or second session of enrollment)	3
EDUU 609	Seminar in Curriculum Studies	3

### Take two courses from the following:

EDUU 605	Democracy, Education and Social Change	3
EDUU 606	Seminar in Learning Theory	3
EDUU 607	Seminar in Comparative Education	3
EDUU 608	Seminar in Social Foundations of Education	3
OLCU 600	Foundations of Organizational Leadership	3
OLCU 602	Self, Systems and Leadership	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 614	Leadership and Team Development	3
OLCU 615	Organization Development and Change	3

### Content Courses (18 credits)

EDAU 670	<i>Collaborative Leadership</i>	3
EDAU 672	<i>21<sup>st</sup> Century Human Resource Management</i>	3
EDAU 674	<i>Instructional Leadership, Supervision and Accountability</i>	3
EDAU 675	<i>Politically Intelligent Leadership and Governance</i>	3
EDAU 676	Educational Law and Finance	3
EDAU 678	<i>Culturally Responsive Leadership</i>	3

### Capstone Course (3-6 credits)

EDAU 691	Directed Fieldwork in Administrative Services	3
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*(An extra 3 units will be required for those candidates who obtain an administrative internship and have not completed 12 credits of this program at the start of their internship.)*

**Total Credits (not including prerequisite)**

**33-36**

### **Internship Eligibility**

Students who wish to pursue an Internship must meet all of the admission requirements of the stand alone California Administrative Services Internship Credential program. Internship candidates must provide verification that they have served three full academic years in an approved setting (form CL-41) and written evidence that they have been offered an administrative position (Brandman University Verification of Employment for Internship Credential Form). The credential application form, which can be obtained from the Faculty or Academic Advisor, must be completed by the candidate and filed with the Credential Specialist at the campus of residence.

Candidates serving under an Internship Credential will *be required to enroll in EDAU 691 and meet with a faculty advisor who will assign a University Supervisor for additional support at the start of their internship.* Candidates who begin to serve under an Internship Credential before they have completed at least 12 credits from the following courses, EDUU 609, EDAU 670, EDAU 672, EDAU 674, EDAU 675, EDAU 676 and EDAU 678, must take an additional 3 credits of EDAU 691, for a total of 6 credits of EDAU 691. EDAU 691 will provide the support needed to ensure the candidate's success during his/her Internship assignment. A University Supervisor will assist the candidate as s/he develops a Professional Development Plan that is appropriate for the candidate and her/his responsibilities.

### **Master of Arts in Educational Leadership – Professional Learning Community (30 units)**

This degree seeks to recognize the knowledge and skills provided to Administrative Services Credential candidates through individual District/County Education Office, Administrative Services Credential programs by accepting appropriate content for course transfer credit. It augments Tier 1 and Tier 2 Administrative Services Credential curriculum by offering a sequence of courses that complements the knowledge and skills provided through District/County Office of Education programs. The “cafeteria” approach to identifying electives results in a Masters of Educational Leadership that is customized to meet the needs of specific groups of learners, thereby making the most of every student's educational development by providing quality content where needed and reducing redundancy. The partnership between Brandman University and District/County Office of Education Administrative Services Credential programs results in a complete curriculum sequence designed to maximize Educational Administrator effectiveness and retention.

Students seeking a Master of Arts in Educational Leadership – Professional Learning Community must be actively enrolled in or recent graduates of a California Teacher Credential (CTC) approved School District or County Office of Education, Administrative Services Tier I and/or Tier II Credential program. Candidates may be admitted to the program while completing a CTC approved partner program, however they may not apply for degree completion until the entire MA EdL is completed, including those courses taken through a District or County Office of Education.

For this program, students may transfer a maximum of 15 credits from CTC approved School District or County of Education programs. Official transcripts of CTC approved School District or County of Education coursework will be reviewed and must be approved by Dean/Associate Dean. The 15 credit maximum exceeds the current 12 credit limit for other degree programs.

This degree program is designed for a team of Educational Administrators who have created a learning community that

- Shares a common vision;
- Is committed to enhancing its professional practice;
- Collaborates in thinking and learning about professional practice;
- Identifies a set of values that will make the learning experience mutually successful;
- Has agreed upon a community learning plan that facilitates individual learning needs while supporting professional growth of the community; and
- Embraces collegiality as a tool to enhance professional effectiveness to increase student learning and improve and implement School and/or District services.

Candidates for the Master of Arts in Educational Leadership with an emphasis in Professional Learning Community must, as a group, do the following in order to qualify to pursue the emphasis:

- Develop a values statement that addresses the values that will govern the action of the community and their learning. The statement will say, “We believe...., therefore, we will....,”;
- Develop a community goal statement that defines the competencies for the learning community to be mastered by its participants;
- Develop a Professional Learning Community Plan that does the following:
  - Communicates the professional development goal of the community and its members and methods for evaluating goal achievement;
  - Describe a cohesive curriculum, outlining the core courses as well as the elective courses;
  - Develop a timeline for completion of degree program.

### **Transfer Credit from Approved Program (Maximum of 15 credits)**

Participation in, or recent completion of, a CTC approved School District or County Office of Education (COE or CEO) Administrative Services Credential program.

#### **Core course (3 credits)**

EDUU 600 Research and Evaluation Methods

3

#### **Electives (6-24 credits)**

Electives must be 500 or 600 level courses selected from graduate courses currently available to Brandman University education graduate students in any program, provided the courses help the Community to reach its learning goals. A minimum of 50% of the course credits (15 credits) must be in Educational Leadership. In the event that the Community determines it needs to have a new course developed to meet its specific Learning Community goals, the education faculty of Brandman University will work with the group to develop such a course or courses. It is understood that such courses must first be approved by the appropriate faculty/administrator prior to being used in the degree. In addition, the proposed electives along with a rationale for choosing those electives must be submitted to the faculty/administrator for approval as meeting the intent of the Professional Learning Community emphasis.

Candidates must progress through the program as a cohort, with candidates completing their coursework and demonstration of mastery at approximately the same time.

- Each candidate must develop a portfolio that documents his/her personal growth and mastery within the learning community. The portfolio shall include artifacts, reflections, collaborative learning, best practices, and documentation of an Area of Expertise pursued as part of the degree.
- Each candidate must create and conduct a presentation reflective of his/her Area of Expertise.

#### **Demonstration of Mastery**

The Learning Community will show Demonstration of Mastery by developing a community portfolio that documents its professional growth as a learning community. This includes the Professional Learning Plan, artifacts demonstrating the progress and attainment of goals, and a reflection of the community learning experiences and how this will impact them as Educational Administrators.

## **MASTER OF ARTS IN COUNSELING AND PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING (PPSC)**

### **Program Learning Outcomes:**

- **Law:** Understand state and federal laws and regulations affecting school district guidance programs.
- **Intrapersonal:** Demonstrate knowledge of personal strengths, assets, values, beliefs, and attitudes.
- **Research:** Apply research based counseling theory to particular problems.
- **Leadership:** Demonstrate skill in leading small groups.
- **Interpersonal:** Create effective counseling program.

Brandman University offers a Master of Arts in Counseling. The program in school counseling prepares students to serve as counselors in the public schools for grades K-12 and meets the requirements for a California state credential authorizing service as a school counselor. Students with a previously earned master's degree in counseling or a related field may earn a California state PPSC credential without enrolling in this master's degree program. Those candidates who enroll only in the PPSC credential program will be governed by credential policies. All other candidates will be governed by graduate degree and credential policies with credential policies superseding graduate policies.

### **Admission Requirements**

Acceptance into the graduate program in counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as state in the catalog (see the Graduate Admissions section).
2. Applicants using the Brandman University Admissions Option Two with a grade point average between 2.5 and 2.99 in the last 30 graded semester credits (45 quarter units) in either a baccalaureate or post baccalaureate program including credits earned toward a credential are required to submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet graduate admissions standards for this program. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytic Writing is 4.5.
  - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
3. Submit a graduate application with the following:
  - a. Three letters of recommendation from individuals who have had experience with the candidate in an academic setting and knowledge of the candidate's academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate has worked with children.
  - b. Official transcripts from baccalaureate and all post-baccalaureate institutions of higher learning attended. Please note: for transfer request additional transcripts may be asked to be provided.
  - c. A current resume which includes experiences working with children.
  - d. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.
4. All applicants are required to arrange for an intake interview. The interview will be conducted by the Associate Dean and other designated faculty.

## Program Requirements

The Counseling program requires 48 units of coursework. Students entering the Counseling program are expected to have the following:

**Certificate of Clearance:** A Certificate of Clearance application (including fingerprints) or a copy of a valid short-term permit must be submitted at the time of the intake interview or by the end of the first session of enrollment.

**Tuberculosis Test:** A current "negative" tuberculosis test that is not more than two years old and covers the internship period must be submitted to the campus Education Department at the time of the intake interview or by the beginning of the first session of enrollment. A person whose tuberculosis test is "positive" can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

**CBEST:** Candidates must take and pass the California Basic Educational Skills Test (CBEST) prior to enrollment in the second session of coursework.

**Transfer Policy:** No more than 12 credits may be transferred into the school counseling program from other graduate institutions upon approval by course transfer request to the Associate Dean. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at the completion of the program. CSPU 515, 618, 620, and 621 must be taken at Brandman University.

## The School Counseling program also requires the following:

**Fieldwork and Internship:** Candidates must complete the Practicum in School Counseling course and a minimum of 100 hours of practica fieldwork prior to beginning the final fieldwork or internship in CSPU 620 and 621. A minimum of 600 hours of post-practicum fieldwork or internship is required to apply for the credential. Most of these hours must be done in a public school setting at two different levels. All hours must be under the supervision of an experienced professional who holds a PPS credential in school counseling.

**Exit Interview:** Credential candidates must successfully complete an exit interview, a professional portfolio, and a capstone project to exit the program. Candidates who wish to earn a Master of Arts in Counseling must meet all the course requirements and earn a score of 550 or higher on the ETS Praxis Examination in Counseling and Guidance (#0420).

**Exit Survey:** Credential candidates must successfully complete an exit survey at the end of their program.

## Degree Requirements

### Required Courses

CSPU 500	Introduction to Counseling and Intervention	3
CSPU 511	Introduction to Ethical Practice of School Counseling	3
CSPU 512	Advanced Counseling and Intervention	3
CSPU 513	Group Leadership and Intervention	3
CSPU 514	Cultural and Community Issues in Counseling	3
CSPU 515	Practicum in School Counseling	3
CSPU 516	Children and Youth In Developmental Context	3
CSPU 616	Leadership and Systems Change	3
CSPU 617	Transition to Work and Career	3
CSPU 618	Best Practices in School Counseling	3
CSPU 620	Supervision and Mentoring in School Counseling I	3
CSPU 621	Supervision and Mentoring in School Counseling II	3
CSPU 640	Consultation and Indirect Intervention	3

EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 600	Research and Evaluation Methods	3
EDUU 602	Positive Behavioral Supports	3
<b>Total Credits</b>		<b>48</b>

## **EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY (ED.S.) AND A MASTER OF ARTS IN EDUCATION PSYCHOLOGY WITH A PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL PSYCHOLOGY (PPSP)**

### **Program Learning Outcomes:**

- **Law:** Interpret legal mandates and regulations to determine possible special education eligibility.
- **Interpersonal:** Demonstrate group counseling interventions.
- **Assessment:** Identify the ability level of students using empirically-based, valid, standardized instruments.
- **Behavior:** Design a behavior plan based on a functional analysis using the NASP guidelines.
- **Communication:** Present a comprehensive written report that combines different kinds of information gathered from various sources to evaluate students' abilities.

Brandman University offers an Education Specialist degree in School Psychology and a Master of Arts degree in Education Psychology. The School Psychology program prepares students to serve as school psychologists in public schools for grades K-12 and meets the requirements for a California State Pupil Personnel Services credential authorizing service as a school psychologist. Candidates enrolled in the Education Specialist degree in School Psychology program will also earn a Master of Arts degree in Education Psychology after the completion of required coursework, passing the Praxis exam in school psychology, and completion of the required practicum fieldwork and final year fieldwork or internship. Candidates in this program are governed by both graduate degree and credential policies, with credential policies superseding graduate policies.

### **Admission Requirements**

Acceptance into the graduate program in school psychology is based on multiple criteria. These criteria include academic potential, experience working with children and youth, and compatibility with program philosophy. To be considered for admission the applicant must:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section).
2. Applicants using Brandman University Admissions Option Two with a grade point average between 2.5 and 2.99 in the last 30 graded semester credits (45 quarter units) in either a baccalaureate or post baccalaureate program including credits earned toward a credential are required to submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative, or Analytical Writing) may be used to meet graduate admissions standards for the Educational Specialist degree and the Master of Arts of degree. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the analytical Writing is 4.5.
  - b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
3. Submit a graduate application with the following:
  - a. Three letters of recommendation from individuals who have experience with the candidate in an academic setting and have knowledge of the candidate's academic potential and from someone who knows the candidate in a work setting, preferably one where the candidate works with children.
  - b. Official transcripts from baccalaureate and all post-baccalaureate institutions of higher learning attended. Please note: for transfer request additional transcripts may be asked to be provided..
  - c. A current resume which includes experiences working with children.
  - d. An autobiographical essay (2-3 pages) describing the life experiences that have shaped the candidate's approach to working with children and youth and what led to the decision to become a school psychologist and their commitment to the program.

4. All applicants are required to arrange for an intake interview. The interview will be conducted by the Associate Dean and other designated faculty members.

### Program Requirements

The school psychology program requires 69 credits of coursework. Students entering the school psychology program are expected to have the following:

**Certificate of Clearance:** A certificate of clearance application (including fingerprints) or a copy of a valid Emergency Permit must be submitted at the intake interview or by the end of the first session of enrollment.

**Tuberculosis Test:** A current "negative" tuberculosis test that is not more than two years old and covers the internship period must be submitted to the campus Education Department at the time of the intake interview or by the beginning of the first session of enrollment. A person whose tuberculosis test is "positive" can submit results from a chest x-ray examination that verifies the candidate does not have active tuberculosis.

**CBEST:** Candidates must take and pass the California Basic Educational Skills Test prior to enrollment in the second session of coursework.

**Transfer policy:** No more than 18 graduate credits may be transferred into the school psychology program from other graduate institutions with an earned master's degree upon approval of the Associate Dean. Candidates without an earned master's degree may transfer up to 12 credits of graduate coursework upon approval of the Associate Dean. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at the completion of the school psychology program. CSPU 534, 535, 622, 623, 624, 625, 640 and 641 must be taken at Brandman University.

### The school psychology program also requires the following:

**Fieldwork and internship.** All candidates must complete the two practicum courses in school psychology and a minimum of 450 hours of practica fieldwork prior to beginning the final year fieldwork or internship with a minimum of 1200 hours of field experience. Most of these hours must be completed in a public school setting. All hours must be under the supervision of an experienced professional with a Pupil Personnel credential in school psychology.

**Exit Interview:** Candidates must successfully complete an oral exit interview, a professional portfolio, and a capstone project to exit the program. Candidates must meet all course requirements and earn a score of 147 or better on the ETS Praxis exam in school psychology (#0401).

**Exit Survey:** Credential candidates must successfully complete an exit survey at the end of their program.

### Degree Requirements

#### Required Courses

CSPU 500	Introduction to Counseling and Intervention	3
CSPU 510	Introduction to the Ethical Practice of School Psychology	3
CSPU 512	Advanced Counseling and Intervention	3
CSPU 513	Group Leadership and Intervention	3
CSPU 514	Cultural and Community Issues in Counseling	3
CSPU 516	Children and Youth in Developmental Center	3
CSPU 534	Practicum in School Psychology I	3
CSPU 535	Practicum in School Psychology II	3
CSPU 622	Supervision and Mentoring in School Psychology I	3



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CSPU 623	Supervision and Mentoring in School Psychology II	3
CSPU 624	Supervision and Mentoring in School Psychology III	3
CSPU 625	Supervision and Mentoring in School Psychology IV	3
CSPU 636	Cognitive and Neuropsychological Assessment for Intervention	3
CSPU 637	Psychoeducational Assessment I	3
CSPU 638	Psychoeducational Assessment II	3
CSPU 639	Advanced Positive Behavioral Supports	3
CSPU 640	Consultation and Indirect Intervention	3
CSPU 641	Best Practices in School Psychology	3
EDUU 519	Strategies: Mild and Moderate	3
EDUU 600	Research and Evaluation Methods	3
EDUU 602	Positive Behavioral Supports	3
EDUU 606	Seminar in Learning Theory	3
EDUU 655	Individualized Education Plan Development and Special Education Law	3
<b>Total Credits</b>		<b>69</b>

## MASTER OF ARTS IN SPECIAL EDUCATION

### Program Learning Outcomes:

- **Ethics:** Demonstrate knowledge of ethical standards of teaching.
- **Culture:** Describe differences in culture of individuals served.
- **Instruction:** Implement evidence based and multifaceted methodologies and strategies teaching and engaging students with exceptionalities.
- **Assessment:** Utilize achievement tests to assess students in a comprehensive manner.
- **Behavior:** Implement social skills instruction to support positive behavior in all students.

Special education teachers are an exceptional group of educators - advocates for social justice and the dignity of all people including those with disabilities. The Master of Arts in Special Education program provides teachers with advanced knowledge to address educational learning problems and improve teaching strategies to enhance student performance.

It should be noted that candidates completing option 1 will not have met the requirements for the preliminary education specialist credential.

### Admissions Requirements

Admission requirements for the Master of Arts in Special Education program are the same as those listed for the Master of Arts in Education degree. Note: candidates selecting Option # 2 must hold a valid Preliminary Education Specialist (Level I) credential or Certificate of Eligibility prior to admission.

### Transfer of Coursework

Up to 12 credits may be transferred into the Master of Arts in Special Education. These 12 semester units may transfer for any of the equivalent courses required for the program. Requests for transfer are submitted on a Request to Transfer Coursework form. Requests must meet transfer policies specified in the Graduate Academic Policies and Procedures section and must be approved by the Associate Dean of the School of Education. A 12 credit residency requirement must be maintained.

## Masters of Arts in Special Education, Select Emphases

### Option #1

It should be noted that candidates completing option 1 will not have met the requirements for the preliminary education specialist credential.

Candidate must hold a valid Education Specialist Credential or successfully complete the following prerequisite courses.

### Prerequisites

Psych 323	Child Development	
or Psych 324	Adolescence	3
EDUU 510	Introduction to Teaching or a valid teaching credential	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 602	Positive Behavior Supports	3
EDUU 601	Assessment and IEP Development	3
Or EDUU 649-Data-based Decision Making in Special Education or EDUU 655-Individualized Education Plan Development and special Education Law		

### Core Courses (9 credits)

EDUU 519	Teaching Students with Mild/Moderate Disabilities
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or EDUU 560	Teaching Students with Moderate/Severe Disabilities	3
EDUU 600	Research & Evaluation Methods	3
EDUU 661	Collaborative and Cooperative Teaching	3

### **Advanced Electives (24 credits)**

Select from the following. At least 12 credits must come from one Emphasis area. Students may select courses from other emphasis areas or transfer in appropriate courses to meet the 24-unit requirement. Please consult with an advisor to discuss requirements for specific authorizations.

Students admitting into Option 1, must select one emphasis area at Admissions. The remaining advanced electives units must be decided upon with an advisor and communicated to the Teacher Accreditation Department so the units can be added to the student's official program.

### **Emphases:**

1. Content Strategies: EDMU 520, EDMU 521, EDMU 522, EDMU 523, EDSU 530, EDSU 531, EDSU 532, EDSU 533
2. Advanced Methodology: EDUU 687, EDUU 688, EDUU 638 or EDUU 660, EDUU 650, CSPU 639
3. Autism: EDUU 575, EDUU 675, EDUU 676, EDUU 677
4. Early Childhood Special Education: EDUU 651, EDUU 652, EDUU 653, EDUU 654

**Total credits (not including Prerequisites) 33**

### **Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree must successfully complete a digital portfolio of eight signature assignments with reflective essays. These assignments will be chosen with faculty approval. Candidates can submit the portfolio during their last remaining course in their program. A cumulative GPA of 3.00 or better must be maintained for all of the courses completed.

### **Option #2**

Includes Education Specialist, Level II Credential Requirements

### **Prerequisite**

Students must hold a valid Level 1 Preliminary Education Specialist Credential, or Certificate of Eligibility, Mild/Moderate and/or Moderate/Severe, based on 1997 CTC Standards.

This emphasis can lead to the Level II credential for students who obtained a Level Preliminary Credential or Certificate of Eligibility based on 1997 CTC Standards. At Brandman University this would be candidates who were admitted to the Level 1 Preliminary Credential in Summer 2010 or earlier. Preliminary Education Specialist Credential candidates admitted in Fall 2010 or later must complete a CTC approved University Induction program (Clear Education Specialist Credential) or a BTSA induction program approved by CTC to offer the Clear Education Specialist Credential.

Eligible candidates are those with a Level 1 or Certificate of Eligibility, Education Specialist, mild/moderate and/or moderate/severe credential. Admission to the Level II Education Specialist Professional Credential, 1997 CTC Standards Program must occur no later than 120 days following initial employment on the Preliminary (Level I) Credential. Candidates with an Education Specialist, Level I credential have up to five years to complete the Level II Credential Program and file for a Clear Credential. The five-year time limit begins at the time that the Level I Preliminary Credential is issued by the CTC.

Candidates must provide proof of two years of employment as a full-time special education teacher in the disability area (Mild/Moderate or Moderate/Severe) authorized by their level 1 credential area to be eligible to file for the Level II credential. One year of experience under an intern credential in the disability area may be counted.

Both the Professional Induction Plan and Expertise Plan are developed in EDUU 687 (3 credits). This course must be successfully completed before any other Level II courses in the credential program can be taken. In EDUU 688, the capstone course for the program, students must demonstrate that they have successfully met the goals described in the Professional Induction Plan. EDUU 688 may only be taken when all of the other Level II Professional Credential Program courses have been satisfactorily completed.

*The Level II Education Specialist Professional Credential, 1997 CTC Standards is available only to candidates who completed an Education Specialist, Level 1, Mild/Moderate and/or Moderate/Severe Credential Program written to CTC Standards, 1997. The program will be phased out according to CTC timelines. Candidates who would like additional information may contact the Teacher Accreditation Department.*

### **Core Courses (18 credits)**

EDUU 519	Teaching Students with Mild/Moderate Disabilities	3
or EDUU 560	Teaching Students with Moderate/Severe Disabilities	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 600	Research & Evaluation Methods	3
EDUU 601	Assessment and IEP Development	3
EDUU 602	Positive Behavioral Supports	3
EDUU 603	Instructional Supports for Communication, Language, and Literacy	3

### **General Education Electives (6 credits)**

select from the following:

EDUU 512, 526, 527, 528, 534, 535, 536, 563, 564, 565, 570, 605, 606, 607, 608, 609, 619, 620, 622, 623;

EDMU 520, 521, 522, 523

EDSU 530, 531, 532, 533

### **Advanced Electives (15 credits)**

EDUU 687	Professional Induction Planning and Assessment (This course must initially be completed prior to enrolling in any other Level II courses)	3
CSPU 639	Advanced Positive Behavioral Supports	3
EDUU 638	Advanced Assessment & Instructional Strategies For Persons with Mild/Moderate Disabilities	3
<i>and/or</i>		
EDUU 660	Seminar in Instructional Supports for Persons with Moderate/Severe Disabilities	3
EDUU 650	Transitions Across the Life Span	3

EDUU 688	Professional Induction Planning and Assessment	3
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EDUU 688 is waived with a BTSA program from a School District then the following must be taken:

EDUU-661 Collaborative and Cooperative Teaching	3
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**Total Credits (not including prerequisite) 39**

**Demonstration of Mastery**

Candidates for the Master of Arts in Special Education degree must successfully complete a digital portfolio of eight signature assignments with reflective essays. These assignments will be chosen with faculty approval. Candidates can submit the portfolio during their last remaining course in their program. A cumulative GPA of 3.00 or better must be maintained for all of the courses completed.

## MASTER OF ARTS IN SPECIAL EDUCATION - PROFESSIONAL LEARNING COMMUNITY

### Program Learning Outcomes:

- **Ethics:** Demonstrate knowledge of ethical standards of teaching.
- **Culture:** Describe differences in culture of individuals served.
- **Instruction:** Implement evidence based and multifaceted methodologies and strategies teaching and engaging students with exceptionalities.
- **Assessment:** Utilize achievement tests to assess students in a comprehensive manner.
- **Behavior:** Implement social skills instruction to support positive behavior in all students.

This degree seeks to recognize the knowledge and skills provided to teacher credential candidates through individual District/County Office of Education Teacher Credential, Education Specialist programs by accepting appropriate content for course transfer credit. It augments Education Specialist curriculum by offering a sequence of courses that complements the knowledge and skills provided through District/County Office of Education programs. The “cafeteria” approach to identifying electives results in a Master of Arts in Special Education that is customized to meet the needs of specific groups of learners, thereby making the most of every candidate’s educational development by providing quality content where needed and reducing redundancy. The partnership between Brandman University and District/County Office of Education Teacher Credential programs results in a complete curriculum sequence designed to maximize teacher effectiveness and retention.

Candidates seeking a Master of Arts in Special Education – Professional Learning Community must be actively enrolled in a California Commission on Teacher Credentialing (CTC) approved School District or County Office of Education’s Education Specialist program.

For this program, candidates may transfer a maximum of 15 credits from CTC School District or County of Education approved programs. Official record of CTC School District or County of Education coursework will be reviewed and must be approved by the Associate Dean of the School of Education. The 15 credit maximum exceeds the current 12 credit limit for other degree programs.

This degree program is designed for a team of special educators who have created a learning community that

- Shares a common vision;
- Is committed to enhancing their professional practice;
- Collaborates in thinking and learning about professional practice;
- Identifies a set of values that will make the learning experience mutually successful;
- Has agreed upon a community learning plan that facilitates individual learning needs while supporting professional growth of the community; and
- Embraces collegiality as a tool to enhance professional effectiveness to increase student learning.

Candidates for the Master of Arts in Special Education with an emphasis in Professional Learning Community must, as a group, do the following in order to qualify to pursue the emphasis:

- Develop a values statement that addresses the values that will govern the action of the community and their learning. The statement will say, “We believe...., therefore, we will....,”;
- Develop a community goal statement that defines the competencies for the learning community to be mastered by its participants;
- Develop a Professional Learning Community Plan that does the following:
  - Communicates the professional development goal of the community and its members and methods for evaluating goal achievement;
  - Describe a cohesive curriculum, outlining the core courses as well as the elective courses;
  - Develop a timeline for completion of degree program.

**Transfer Credit from Approved Program**

Participation in an approved School District or County Office of Education (COE) Education Specialist program. Maximum of 15 credits.

**Core Course (3 credits)**

EDUU 600	Research and Evaluation Methods	3
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**Electives (12-27 credits)**

Electives must be 500 or 600 level courses selected from graduate courses currently available to Brandman University education graduate students in any program, provided the courses help the Community to reach its learning goals. A minimum of 50% of the course credits (15 credits) must be in special education. In the event that the Community determines it needs to have a new course developed to meet its specific Learning Community goals, the education faculty of Brandman University will work with the group to develop such a course or courses. It is understood that such courses must first be approved by the appropriate faculty/administrator prior to being used in the degree. In addition, the proposed electives along with a rationale for choosing those electives must be submitted to the faculty/administrator for approval as meeting the intent of the Professional Learning Community emphasis.

<b>Total Credits</b>	<b>30</b>
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Candidates must progress through the program as a cohort, completing their coursework and demonstration of mastery at approximately the same time as their peers.

- Each candidate must develop a portfolio that documents his/her personal growth and mastery within the learning community. The portfolio would include artifacts, reflections, collaborative learning, best practices, and documentation of an Area of Expertise pursued as part of the degree.
- Each candidate must create and conduct a presentation reflective of his/her area of expertise.

**Demonstration of Mastery**

The Learning Community will show Demonstration of Mastery by developing a community portfolio that documents its professional growth as a learning community. This includes the Professional Learning Plan, artifacts demonstrating the progress and attainment of goals, and a reflection of the community learning experiences and how this will impact them as special educators.

## MASTER OF ARTS IN TEACHING (MAT)

Applicants entering the Master of Arts in Teaching (MAT) in Elementary Education, Secondary Education, Special Education or Combined Special Education and General Education programs must meet all of the requirements listed above for the appropriate credential programs. In addition, applicants must possess a grade point average (GPA) of 3.0 in the last 30 graded semester credits (45 quarter units) completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. Candidates in the MAT program are governed by both graduate degrees and credential policies, with credential policies superseding graduate policies.

### Admissions Requirements

Applicants using the Brandman University Admissions Option Two must possess a GPA between 2.75 and 2.99 in the last 30 graded semester credits (45 quarter units) in either a baccalaureate or post baccalaureate program, including credits earned toward another credential, to be admitted to the graduate MAT degree program and must have a passing score on one of the examinations noted below:

- a. Graduate Record Examination (GRE): any two of the three GRE scores (Verbal, Quantitative or Analytical Writing) may be used to meet graduate admissions standards for the MAT. The minimum acceptable score for the Verbal and Quantitative sections is 450. The minimum acceptable score for the Analytic Writing is 4.5.
- b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
- c. Subject Matter Competency Examination: earn passing score on all subsets of the appropriate content area CSET. Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level Science where only subtests I and II are required.

Applicants electing to use Option Four for admission to the MAT program with a GPA lower than 2.5 must also fulfill all exceptional admit criteria (see credential criteria).

### Transfer of Coursework

A total of six graduate level semester credits is the maximum allowed to transfer into the MAT Degree Program. No advanced core courses may be transferred into the degree program. For all MAT programs undergraduate units may be used to meet course content requirements but will not meet unit requirements.

NOTE: If you are currently enrolled in a credential stand alone program and would like to in the M.A.T. program, you will need to fill out a new application and the Change of Academic Level form. In order for you to be approved to move into the M.A.T. you must meet all the Admission requirements for the M.A.T. and have no less than 24 remaining units in the proposed M.A.T. program to be admitted.

### Scholarship

Candidates in all Education credential programs, whether stand alone or embedded within a graduate degree, are expected to maintain "A" and "B" grades, a grade of "C+" or lower is considered unacceptable and the course must be repeated. Candidates who receive a C+ or below in more than one course will be recommended for dismissal. In order for candidates to qualify for directed teaching, the candidate needs to have completed all credential coursework with the exception of one class, maintaining a 3.0 GPA.

### Academic Probation

A candidate will be placed on academic probation if he/she receives a C+ or lower in coursework applicable to the credential, excluding prerequisite courses. A candidate who receives a C+ or lower will have one opportunity to retake the class in the next term the course is available and must receive a grade of B- or above and will need to meet with an academic advisor to revise their educational plan. A candidate who does not receive a B- or above on the second attempt may be dismissed from the program.



**Candidate Dismissal**

Candidates who do not maintain “A” and “B” grades in all coursework applicable to the credential, excluding prerequisite courses, will be recommended for dismissal if they receive a grade of C+ or below in more than one course. The campus education team makes recommendations for dismissal to the Dean of the School of Education. Once a candidate has been recommended for dismissal, the procedures for dismissal outlined under “Graduate Academic Policies and Procedures” will be followed.

**STUDENT TEACHING – Multiple Subject, Single Subject or Education Specialist**

Applications for Student Teaching must be filed with the fieldwork coordinator during the first week of the session preceding the session in which a student plans to begin student teaching (or by the deadline established at the campus of residence). Subject matter competency must be met prior to enrolling in Student Teaching.

Candidate performance in Supported and/or Directed Teaching will be reflected with a grade of Pass or No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the required Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program

**Supported Teaching**

A Multiple or Single Subject candidate who is hired as a full-time teacher by a public school district (or WASC accredited private school) on a short-term permit or internship credential prior to completion of all credential coursework must prove subject matter competency and immediately enroll in Supported Teaching (EDMU 580, EDSU 590). A Brandman University field supervisor will provide supervision and support on a regular and frequent basis. The credential candidate must take coursework while enrolled in Supported Teaching.

Multiple or Single Subject candidates who are teaching on a short-term permit or internship credential may register for the remaining 6 credits of Directed Teaching (EDMU 583 or EDSU 593) after completing all but the capstone course, completing a formal application for Directed Teaching, and providing proof of meeting subject matter competency requirements.

Education Specialist Credential candidates who are teaching on an Internship Credential must register for 3 credits of Supported Teaching during the first session that they are actively involved in classroom teaching.

**Directed Teaching**

1. Directed Teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different grade levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting. For special education only credentials, the candidate has only one session of full-day directed teaching assignment that meets the multicultural criteria.
2. Directed Teaching placements must be completed in public schools.
3. The fieldwork coordinator, not the student, at each location will make the Directed Teaching placements.
4. University personnel will supervise all student teachers.
5. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools.

Under certain conditions a candidate may petition to waive one session of Directed Teaching (a maximum of 3 credits for EDMU 582 or EDSU 592). Documented evidence must be provided that the candidate has completed one full year (175 days) of satisfactory teaching as a contracted full-time teacher prior to the commencement of Directed Teaching at Brandman University. This teaching experience must have been at an

appropriate grade level and Single Subject candidates must have taught in the appropriate subject area. Experience under an Internship Credential, substitute teaching, work as a paraprofessional, and/or various specialist-type teaching experiences DO NOT qualify for a waiver. An exception may be made in a situation in which a district hires a full-time permanent substitute assigned to a single classroom for a full year and the candidate is evaluated by the same procedures as a contract teacher. This permanent substitute assignment must have been completed prior to the commencement of Directed Teaching at Brandman University. Experience under an Internship Credential cannot be used to waive student teaching units.

### **California Teaching Performance Assessment (CalTPA)**

In order to meet 2042 program assessment standards, a final assessment of teaching performance is required for Multiple and Single Subject candidates. Candidates must submit all four tasks and achieve a minimum cumulative score of 12 with no task scoring lower than a 3, prior to their exit interview and in order to file for a credential.

### **Portfolio and Exit Interview**

After successfully completing Directed Teaching, candidates submit a portfolio demonstrating their competency based on the CTC's Teaching Performance Expectations (TPE's). An exit interview is conducted to determine that the CTC's Teaching Performance Expectations have been met.

Upon successfully completing all the exams, the CalTPA, the portfolio and the exit interview, the candidate may apply to the Teacher Accreditation Department in the School of Education for Brandman University for his/her earned credential and will be recommended to the CTC for the credential.

### **Demonstration of Mastery**

All Master of Arts in Teaching degree candidates must demonstrate mastery for the degree by completing an Action Research Proposal (ARP). The ARP is designed and begun in EDUU 610 and completed in EDUU 611. Candidates must have a cumulative GPA of 3.0 or better for all of the courses completed prior to starting the Action Research Proposal. Candidates must complete the Action Research Proposal, write a paper based on that research proposal and make a presentation to a group of educators to demonstrate mastery. Detailed requirements and guidelines for the ARP are presented in the MAT Handbook that can be obtained from a program academic advisor or from the course instructor.

## **Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential**

### **Program Learning Outcomes:**

- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Instruction:** Design differentiated instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings.
- **Action Research:** Create an action research proposal that seeks to solve a personal educational dilemma.

## Required Coursework

Please note that the required Prerequisites for the credential are completed outside of the degree program.

### Prerequisites (12 credits)

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health and Safety	2
EDUU 414/514	Physical Education for Elementary Teachers	1
EDUU 451/551*	Educational Application of Computers, Level One	3
PSYU 323	Child Development	3

### Introductory Block (10 credits)

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 542	Evaluating Teaching Performance Expectations	1

### Content Area Block (12 credits)

EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Science and Visual/Performing Arts in K-8 Classrooms	3

### Capstone Course (3 credits)

EDUU 540	Wisdom Through Practice 3	
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### Directed Fieldwork (9 credits from the following)

EDMU 580**	Supported Teaching	3
EDMU 582**	Directed Teaching I	3
EDMU 583**	Directed Teaching II	3-6

### Advanced Core Courses (15 credits)

EDUU 600***	Research and Evaluation	3
EDUU 606	Seminar in Learning Theory	3
EDUU 609	Seminar in Curriculum Studies & Assessment	3
EDUU 610	Teacher as Scholarly Practitioner	3
EDUU 611	Action Research Development	3

### Total Credits (not including Prerequisites)

**40-49**

If student teaching is waived because candidates are completing the MAT program under the Early Completer option or the SB-57 Option student teaching credits and EDUU 542 credits are not required to be replaced in the degree.

\* A waiver of the technology requirement may be granted upon successful completion of both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

\*\* Subject matter competency must be met prior to enrollment in the required fieldwork component for the credential.

\*\*\* EDUU 600 must be taken prior to EDUU 610.

## Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential

### Program Learning Outcomes:

- **Community Awareness:** Examine classroom, school and the community contexts in preparation for making instructional decisions.
- **Positive Learning Environment:** Investigate classroom management techniques that support student learning.
- **Instruction:** Design differentiated instruction based on the needs of students.
- **Assessment:** Utilize a variety of assessment data to inform instruction.
- **Problem Solving:** Analyze problems of practice and develop relevant solutions.
- **Clinical Practice:** Apply subject matter pedagogical skills in authentic settings.
- **Action Research:** Design an action research proposal that seeks to solve a personal educational dilemma.

### Required Coursework

Please note that the required Prerequisites and fieldwork component for the credential are completed outside of the degree program.

#### Prerequisites (11 credits)

EDUU 395	Education Field Experience	3
EDUU 413/513	Student Health and Safety	2
EDUU 451/551*	Educational Application of Computers, Level One	3
PSYU 324	Adolescence	3

#### Introductory Block (10 credits)

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 542	Evaluating Teaching Performance Expectations	1

#### Content Block (12 credits)

EDSU 530	Theories, Methods and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
EDSU 532	Effective Literacy for Single Subject Candidates	3
EDSU 533	Content Specific Strategies for Single Subjects (Series)	3

#### Capstone Courses (3 credits)

EDUU 540	Wisdom Through Practice	3
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#### Directed Fieldwork (9 credits from the following)

EDSU 590**	Supported Teaching	3
EDSU 592**	Directed Teaching I	3
EDSU 593**	Directed Teaching II	3-6

#### Advanced Core Courses (15 credits)

EDUU 600 ***	Research and Evaluation	3
EDUU 606	Seminar in Learning Theory	3
EDUU 609	Seminar in Curriculum Studies & Assessment	3
EDUU 610	Teacher as Scholarly Practitioner	3
EDUU 611	Action Research Development	3

Total Credits (not including Prerequisites)

40-49

If student teaching is waived because candidates are completing the MAT program under the Early Completer option or the SB-57 Option student teaching credits and EDUU 542 credits are not required to be replaced in the degree.

\* A waiver of the technology requirement may be granted upon successful completion both subtests of the CSET Preliminary Educational Technology Exam, documentation of completion of regular education computers in education coursework from an accredited college or university, or submission of an electronic portfolio (under certain conditions).

\*\* Subject matter competency must be met prior to enrollment in the required fieldwork component for the credential.

\*\*\* EDUU 600 must be taken prior to EDUU 610.

## **Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s)**

### **Program Learning Outcomes:**

- **Ethics:** Demonstrate knowledge of ethical standards of teaching.
- **Culture:** Describe differences in culture of individuals served.
- **Instruction:** Implement evidence based and multifaceted methodologies and strategies teaching and engaging students with exceptionalities.
- **Assessment:** Utilize achievement tests to assess students in a comprehensive manner.
- **Behavior:** Implement social skills instruction to support positive behavior in all students.

### **Prerequisites (11 credits)**

EDUU 395	Education Field Experience	3
PSYU 323	Child Development	3
EDUU 413/513	Student Health and Safety	2
EDUU 551	Educational Application of Computers I	3

### **Core Courses (24 credits)**

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration for Inclusive Schooling	3
EDUU 512	The Art and Craft of Teaching	3
EDUU 649	Data-Based Decision Making in Special Education	3
EDUU 602	Positive Behavior Supports	3
EDUU 603	Instructional Supports for Communication, Language, and Literacy	3
EDUU 655	IEP Development and Special Education Law	3
EDMU 520	Literacy and Language in K-8 Classrooms I	3

### **Literacy Content (3 credits)**

EDMU 521 or	Literacy and Language in K-8 Classrooms I	3
EDSU 532	Effective Literacy for Single Subject Candidates	3

### **Emphasis Course (3-6 credits)**

EDUU 519 and/or	Teaching Students with Mild/Moderate Disabilities	3
EDUU 560	Teaching Students with Moderate/Severe Disabilities	3

English Learner requirements must be met in one of the following ways: (0-12 credits)

1. Passing score on the CTEL examination.
2. Hold a current CLAD/BCLAD.
3. Hold a 1059 or 2042 Multiple of Single Subject(s) Credential
4. Successfully complete the following courses in addition to EDMU 520 and EDMU 521.

EDMU 522	Mathematics and Science in K-8 Classrooms	3
EDMU 523	History, Social Studies, and Visual/Performing Arts in K-8 Classrooms	3

5. Successfully complete the following courses in addition to EDMU 520 and EDSU 532.

EDSU 530	Theories, Methods, and Materials for Teaching English Language Learners	3
EDSU 531	Secondary Instructional Strategies for Language/ Culturally Diverse Classroom	3
EDSU 533	Content Specific Strategies for Single Subjects	3

6. Successfully complete the CTEL stand-alone coursework.

EDUU 570	Voice, Diversity, Equity, and Social Justice	3
EDUU 526	Theories of Language Development	3
EDUU 527	Language Development: A Teaching and Learning Process	3
EDUU 528	Content-based Instruction for Linguistic Minority Students, Sheltered Academics	3

#### **Student Teaching (3–12 credits)**

EDTU 590	Supported Teaching, Mild/Moderate	3
EDTU 591	Supported Teaching, Moderate/Severe	3
EDTU 592	Directed Teaching, Mild/Moderate	3
EDTU 593	Directed Teaching, Moderate Severe	3

#### **Advanced Core Courses (15 credits)**

EDUU 600	Research and Evaluation Methods	3
EDUU 606	Seminar in Learning	3
EDUU 609	Seminar in Curriculum Studies	3
EDUU 610	Teacher as Scholarly Practitioner	3
EDUU 611	Action Research Development	3

Note: Traditional candidates will take a minimum of 2 sessions of student teaching. Candidates with internship credentials must take 3 credits of Supported Teaching and 3 credits of Directed Teaching in the respective credential area. Candidates who hold a valid multiple or single subjects credential may waive 3 units of student teaching.

Candidates seeking both a Mild/Moderate and Moderate/Severe Credential will be required to complete at least 2 sessions of Directed Teaching. Candidates who have no more than 12 credits of coursework and student teaching remaining when an Internship is initially obtained should meet with their faculty advisor to determine the extent to which further Supported Teaching will be needed to ensure candidate success.

Interns may not waive Supported or Directed Teaching units. However, traditional candidates may waive 3 units of Directed Teaching based on at least 1 year of documented full-time teaching experience in the credential area being sought.

## SCHOOL OF NURSING AND HEALTH PROFESSIONS

### Faculty:

Renee McLeod PhD, APRN, CPNP, Dean, Nursing and Health Professions

Mary Z. Mays, PhD., Associate Dean of Nursing and Health Professions

Judith Connell, Dr.PH., Director, Master of Health Administration Program

Tyke Hanisch, DNP, APRN, FNP-C, Director, RN to BSN Program

Vanessa Kalis, DNP (c), ACNP-BC, Director, Adult-Geriatric Acute Care NP Program

Teresa Kiresuk, DNP, GNP-BC, ANP-BC-Director, Adult-Geriatric Primary Care NP Program

Mary Mackenburg-Mohn, PhD, APRN, CPNP-AC, PC-Director, Pediatric Acute Care NP Program

Kathleen McCoy, DNSc, APN, PMHNP-BC/CNS-BC, FNP-BC, Director, Family Psychiatric and Mental Health NP Program

Joan Newby, DNP, NNP-BC, Director, Neonatal Nurse Practitioner Program

Heather Ross, DNP, ANP-BC, FHRs, Director, Post Master to DNP Program

### Undergraduate Degree Programs

Bachelor of Science in Nursing

### Graduate Degree Programs

Master of Health Administration (MHA)

Master of Science in Health Risk and Crisis Communication

### Doctorate Degree Programs

Doctor of Nursing Practice (DNP) Degree in Nursing

### Undergraduate Certificates

Nutrition and Wellness Certificate

Maharishi Ayur Vedic Medicine: Mother-Baby Health Care Certificate

### Graduate Certificates

Graduate Certificate: Health Administration

Graduate Certificate: Health Risk and Crisis Communication

### Doctoral Certificates

Adult Geriatric Acute Care Nurse Practitioner Post Doctoral Certificate

Adult Primary Care Nurse Practitioner Post Doctoral Certificate

Family Psychiatric & Mental Health Nurse Practitioner Post Doctoral Certificate

Geriatric Primary Care Nurse Practitioner Post Doctoral Certificate

Neonatal Nurse Practitioner Post Doctoral Certificate

Pediatric Nurse Practitioner, Acute Care Post Doctoral Certificate

*Certificates are offered through Extended Education. Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid. For more information, see Extended Education section of the catalog.*

## BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science Degree in Nursing (BSN) is designed for the registered nurse with an Associate Degree in Nursing who is ready to change the way they deliver care to patients. This degree builds on nursing practice skills and experience integrating new and innovative methods to advance health care. Emphasis is placed on the professional nursing role including patient-centered care, use of technology, improving outcomes, innovative leadership while using evidence as a foundation for integrating practice.

**Mission:** To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing health care system.

### Program Learning Outcomes:

The Bachelor of Science Degree in Nursing provides a curriculum that links theory and practice to promote nine program learning outcomes:

- **Liberal Education:** Integrate knowledge, skills, and values from the arts and sciences into nursing practice.
- **Leadership:** Incorporate managerial and leadership principles to achieve desired healthcare outcomes.
- **Scholarship:** Implement evidence-based thinking into practice.
- **Information and Patient Care Technology:** Utilize information and patient care technology in practice.
- **Healthcare Policy, Finance, and Regulatory:** Demonstrate responsibility and accountability as a manager of care.
- **Interprofessional Communication:** Engage in effective interprofessional, personal and collaborative communication.
- **Clinical Prevention and Population Health:** Provide population focused nursing care with emphasis on health promotion and disease prevention across health care settings.
- **Professionalism and Professional Values:** Demonstrate core professional values and practices within an ethical and legal framework.
- **Baccalaureate Generalist Nursing Practice:** Incorporate knowledge, skills, and attitudes essential to clinical reasoning.

### Course Delivery

The Bachelor of Science Degree in Nursing is designed for the working Registered Nurse with an Associate Degree in Nursing. Students take 6 credits per 8-week term and complete the Nursing courses in 1 year.

The School of Nursing and Health Professions programs blend three instructional strategies to produce an engaged learning curriculum. The first strategy is immersion: our programs include face to face meetings conducted at the Irvine campus in 3 to 4 day sessions. Immersion sessions are conducted 2 times during the program, once at the beginning and once at the end of the program. During these immersion sessions, students may receive orientation instruction; work as teams with peers and mentors; participate in demonstrations, exercises, assessments or evaluations; complete hands-on skills training in a simulation center using standardized patients, manikins, or three-dimensional gaming. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions. The second is practical experience: our programs include internships or supervised clinical practice residencies conducted in the workplace. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework.

Admission to the Program: Admission into the Associate Degree to BSN is twice a year in August (Fall 1) and January (Winter Session).

### Entry Options

There are two entry options for this degree program. **The first entry option** is for the nursing student or registered nurse who wants to apply to the RN to BSN option but has not completed all of the Prerequisites with an earned minimum grade of B in each course. This option is the pre-BSN option, and allows students to complete one or more of the prerequisite courses at Brandman and apply for financial aid. Students admitted



to this option will not need to reapply to the RN to BSN and will be moved into the next available cohort upon completion of the prerequisite courses and submission of an “activation of the degree” form.

**The second entry option** is for the nurse with an Associate Degree in Nursing who is a registered nurse (or scheduled to take the NCLEX exam) and has completed all of the requirements for direct admission into the core nursing courses.

## Application Option Deadlines

### Entry Option #1:

Application may be made for the Pre-BSN option every term on a rolling admission basis. Prerequisite courses may be started immediately. During the term when the last prerequisite course is taken, the student may submit the “activation of the degree” form to be admitted into the next available cohort and meet with their advisor to develop their education plan.

### Entry Option #2: BSN

- Priority application deadline for Fall 1, 2011 admission is May 14, 2011.
- Final application deadline for Fall 1, 2011 admission is August 1, 2011.
- Priority application deadline for the Winter, 2012 admission is October 30, 2011.
- Final application deadline for Winter, 2012 admission is December 1, 2011.

## Admission Requirements:

1. Complete a School of Nursing and Health Professions RN to BSN application available online at [www.brandman.edu/nursing](http://www.brandman.edu/nursing).
2. Students must have an Associate Degree in Nursing from a regionally accredited Institution with a minimum cumulative GPA of 2.0, or have an Associate Degree or Bachelors Degree from a regionally accredited institution and an Associate Degree in Nursing from a CCNE or NLN accredited program with a minimum cumulative GPA of 2.0.
3. Official transcripts from ALL colleges and universities attended. Only credits from accredited institutions will be accepted in transfer. Failure to report any previous academic work at another college or university is considered a violation of academic integrity.
4. Complete all five prerequisite foundation courses with an earned minimum grade of B in each course. The prerequisite foundation courses \*\* are:
  - ENGU 104 Writing about Literature or equivalent (3 credits)
  - CHMU 101 Chemistry with a lab or equivalent (4 credits)
  - MATU 203 Introduction to Statistics or equivalent (3 credits)
  - PSYU 320 Human Growth and Development Across the Lifespan or equivalent (3 credits)
  - Humanities (SPNU 100 Culture and Language for Health Care Professionals, Foreign Language or Sign Language preferred) (3 credits)
5. Self-evaluation and goal statement.
6. Three recommendations.
7. Unencumbered California Registered Nurse (RN) license (may be temporary license), or date for NCLEX scheduled before nursing classes start. NCLEX must be passed for enrollment in nursing classes with application for license pending.
8. Unencumbered Registered Nurse (RN) license in the state where you plan to do your clinical experiences or date for NCLEX scheduled before classes start. NCLEX must be passed for enrollment with application for license pending.

### Needed by first immersion:

1. Proof of a negative TB Skin Test current at the time of immersion.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of Tetanus/Diphtheria (Td or DTap) immunization within the past 10 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background Clearance.
7. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
8. Proof of negative drug screen.
9. Proof of annual influenza immunization.
10. Additional laboratory tests, immunizations, and/or documentation may be required for clinical experiences.

## Transfer Credit

Brandman University awards a maximum of 72 semester credits in block transfer for successful completion of an Associate Degree in Nursing from an accredited institution. Additional transfer credits will be granted per Brandman University Transfer Credit Policy.

## Specific Requirements for the Bachelor of Science Degree in Nursing: (120 credit hours)

In addition to the general education requirements as described below, the Bachelor of Science Degree in Nursing consists of three components. The first component consists of foundation courses as listed in the admissions requirements. The second component consists of 36 credits of upper division nursing core requirements. The third component consists of possible elective credits to satisfy the 120 undergraduate credits for the degree.

Requirements for general education and foundation courses will be evaluated on a course by course basis in the block transfer of credits to be applied to the degree.

All courses taken in the Nursing Major (36 credits) must be passed with a grade of “C” or higher.

## General Education Requirements for the Bachelor of Science Degree in Nursing:

Note – General Education Requirement credits may be embedded in block transfer.

Students in the BSN degree program must meet the minimum 42 general education credits. Credits are satisfied with the following:

### Basic Skills (12 credits)

Writing & Critical Thinking Skills:	6
ENGU 103 and ENGU 104	

Oral Expression or Critical Thinking:	3
Communication or a college level course in critical thinking	

Quantitative Skills:	3
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MATU 104 or higher or any statistics course

Using Technology:  
(Embedded throughout the curriculum)

### Breadth Requirements (30 credits)

Humanities:	9
Natural Science:	12
Social Sciences:	9

<b>Total General Education Credit Requirements</b>	<b>42</b>
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### Foundation Courses (16 credits). These credits may be embedded in block transfer

ENGU 104 Writing about Literature or equivalent	3
CHMU 101 Chemistry with a lab	4
MATU 203 Introduction to Statistics or equivalent	3
PSYU 320 Human Growth and Development Across the Lifespan	3
Humanities (SPNU 100 Culture and Language for Health Care Professionals, Foreign Language or Sign Language preferred)	3
<b>Total</b>	<b>16</b>

**Nursing Major Courses (36 credits)**

*NURU 400	Transitions to Inquiry Based Practice: Baccalaureate Generalist Nursing Practice	3
*NURU 401	Nursing's Public Image and Professional Issues	3
NURU 402	Evidence-based Thinking for Scholarship and Practice I	2
NURU 403	Managing Health Care Reform	2
NURU 404	Health Care Communication and Collaboration	2
NURU 405	Evidence-based Thinking for Scholarship and Practice II	3
NURU 406	Improving Patient Health Care Outcomes: Quality Care and Patient Safety	3
NURU 407	Cultural and Spiritual Diversity in Health and Nursing	3
NURU 408	Information, Patient Care, and Decision-Support System Technology	3
NURU 409	Understanding Health Issues and Health Delivery in the Community Setting	3
NURU 410	Internship in the Community Setting (Practicum: 96 Intern hours or 12 days)	3
*NURU 411	Transformational Leadership and Management in Nursing	3
*NURU 412	Internship in Transformational Leadership and Management in Nursing (Practicum: 80 Intern hours or 10 days in clinical)	3

**Total Nursing Major Core Credits** **36**

**Additional Credits** **84**

**Block Transfer (68-72 credit hours)**

**\*\*Foundation Credits/Electives (16 credit hours)**

**Total Credit Hours for the Degree** **120**

**\* Students in these courses are required to attend a face to face immersion.**

**\*\*Electives: If foundation courses are embedded in block transfer, students will need additional elective credits to satisfy the degree requirements of 120 hours.**

## MASTER OF HEALTH ADMINISTRATION (MHA)

*Preparing Leaders and Managers for Tomorrow's Health Care Industry*

The Master of Health Administration (MHA) is recommended for individuals who want to establish and strengthen their future in the health services industry. The program is designed for mid-career professionals whose responsibilities have expanded into management areas, as well as for recent college graduates planning to pursue a career in health care. The MHA degree program provides a solid core of current, relevant health services administration courses. The program is grounded on best practices research and feedback from alumni and practitioners in the field. The knowledge and skills needed to excel as a leader and manager in today's health administration workplace are the cornerstones of the Program Learning Outcomes for the MHA degree program.

**Mission:** To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever-changing health care system.

### Program Learning Outcomes:

The curriculum is designed to integrate theory and practice, combining both technical and communication skills and abilities to effectively lead and manage integrated health services delivery systems. The MHA Program Learning Outcomes are:

- **Administration:** Apply health administration strategies, principles and policies to health care situations.
- **Economics:** Evaluate the impact of economics on health services administration.
- **Finance:** Integrate the principles of health care management finance.
- **Communication/Informatics:** Evaluate communication and informatics applications in the health care industry.
- **Legal/Ethical:** Apply ethical decision-making frameworks and legal principles to health care issues.
- **Quality Management:** Integrate quality management strategies to improve outcomes at health care organizations.
- **Application:** Create and disseminate comprehensive health systems administration portfolio.
- **Planning:** Design a strategic plan for a health care organization.

### Career Opportunities

The MHA degree is appropriate for individuals who are working in the health care industry or health-related fields and for those who are considering career changes. While the emphasis of the program is on developing leaders who can manage in a variety of health care settings, graduates may also secure positions in related areas such as consulting, insurance, education, and government.

### Course Delivery

The MHA program is designed for the working adult. The program is structured to be completed in 2 years of part-time study with students taking 1 course per 8-week session.

The MHA program blends two instructional strategies to produce an engaged learning curriculum. The first strategy is immersion; our programs include face to face meetings conducted at the Irvine campus in 3 to 4 day sessions. MHA students attend two immersion sessions, at the beginning and end of their program. During these immersion sessions, students receive orientation instruction, work as teams with peers and mentors, participate in demonstrations, exercises, assessments or evaluations; or present their work on capstone projects to peers, faculty, and community members. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions. The second strategy is self-directed study; all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework.

**Admission to the Program**

Admission into the MHA is twice a year in August (Fall 1) and January (Winter).

**Application Deadline:**

- Priority application deadline for Fall 1, 2011 admission is May 14, 2011.
- Final application deadline for Fall 1, 2011 admission is August 1, 2011.
- Priority application deadline for Winter, 2012 admission is October 30, 2011.
- Final application deadline for Winter, 2012 admission is December 1, 2011.

**Admission to the program may be achieved by the completion of each of the following requirements:**

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog (see the Graduate Admissions section).
2. If the student uses Option Two of the Brandman graduate admission requirements, submit passing scores from one of the following standard admission tests:
  - a. Graduate Record Examination (GRE): Achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.
  - b. Graduate Management Admissions Test (GMAT): Fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .
  - c. Miller Analogies Test (MAT): Achieve a minimum scaled score of 400.
3. Students choosing to apply for admission under Option Four will submit a portfolio of evidence that shows adequate preparation for graduate study in lieu of scores on the GRE, GMAT, or MAT. Specific criteria for Option Four are discussed in the Graduate Admission section of this catalog.
4. Complete a School of Nursing & Health Professions application package including references and self evaluation.

The MHA program does not require specific prior course work. In fact, students come from a variety of professional backgrounds including medicine, nursing, dentistry, public health, laboratory sciences, insurance and many others. Enrolling students should have some basic knowledge of elementary accounting, college algebra, statistics and microeconomics. Applicants without this knowledge should consider enrolling in appropriate college courses or self-study programs.

**Transfer of Coursework**

A maximum of 9 semester credits may be transferred into the MHA degree program (see Academic Policies and Procedures section of the Brandman University catalog).

In addition to university policies concerning transfer of coursework, the health administration program will accept transfer of military coursework that meet the following requirements:

1. Course requested for transfer must include an official transcript or copy of ACE evaluation, which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Military coursework will be accepted in transfer as fulfilling elective requirements only.

**Specific Requirements for the MHA Degree**

Thirty-six semester credits in health administration and related courses must be completed. HAUU 601 Health Care Policy, Organization, and Delivery is a prerequisite for all other MHA courses.

**Required Core Courses (27 credits):**

HAUU 601	Health Care Policy, Organization, and Delivery	3
	Innovations in Technology and Information	3
HAUU 602	Access	3
HAUU 621	Innovations in Health Care Administration	3
HAUU 631	Health Care Finance	3
HAUU 641	Law, Ethics, and Health Services	3
HAUU 645	Health Care Economics	3
HAUU 651	Quality Management in Health Care	3
HAUU 658	Strategic Planning for Health Services	3
HAUU 696	Health Administration Capstone	3

**Elective Courses (9 credits):**

Nine credits from 500/600/700-level courses in various disciplines including: health administration, human resource management, organizational leadership, health risk and crisis communication, nursing and/or business administration courses.

**Total Credits****36****Health Administration Portfolio**

Successful completion of a comprehensive portfolio showing evidence of mastery of all course objectives for each of the MHA core classes is required. Portfolio development begins upon enrollment in the first core class and continues as additional core courses are taken throughout the program of study.

MHA student advisement begins with an explanation of portfolio development strategies and best practices. During the program of study, student advisement focuses on the relationship of all core course objectives to each other and to the overall MHA Program Learning Outcomes. In the capstone course, advisement centers on the application of knowledge and skills documented in the portfolio as students create a strategic plan or an innovations project for a health care organization.

Upon graduation, the completed portfolio becomes a powerful reference guide to assist students in their work as health care professionals

## MASTER OF SCIENCE IN HEALTH RISK AND CRISIS COMMUNICATION

The Master of Science in Health Risk and Crisis Communication is designed for students who desire to become trained strategic communicators in health risk and crisis environments covering the spectrum from prevention to response. The curriculum is aimed at communications that change health behaviors, reduce disparities, and limit exposure and liability.

The program will prepare students for leadership roles in health and related fields, such as health care, pharmacy, nutrition and wellness, government and public policy. Focus areas within the program include consumer-provider interaction, media outlets, health campaigns, international perspectives, mental health, gerontology, oncology, and public health.

The Master of Science in Health Risk and Crisis Communication is a unique, fully online interdisciplinary course of study featuring 21st century technology and embracing globalized education. Simply stated, the program is designed for students interested in making a difference in society, in their organizations, and in their careers.

Master of Science in Health Risk and Crisis Communication degree consists of 30 credits of coursework.

**Mission:** To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever-changing health care system.

### Program Learning Outcomes:

The Master of Science in Health Risk and Crisis Communication program provides a curriculum that links theory and practice to promote six program learning outcomes:

- **Public Communication:** Describe factors that contribute to effective public health communication, with specific emphasis on risk and emergency contexts.
- **Cultural Strategies:** Identify culturally appropriate health communication strategies for interpersonal relationships within public health.
- **New Technologies:** Explain the efficacy of new technologies in risk and crisis contexts as a means of successful health communication.
- **Analysis:** Demonstrate critical analytical skills by evaluating various positions and solutions in the implementations of health risk and crisis communication.
- **Campaign Design:** Develop and evaluate effective health communication campaigns that communicate with the public from multiple perspectives.
- **Application:** Design an independent and innovative communication project that demonstrates a critical awareness of issues specific to health, risk and crisis communication.

### Course Delivery

Courses are taken in a full time or part-time format, one or two courses each eight-week term. The courses are delivered online using a combination of synchronous and asynchronous formats where students attend real-time instruction via web conference, phone conference, or live chat sessions in addition to online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework. Students conduct a community-based service project that combines fieldwork with participatory process in the health risk and/or crisis communication area of their choice.

### Admission to the Program

Admission into the Master of Science in Health Risk and Crisis Communication is twice a year in August (Fall 1) and May (Winter).

### Application Deadline:

- Priority application deadline for Fall 1, 2011 admission is May 14, 2011.
- Final application deadline for Fall 1, 2011 admission is August 1, 2011
- Priority application deadline for Winter 2012 admission is October 30, 2011
- Final application deadline for Winter 2012 admission is December 1, 2011

Admission to the program may be achieved by the completion of each of the following requirements:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in the catalog. (See the Graduate Admissions section.)



2. If the student uses Option Two of the Brandman graduate admission requirements, submit passing scores from one of the following standard admission tests:  
 Graduate Record Examination (GRE): Achieve the required minimum scores on two out of three of the subsections of the GRE or score at or above the 60th percentile on any one of the Graduate Subject Tests. (Minimum score for quantitative or verbal sections is 450. Minimum score for analytic writing is 4.5.)  
 Graduate Management Admissions Test (GMAT): fulfill the formula  $GMAT + (GPA \times 200) > 1000$ .  
 Miller Analogies Test (MAT): achieve a minimum scaled score of 400.
3. Students choosing to apply for admission under Option Four will submit a portfolio of evidence that shows adequate preparation for graduate study in lieu of scores on the GRE, GMAT, or MAT. Specific criteria for Option Four is discussed in the Graduate Admission section of this catalog.
4. Complete a School of Nursing & Health Professions application package including references and self evaluation.

### **Transfer of Credit Policy:**

A maximum of six semester credits may be accepted in transfer toward the Master's in Health Risk and Crisis Communication (See Graduate Academic Policies and Procedures section in the catalog.)

In addition to university policies concerning transfer of coursework, Brandman University will award 12 elective credits toward the MS in HRCC upon receipt of appropriate official documentation of successful completion of the University of California, Irvine Extension Project Management Certificate provided that all certificate courses were completed with a grade of "B" or better.

### **Course of Study**

Candidates for the Master of Science in Health Risk and Crisis Communication must successfully complete 30 credits of graduate course work. HRCCU 651 Health Communication must be taken as the first course in the degree or certificate.

### **Master of Science in Health Risk and Crisis Communication**

#### **Required Courses (21 credits)**

HRCCU 651	Health Communication	3
HRCCU 661	Health Risk and Crisis Communication	3
HRCCU 671	Health Communication Campaigns	3
HRCCU 681	Computer Mediated Communication	3
HRCCU 691	Health Literacy	3
HRCCU 697	Community-Based Service Project	3
HRCCU 698	Community-Based Health Service Capstone	3

#### **Elective Course Options (9 credits. Choose three courses from below.)**

HAUU 601	Healthcare Policy, Organization, and Delivery	3
HAUU 602	Innovations in Technology and Information Access	3
HAUU 641	Law, Ethics, and Health Services	3
HAUU 651	Quality Management in Healthcare	3
HRCCU 677	Nutrition and Wellness Campaigns	3
<b>Total Credits</b>		<b>30</b>

## DOCTOR OF NURSING PRACTICE (DNP) DEGREE IN NURSING

The Doctor of Nursing Practice (DNP) Degree is designed for the registered nurse or advanced practice nurse who is ready to take a leadership role in the professional clinical practice of nursing. This degree builds on the nursing practice skills and experience that each student possesses. These skills will be integrated with new and innovative ways to advance the health care system. An innovative, technology-enriched, educational approach will be used to create advanced practice clinical nursing experts who base decisions on the best evidence available to provide patient-centered, culturally appropriate care. Emphasis will be placed on the use of technology, improving outcomes, innovative leadership, and using evidence as a foundation for practice.

**Mission:** To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing health care system.

**Mission:** To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing health care system.

### Program Learning Outcomes:

The Doctor of Nursing Practice program provides a curriculum that links theory and practice to promote eight program learning outcomes:

- **Scientific Underpinnings for Practice:** Integrate nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing and new approaches to care delivery.
- **Organizational and Systems Leadership:** Create environments that support quality improvement across systems.
- **Clinical Scholarship:** Create and disseminate innovations in evidence-based practice.
- **Information Systems and Patient Care Technology:** Evaluate emerging technologies for their utility in advanced nursing practice.
- **Health Care Policy:** Evaluate health policy and advocate for patients and the discipline.
- **Interprofessional Collaboration:** Create collaborative interprofessional relationships to improve patient and population health outcomes.
- **Clinical Prevention and Population Health:** Evaluate the social, cultural, and environmental dimensions of population health in practice patterns/systems.
- **Advanced Practice Nursing:** Independently assess, diagnose, treat, and manage undifferentiated patients.

### Entry Options

There are three entry options for the degree. The first entry option is for the advanced practice nurse (nurse practitioner, nurse midwife, nurse anesthetist, or clinical nurse specialist), who has a Master of Science Degree in Nursing (MSN) and is ready to complete the clinical doctoral degree.

The second entry option is for the registered nurse with a Bachelor of Science Degree in Nursing who is ready to complete the clinical doctorate degree and move into advanced practice in one of five specialties. The specialties offered are Adult-Geriatric Acute Care Nurse Practitioner (ACNP), Pediatric Nurse Practitioner- Acute Care (PNP-AC), Neonatal Nurse Practitioner (NNP), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Adult-Geriatric Primary Care Nurse Practitioner (ANP-GNP)

The third entry option is for the registered nurse who has a Master of Science Degree in Nursing (MSN), is not an advanced practice nurse but is ready to complete the clinical doctorate and move into advanced practice in one of the five specialties. This option is also available for the advanced practice nurse who wants to add one of the five specialties. These students will apply to the Post Masters (PM) to DNP program and identify the specialty program of interest. An individualized program of study will be developed after admission. Courses from the MSN may be transferred after review by the School of Nursing and Health Professions Petition Committee.

## **Post Masters to Doctor of Nursing Practice (DNP) Entry Option**

### **Course Delivery**

The Post Masters to DNP program is designed for the working advanced practice nurse. Students take 1 course per 8 week session and complete the program in 18 months.

The School of Nursing and Health Professions programs blend three instructional strategies to produce an engaged learning curriculum. The first strategy is immersion; our programs include face-to-face meetings conducted at the Irvine campus in 3 to 4 day sessions. Immersion sessions are conducted 3 times during the program; at the beginning, the middle and at the end of the program. During these immersion sessions, students may receive orientation instruction, work as teams with peers and mentors, participate in demonstrations, exercises, assessments or evaluations, complete hands-on skills training in a simulation center using standardized patients, manikins, or three-dimensional gaming, and/or present their work on capstone projects to peers, faculty, and community members. Many courses may include additional real-time instruction via web conference, phone conference, and/or live chat sessions. The second strategy is practical experience; our programs include internships or supervised clinical practice residencies conducted where the student lives or works. The third is self-directed study; courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, and/or other homework.

### **Admission to the Program**

Admission into the Post Master's Degree to DNP is twice a year in August (Fall 1) and January (Winter).

### **Admission to the Program without an advanced practice specialty or adding a specialty**

Applicants who want to add one of the advanced practice specialties offered or who have a Master of Science in Nursing but are not an advanced practice nurse may apply under the PM to DNP option. Applicants must identify the program they want to take or add during the admission process. Students who are already nurse practitioners and want to add a specialty while completing their post-master to DNP program may be admitted in August or January. Students who are not advanced practice nurses will only be admitted once a year in January. An individual program of study will be designed upon review of transcripts to allow the maximum number of credits to transfer from the Master of Science degree.

### **Application Deadline: Post Masters to DNP**

- Priority application deadline for Fall 1, 2011 admission is May 14, 2011
- Final application deadline for Fall 1, 2011 admission is August 1, 2011
- Priority application deadline for the Winter, 2012 admission is October 30, 2011
- Final application deadline for Winter, 2012 admission is December 1, 2011

### **Admission Requirements**

1. Complete a School of Nursing and Health Professions application available online at [www.brandman.edu/nursing](http://www.brandman.edu/nursing).
2. Master of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program with Advanced Practice Specialty [Nurse Practitioner (NP) Clinical Nurse Specialist (CNS), Nurse Midwife (CNM), or Nurse Anesthetist (CNA)].
3. National certification as an advanced practice nurse (or eligible to take National Certification exam).
4. Official transcripts from the regionally accredited Baccalaureate degree granting institution.
5. Official transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed or attempted (where you were granted a Masters degree)
6. Current and detailed resume or curriculum vita
7. Self-evaluation and goal statement

8. Three recommendations
9. Unencumbered Registered Nurse (RN) license in state where you plan to do your clinical hours
10. Unencumbered Advanced Practice RN license in state where you plan to do your clinical hours.  
Unencumbered Advanced Practice RN license is not required of CNS if not licensed by their State, or if in the process of taking National Certification exam in specialty.
11. Phone or in-person interview as needed.

#### **Required Before Attending Orientation Immersion**

1. Proof of a negative TB Skin Test current at the time of immersion.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of Tetanus/Diphtheria (Td or DTap) immunization within the past 10 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background Clearance.
7. Copy of current CPR Health Care Provider card.
8. Proof of current negative drug screen.
9. Additional laboratory tests, immunizations, and/or documentation may be required for clinical residency hours by certain health care agencies.
10. Proof of annual influenza immunization.

#### **Transfer of Coursework**

Brandman University awards a maximum of 40 semester credits as a block transfer from a regionally accredited Master of Science Degree in Nursing program toward the Doctor of Nursing Practice degree. Degree Requirements for the Post Masters to Doctor of Nursing Practice entry option: (73 credit hours) To be awarded the Doctor of Nursing Practice Degree, students may transfer a maximum of 40 hours from the MSN degree, and must take a minimum of 33 credit hours, which includes 510 clinical residency hours. All doctoral coursework listed below must be taken at Brandman University. This program is designed following the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN).

<b>Course</b>	<b>DNP Course Title</b>	
DNPU 700/HAUU 601	Health Care Policy, Organization and Delivery	3
*DNPU 701	Biostatistics for Clinical Practice	3
DNPU 702/HAUU 602	Innovations in Technology and Information Access	3
DNPU 703	Leading Through Innovation	3
*DNPU 704	Evidence-based Thinking for Scholarship and Practice III	3
DNPU 705/HRCCU 661	Health Risk and Crisis Communication	3
DNPU 706	Transforming Health Care Through Outcomes Management	3
DNPU 707	Clinical Residency I (255 clinical hours)	3
*DNPU 708	Application of Evidence-based Thinking Capstone	3
DNPU 709	Clinical Residency II (255 clinical hours)	3
Elective	Elective (500 or 600 level course approved by advisor)	3
<b>Total Course Credit in Post Master's Program</b>		<b>33</b>
<b>Transfer from Master of Science Degree</b>		<b>40</b>
<b>Total Credits for the DNP</b>		<b>73</b>

\* Students in these courses are required to attend the face-to-face immersion.

## **Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option**

### **Course Delivery**

The Bachelor of Science Degree in Nursing (BSN) to Doctor of Nursing Practice (DNP) program is designed for the registered nurse who desires to be an advanced practice nurse. Students have the option of enrolling in a full-time or part-time program of study.

Part-time students complete the program in 3 years: the first 2 years as part-time study, taking 1 course per 8-week session and the third year as full-time study, taking 2 courses per 8 week session.

Full-time students take 2 courses per 8-week session and complete the program in 2 years. This option is only available if there are 8 students in the specialty who want to attend full-time.

The School of Nursing and Health Professions programs blend three instructional strategies to produce an engaged learning curriculum. The first strategy is immersion; our programs include face-to-face meetings conducted at the Irvine campus in 4 day sessions. During these immersion sessions, students may receive orientation instruction, work as teams with peers and mentors, participate in demonstrations, exercises, assessments or evaluations, complete hands-on skills training in a simulation center using standardized patients, manikins, or three-dimensional gaming, or present their work on capstone projects to peers, faculty, and community members. Many courses may include additional real-time instruction via web conference, phone conference, or live chat sessions. The second strategy is practical experience; our programs include internships or supervised clinical practice residencies conducted where the student lives or works. The third strategy is self-directed study; all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, and/or other homework.

### **Admission to the Program**

Admission into the BSN to DNP is once a year in January (Winter).

### **Application Deadline**

- Priority application deadline for Winter, 2012 admission is October 30, 2011
- Final application deadline for Winter, 2012 admission is December 1, 2011

### **Admission Requirements**

1. Complete a School of Nursing and Health Professions application available online at [www.brandman.edu/nursing](http://www.brandman.edu/nursing).
2. Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program. Applicants who have a Bachelors in something else and have completed either a Post-Baccalaureate Certificate in Nursing, or the equivalent of the BSN in the first year of a Master Entry Nursing Program, passed the NCLEX and are licensed, may be considered for admission.
3. Students can be admitted to this degree program under Option One, Three, or Four only (see Requirements for Admission policy in the Graduate Catalog).
4. Official transcripts from the regionally accredited Baccalaureate degree granting institution.
5. Official transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed or attempted
6. Graduate Record Exam (GRE): Analytical Writing Score (minimum score of 4.5) from the General Test. Request that scores be sent electronically to Brandman University. See web site <http://www.ets.org/gre>. (Not required if you have a masters degree or higher from a regionally accredited institution.)
7. Current and detailed resume or curriculum vita
8. Self-evaluation and goal statement

9. Three recommendations
10. Unencumbered California Registered Nurse (RN) license (may have a temporary license), or date for NCLEX scheduled before classes start. NCLEX must be passed for enrollment with application for license pending.
11. Unencumbered Registered Nurse license from the state where you plan to do your clinical hours, or date for NCLEX scheduled before classes start. NCLEX must be passed for enrollment with application for license pending.
12. Phone or in person interview as needed

**Required by first immersion:**

13. Proof of a negative TB Skin Test current at the time of immersion.
14. Proof of completion of Hepatitis A and B immunization or titer.
15. Proof of two doses of MMR or titer.
16. Proof of Tetanus/Diphtheria (Td or DTap) immunization within the past 10 years.
17. Proof of Chicken Pox (Varicella) immunization or titer.
18. Background Clearance.
19. Copy of current CPR Health Care Provider Card .
20. Proof of current negative drug screen.
21. Additional laboratory tests, immunizations, and/or documentation may be required for clinical courses by certain health care agencies.
22. Proof of annual Influenza Immunization.

**Transfer Credit**

A maximum of 12 graduate credits may be transferred per the Transfer Credit policy (see Graduate Catalog).

## **Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option**

To be awarded the Doctor of Nursing Practice Degree, students must complete 73 credit hours, which include 1020 clinical residency hours. All doctoral coursework listed below must be taken at Brandman University. This program is designed following the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN) and the National Association of Nurse Practitioner Faculty (NONPF).

**All students must take the following:**

- Graduate Science Core Courses (15 credits)
- Advanced Practice Core Courses (19 credits)
- DNP Essentials (24 Credits)
- Specialty Courses (15 credits)

**Students will choose one of the following specialties:**

- Adult-Geriatric Acute Care Nurse Practitioner
- Family Psychiatric & Mental Health Nurse Practitioner
- Adult-Geriatric Primary Care Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Nurse Practitioner – Acute Care

This specialty program is designed following the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN) and National Association of Nurse Practitioner Faculty (NONPF). Students graduating from this program will be eligible to sit for certification by their national certification board (American Nurses Credentialing Center [ANCC], National Credentialing Center [NCC], Pediatric Nursing Certification Board [PNCB]) and apply for licensure as an advanced practice nurse in the State where they plan to practice.

All five courses in the Specialty Area must be passed with a grade of “B” or higher.

<b>Course</b>	<b>Graduate Science Core Courses</b>	
*NURU 600	Theoretical Foundations of Evidence-based and Advanced Practice Nursing	3
DNPU 701	Biostatistics for Clinical Practice	3
*DNPU 704	Evidence-based Thinking for Scholarship and Practice III	3
NURU 601	Transitions in Practice: The Advanced Practice Nurse as DNP	3
NURU 602	Developmental, Cultural and Spiritual Care Across the Lifespan	3
<b>Total Credits for Graduate Science Core</b>		<b>15</b>

<b>Course</b>	<b>Advanced Practice Core Courses</b>	
*NURU 603	Advanced Health Assessment Across Lifespan and Cultures	4
*NURU 604	Clinical Practicum (255 Clinical Hours)	3
*NURU 605	Advanced Pathophysiology for Neonates, Pediatrics and Adults	3
*NURU 606	Advanced Pharmacotherapeutics Across the Lifespan	3
NURU 609	Genetics Across the Lifespan	3
*NURU 610	Synthesis of Advanced Practice Management, Role and EBP	3
<b>Total Credits for Advanced Practice Core</b>		<b>19</b>

<b>Course</b>	<b>DNP Essentials Courses</b>	
DNPU 700/ HAUU 601	Health Care Policy, Organization and Delivery	3
DNPU 702/ HAUU 602	Innovations in Technology and Information Access	3
DNPU 703	Leading Through Innovation	3
DNPU 705/ HRCCU 661	Health Risk and Crisis Communication	3
*DNPU 706	Transforming Health Care through Outcomes Management	3
DNPU 707	Clinical Residency I (255 clinical hours)	3
DNPU 708	Application of Evidence-based Thinking Capstone	3
Elective	Elective (500 or 600 level course approved by advisor)	3
<b>Total DNP Essentials Credit Hours</b>		<b>24</b>

### **Neonatal Nurse Practitioner Specialty Courses**

<b>Course</b>	<b>Specialty Courses</b>	
*NURU 651	Embryology	3
*NURU 652	Management in Neonatal Acute Care	3
*NURU 653	Practicum for Neonatal Acute Care (255 Clinical Hours)	3
*NURU 654	Complex and Chronic Problems in Neonates	3
*NURU 655	Practicum for Complex and Chronic Problems in Neonates (255 Clinical Hours)	3
<b>Neonatal Nurse Practitioner Credit Hours</b>		<b>15</b>

<b>Course</b>	<b>Pediatric Nurse Practitioner: Acute Care Specialty Courses</b>	
*NURU 651	Embryology	3
*NURU 622	Management in Pediatric Acute Care	3
*NURU 623	Practicum in Pediatric Acute Care (255 Clinical Hours)	3
*NURU 624	Complex and Chronic Problems in Pediatric Acute Care	3
*NURU 625	Practicum for Complex and Chronic Problems in Pediatric Acute Care (255 Clinical Hours)	3

**Pediatric Nurse Practitioner: Acute Care Credit Hours** **15**
**Course**      **Adult-Geriatric Acute Care Nurse Practitioner Specialty Courses**

*NURU 631	Palliative Care and Pain Management	3
*NURU 632	Management in Adult Acute Care	3
*NURU 633	Practicum in Adult Acute Care (255 Clinical Hours)	3
*NURU 634	Complex and Chronic Problems in Adult Acute Care	3
*NURU 635	Practicum for Complex and Chronic Problems in Adult Acute Care (255 Clinical Hours)	3

**Adult-Geriatric Acute Care Nurse Practitioner Credit Hours** **15**
**Course**      **Family Psychiatric Mental Health Nurse Practitioner Courses**

*NURU 641	Psychopharmacology Across the Lifespan	3
*NURU 642	Management in Family Mental Health	3
*NURU 643	Practicum in Psychotherapeutic Treatment Modalities (255 Clinical Hours)	3
*NURU 644	Complex and Chronic Problems in Family Psychiatric Care	3
*NURU 645	Practicum for Complex and Chronic Problems in Family Psychiatric Care (255 Clinical Hours)	3

**Family Psychiatric Mental Health Nurse Practitioner Credit Hours** **15**
**Course**      **Adult-Geriatric Primary Care Nurse Practitioner Courses**

*NURU 631	Palliative Care and Pain Management	3
*NURU 662	Management of Common Problems in the Adult and Aging Adult	3
*NURU 663	Practicum in Care of the Adult and Aging Adult (255 Clinical Hours)	3
*NURU 664	Management of Complex and Chronic Problems in the Adult and Aging Adult	3
*NURU 665	Practicum for Complex and Chronic Problems in the Adult and Aging Adult (255 Clinical Hours)	3

**Adult-Geriatric Primary Care Nurse Practitioner Credit Hours** **15**
**Total Specialty Course Credits** **15**
**Total Course Credits for the Doctor of Nursing Practice Degree** **73**



## EXTENDED EDUCATION

### Staff

*Nancy Salzman, Esq., Dean Extended Education*  
*Vincent Glaeser, Director*  
*Jan Luxembourger, Ed.D., Director*  
*Debbie Moysychyn, Director*  
*Kathleen Wilson, Director*  
*Kathryn Blacklock, Financial Analyst*  
*John (Rocky) Hewitt, Outreach and Faculty Liaison*

### Program Support

*Judith Deen*  
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*Ezra Huang*  
*Ricardo Lorenzana*  
*Nicole Michaelis*  
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*Judy Pine*  
*Tammy Robles*  
*Mary Shelton*  
*Carla Wiesmuller*

### Extended Education

Extended Education provides academic credit and non-credit bearing courses, programs, and certificates providing opportunities for individuals, business and governmental entities. Through Extended Education offerings, individuals can obtain lower cost academic credit toward Brandman degree programs before being admitted to the University or fully committing to a degree. The University undergraduate and graduate certificate programs are delivered through Extended Education. Many provide a robust route into a degree program or further enhance skill sets and knowledge already obtained via undergraduate or graduate degrees. Extended Education offerings also provide opportunities to prepare for industry recognized certifications as well, professional development and CEU credits. Businesses, government agencies and nonprofits utilize Extended Education customized offerings to develop and train their workforces. Courses are delivered face to face, online and in blended formats at campuses throughout the Brandman system as well as onsite for business clients and other cohort groups. All programming can be customized to align with needs and objectives of business clients and other cohorts.

### Education/Professional Development for K-12 Teachers and Paraprofessionals

Offerings for K-12 teachers and paraprofessionals are available to provide academic credit options and professional development options for those individuals interested in degree seeking programs, clearing a credential, adding an authorization, moving up the salary scale and enhancing professional skills and knowledge. Programs and individual courses noted below are representative of the offerings available. For more information on available courses and programs for K-12 professionals and paraprofessionals, see [www.brandman.edu/exed](http://www.brandman.edu/exed).

- **Autism Spectrum Disorder, Added Authorization**

Admissions requirements for this 12 unit, CTC approved authorization can be found in School of Education catalog section. Course descriptions can be found in course description catalog section. Each course awards 3 academic credits.

EDUU 675	Educational Planning Issues for the Education of Students with Autism Spectrum Disorders
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success I
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success II

- **Autism Spectrum Disorder, Certificate**

Individuals who do not qualify for the California Autism Spectrum Disorder Added Authorization but who wish to better understand students with autism and learn effective teaching strategies will find the Added Authorization courses beneficial. Successful completion of the courses provides a certificate of completion. Each course carries three academic credits.

- **CLAD/CTEL**

Teachers needing to clear credentials can do so through this series of courses. These courses are also valuable for professional development and/or academic credit for teachers and other education professions wanting more information on how to work with non-English language learners. Courses may be taken separately. Admission requirements and course descriptions can be found in this catalog in the School of Education section and course description section.

EDUU 526	Theories in Language Structure and Acquisition	3
EDUU 527	English Language and Literacy Development	3
EDUU 528	Content- based Instruction & Assessment for Linguistic Minority Students: SDAIE	3
EDUU 570	Voice, Diversity, Equity and Social Justice	3

- **Professional Clear Administrative Services Credential–Tier II**

The Tier II Administrative Services Credential Program is designed to develop the professional competencies of practicing educational leaders. This program is Fieldwork/Evidence of Competency based and is in full compliance with the regulations specified in SB 1655. Complete program and admissions requirements are listed in the catalog at page 140.

- **BTSA Partnership Opportunities**

Extended Education partners with school districts throughout California to provide graduate level professional development credit for BTSA work done by beginning teachers and support providers. A portfolio of BTSA work evidencing abilities and competencies in defined areas may be awarded up to three units of academic credit toward specific Brandman masters degree programs.

- **Certificate Program: Specialist in English Language Learning and Teaching**

Complete 10 ELT Advantage courses, provided in conjunction with Heinle, in a twelve month period. Amongst the several courses to choose from participants will find practical courses focused on a wide variety of teaching methods, assessments and technology based tools for working with English language learners from toddlers to adults. Courses may also be taken individually.

- **Certificate Program: 21<sup>st</sup> Century Technology for Educators**

Complete four 21<sup>st</sup> Century Technology courses. Choose from several courses focused on various ways to utilize technology in the classroom to connect with students across all subject areas and many approaches to differentiated instruction. Explore technology tools and strategies. Courses may also be taken individually.

- **Certificate Program: K-12 Reading**

Complete four online courses focused on reading and literacy. Explore effective instructional strategies. Concentrate on elementary, middle and/or high school needs. All courses connect to the new Common Core Standards. Courses may also be taken individually.

- **EDUU 9679 Art for Healing**

Learn how to use the language of color as a way to facilitate creativity and emotional expression through abstract painting and other visual methods. This program, designed and provided by Art & Creativity for Healing, Inc, provides teachers, counselors, therapists, medical professionals, artists, and others with new ways to work with children and adults suffering from abuse, illness, grief or stress.

- **Certificate Program: Character Education**

This four course series, which can be taken via independent study, focuses on character building in the classroom and school-wide. Explore conflict resolution, peer mediation, class meetings and anti-bullying strategies. Learn how to develop service learning opportunities and community partnerships. Courses may be taken individually.

- **Certificate Program: Instructional Coaching**

This four course online series, co-sponsored by Link Autism Leadership, prepares participants to promote instructional coaching for teachers and teacher leaders. Utilizing an integrated systems approach supported by theorists including Garmston, Costa and DuFour, participants practice coaching methods that can be used in teacher development and learn how to integrate coaching principles in their own classrooms. Courses may be taken individually.

- **Certificate Program: Effective Strategies for the Autistic Student**

(For credit bearing, CTC approved curriculum for the California Autism Added Authorization, see Autism Authorization program courses.)

This four course online series, co-sponsored by Link Autism Leadership, focuses on educational, social, and behavioral support strategies effective when working inside and outside the classroom with students on the autism disorder spectrum. The first course also provides a broad overview of the disorders and key structures for potentially recognizing the specific disorders. Courses may be taken individually.

- **Army Foundation**

This Infant, Toddler/Preschool training program includes thirteen modules aligned with the thirteen Child Development Associate (CDA) competency standards defined by the Council for Professional Recognition in Washington, DC. Supervised work experience accompanies the module requirements.

- **Professional Development Opportunities: Individual courses**

Independent study options, learning circles, and dozens of other online, blended and on ground courses provide opportunities to delve into topics spanning all curriculum subject matter areas, educational technology, instructional methods, classroom management, and more. Many courses are available to take any place and anytime. Graduate level and undergraduate level professional development is available for professional advancement on salary scales and for recertification.

## **Business, Management and Technology**

Extended Education provides graduate level, academic credit granting certificates as well as professional development opportunities within business, management and technology fields. Regularly scheduled programs described below are a sampling of the offerings spanning a variety of industries and certifications. For more information on programming, see [www.brandman.edu/enhance](http://www.brandman.edu/enhance).

### Graduate Certificate: Business Administration

The graduate certificate program in business administration allows students to achieve a firm grasp of contemporary business practices. It is designed for non-business majors serving within for-profit, public sector or nonprofit organizations who wish to enhance their administrative ability in the organizations in which they work.

The 15-credit program is designed to introduce conceptual and practical skills in operations, marketing, finance, and analytical decision making. Through these courses, students in the certificate program will develop a heightened awareness of their role as business administrators in their current or future organizations.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### Eligibility

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used.

ACCU 602	Financial Reporting and Analysis	3
BUSU 610	Data Analysis for Decision Making	3
BUSU 620	Economic Analysis for Managers	3
MKTU 605	Marketing Management	3
Plus one of the following electives		
BUSU 630	Business Process Analysis and Innovation	3
BUSU 650	Corporate Responsibility; Ethics and Sustainability	3
FINU 607	Finance Management	3
HRCU 645	HR Systems	3
OLCU 602	Self Systems and Leadership	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Organization Development and Change	3
OLCU 632	Leadership and Innovation	3
<b>Total Credits</b>		<b>15</b>

### Graduate Certificate: Business Sustainability

The 15-credit graduate certificate in business sustainability allows students to integrate and align the most recent developments of the green movement within business environments. Companies are becoming increasingly aware that consumers and producers of goods and services must take into consideration the ethical and practical impact on society, the planet, and on company profits. This is the focus of this certificate.

This certificate would enable individuals to analyze, evaluate and then create a financially viable Sustainable Business Plan in their organizations and in their lives. It is important to note that sustainability is often a gateway for organizations to create a culture of innovation and to attract the talent that will bring long term success and therefore innovation will be a component of the program.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Eligibility**

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "B" and an overall grade point average of 3.0. No transfer credits may be used.

**Specific Requirements**

The Graduate Certificate in Business Sustainability consists of five courses. The five courses are:

ACCU 630	Green Accounting and Financial Sustainability	3
BUSU 630	Business Process Analysis and Innovation	3
BUSU 650	Corporate Responsibility: Ethics and Sustainability	3
BUSU 660	Sustainability Business Plan Development	3
OLCU 602	Self, Systems and Leadership	3

**Total Credits** **15**

**Human Resources**

Human Resources programming includes academic credit opportunities, professional development, certificates, and certification exam review courses.

**HRCU 0034 Essentials of HR Management**

For those new to or interested in entering the HR field, for supervisors and managers who need an introductory understanding of HR principles, and for HR professionals whose experience has been limited to a narrow functional area, this course provides an overview of human resources. Offered in partnership with the Society for Human Resource Management (SHRM), the course covers real-life HR issues, including employment law topics, compensation, compliance requirements, and much more. Learn the do's and don'ts of basic HR functions and when it is time to escalate concerns. The Review course provides a Certificate of Completion and 2.4 continuing education units; this program has been approved for 21 hours of recertification credit toward PHR, SPHR and GPHR recertification through the HR Certification Institute

**HRCU 0001 PHR/SPHR Exam Preparation Course**

HR professionals interested in professional development to advance careers or interested in taking the PHR or SPHR certification exam, PHR professionals seeking to "upgrade" their certification, certified HR professionals needing recertification credits, and experienced managers new to the HR field will all find value in these exam preparation courses. Course content reflects the general body of knowledge tested by the Human Resource Certification Institute and utilizes the SHRM Learning System. Focus is on strategic management, workforce planning and employment, HR development, Total rewards, employee and labor relations and risk management. Certification may be transcribed as academic credit and substitution for specific courses in the Brandman University HR degrees, academic certificate programs and HR emphases in other undergraduate and graduate program areas. The Review course provides a Certificate of Completion and 4.0 continuing education units

**HRCU 0046 California PHR/SPHR Exam Preparation Course**

Those who hold a current PHR or SPHR Certification may be eligible to take one step further by earning a California specific certification. This course, utilizing the SHRM California Learning System, is designed to prepare students for the California SHRM Certification by providing a comprehensive exploration of California's unique employment laws and regulations in the functional areas of the California certification exam. The Review course provides a Certificate of Completion and 1.5 continuing education units

**Graduate Certificate: Human Resources**

The Graduate Certificate in Human Resources is designed to develop professionals in human resources who need broad conceptual understanding of human resources, and a "working knowledge" of both human resource development and human resource management. The certificate is for those working in human

resources who may not have formal training in the field, or for those individuals working in non-human resources departments who simply wish to increase their knowledge of human resources. The 15 credit program allows a student to achieve an overview of the field of human resource development and/or human resource management.

The certificate has two areas of concentration: Human Resource Development and Human Resources Management. This allows students to specialize in the area that most interests them. Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. . Students who wish to pursue a Master of Science in Human Resources, a Master of Arts in Organizational Leadership, or a Master of Health Administration may use the credits in this certificate program toward the master's degree requirements, providing that the admission requirements to those masters' degree programs are met.

### **Course Substitutions:**

<b>Certification</b>	<b>Substituted Course</b>	<b>Comments</b>
PHR	HRCU 645	Certification or recertification within 3 years
SPHR	HRCU 645	Certification or recertification within 3 years
GPHR	HRCU 670	Certification or recertification within 3 years

### **Concentration: Human Resource Development:**

The concentration in Human Resource Development (HRD) is designed to develop professionals in HRD in individual, group, and organizational strategies and tactics. This includes employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, and organization development. This certificate is also designed not only for those already in the field but for those who may aspire to enter this challenging and rewarding field. A major objective of this concentration is to help students diagnose best practices, improve problem-solving abilities, develop strategies to conduct effective training needs assessments, and produce a more effective and competitive workforce.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

### **Requirements (15 credits):**

HRCU 645	Human Resources Systems	3
HRCU 646	Training and Development	3
HRCU 651	Human Resource Development Evaluation	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Organization Development and Change	3
<i>And one course from the following:</i>		
HRCU 618	Career Management	3
HRCU 648	Legal Issues in Human Resources	3
OLCU 614	Leadership and Team Development	3
OLCU 617	The Practice of Organization Development	3

<b>Total Credits</b>	<b>18</b>
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### **Concentration: Human Resources Management:**

The concentration in Human Resources Management (HRM) is designed for human resource practitioners, for those working in human resources who may not have the formal training in the field, or for those individuals working in non-human resources departments who simply wish to increase their knowledge of human resources.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Requirements (15 credits):**

HRCU 645	Human Resources Systems	3
HRCU 646	Training and Development	3
HRCU 647	Compensation	3
HRCU 653	Benefits	3

And one course from any of the following master's degree program course offerings: (3 credits)

Human Resources, Organizational Leadership, or Health Administration

**Total Credits** **15**

### **Graduate Certificate: Global Human Resources**

The Graduate Certificate in Global Human Resources enables you to pursue careers in a variety of organizational settings and markets/industries. If you are mid- or high-level practitioner, the Global Human Resources Certificate will enable you to become a key player in the international human resources field while accelerating your career progression. If you are in the early stages of your human resources career, the knowledge and competencies gained from this certificate program will allow you to assume a more responsible role involved with the global business environment.

The Graduate Certificate in Global Human Resources addresses the need for managers and business leaders in the 21st century to set clear objectives with a competitive strategic advantage, motivate employees, and redevelop a culture of trust, integrity, and profit in the global, customer-centric global marketplace. The graduate certificate is in complete alignment with the professional competencies outlined by the Society for Human Resources Management (SHRM). The SHRM competency model is globally accepted as the highest professional standard for the practice of human resources. This five-course, 15-credit graduate certificate program is excellent preparation to meet the ever-evolving needs of industry.

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. Students who wish to pursue a Master of Science in Human Resources or a Master of Arts in Organizational Leadership may use the credits in this certificate program, providing that the admission requirements to the respective degree programs are met.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Required Courses (15 credits)**

HRCU 625	Changing Environment of Human Resources	3
HRCU 645	Human Resources Systems	3
HRCU 650	Strategic Management of Human Resources	3
HRCU 655	Alternative Dispute Resolution	3
HRCU 670	International Human Resources Management	3

**Total Credits** **15**

**Certified Internal Auditing**

Chief audit executives, audit managers and staff, risk managers and staff and students enrolled in accounting, business or financial degree programs will find this four part certification review program beneficial. The Institute of Internal Auditors (IIA) CIA Learning System course expands participant's internal audit knowledge

and skills while providing the body of knowledge in preparation for the Certified Internal Auditor certification exam. The program consists of four courses corresponding to the four parts of the CIA national certification exam:

ORGU 0027	The Internal Audit Activity's Role in Governance, Risk, and Control	1.5 CEU
ORGU 0028	Conducting the Internal Audit Engagement	1.5 CEU
ORGU 0029	Business Analysis and Information Technology	2.4 CEU
ORGU 0030	Business Management Skills	0.9 CEU

### **Certified Management Accountant**

Today's business marketplace and increasingly rigorous financial reporting standards and regulations require finance and accounting professionals to be experts in cutting edge practices. Demonstrate capability as a Certified Management Accountant (CMA). The Institute of Management Accountants (IMA) Certified Management Accountant program prepares participants for the certification exam by focusing on the relevant body of knowledge including topic areas covering financial planning, performance and control as well as financial decision making. The program consists of two courses corresponding to the two parts of the CMA national certification exam. Current certification may be transcribed as academic credit and substituted for specific courses in Brandman University degree programs:

ORGU 0042	Financial Planning, Performance and Control	3.5 CEU
ORGU 0043	Financial Decision Making	4.2 CEU

### **Payroll**

Both entry level and experienced professionals will find programming available for professional development through these offerings.

#### **ORGU 0013 PayTrain Fundamentals**

This fundamentals course, offered in cooperation with the American Payroll Association, focuses on payroll calculations and applications necessary for individuals new to the payroll industry, those supporting the payroll industry and those preparing for the FPC or CPP certification examinations. This course provides basic knowledge and skills required to maintain payroll compliance and prevent costly penalties. 3 CEU

#### **ORGU 0014 PayTrain Mastery**

This course is ideal for experienced payroll professionals, payroll managers and payroll supervisors seeking compliance training, professional development or CPP certification preparation. Offered in cooperation with the American Payroll Association, The comprehensive course provides students with a solid understanding of advanced payroll topics within payroll calculations, fringe benefits, reporting and employment taxes, record keeping, payroll accounting and management and administration. 3.6 CEU

### **Supply Chain/Logistics**

Supply Chain offerings include academic offerings as well as certification track courses.

### **Academic Credit Opportunities**

The following courses provide a comprehensive overview of supply chain requirements and can be taken together for a Certificate in Supply Chain or as part of emphases areas in BBA, BAOL, and BAAS degree programs. Each course awards three academic credits. Course descriptions can be found in the course description section of this catalog.

MGTU 320	Strategies Across the Supply Chain
MGTU 321	Project Management and Supply Chain Leadership



**ORGU 0040 Certified Supply Chain Professional (CSCP) Certification Exam Preparation**

Supply chain career paths continue to grow faster than the national average for most occupations. This course is offered in conjunction with the certifying organization Association of Supply Chain Professionals (APICS) and provides the knowledge and skill set needed to design a successful supply chain strategy, effectively manage supplier and customer relationships, recognize logistics, technology and data that will enhance performance and incorporate all processes to increase customer satisfaction while improving the organization's bottom line. Certification of Completion and 3.9 CEU.

**Financial Management and Corporate Treasury Management**

Entry level and seasoned professionals will find offerings that support the development of cash management and treasury functions. Certification examination preparation is available.

**ORGU 0017 Cash Management Fundamentals On-line**

This course is designed for those new to finance, support cash management and treasury functions or need a refresher on basics of cash management. Offered in cooperation with the Association of Financial Professionals (AFP), the nuts-and-bolts course provides a basic understanding of goals, key concepts and terminology used in management of corporate cash. 15 hours/1.5 CEU

**ORGU 0031 Certified Professional Treasury Exam Preparation and Cash Management**

This course is designed as both an exam preparation course for those interested in taking the Certified Professional Treasury exam as well as a comprehensive course for individuals who want to broaden knowledge and skills in corporate treasury and cash management. Topics include optimal cash positioning, working capital strategies and tools, payment systems, risk management, cross-border fund movement, coordination of financial functions, and more. CTPs and CPMs who earned certification prior to 2008 may receive up to 18 recertification credits. The Review course provides a Certificate of Completion and 4.5 CEU

**Telecommunications Technologies**

A variety of courses are provided in support of modern telecommunications technologies, including FCC Licensures, Fiber Optics, Wireless Networking, PC Technology, Internet Protocol Television and Emerging Technologies like RESI Smart Home and Alternative Energy. These topics provide valuable knowledge and skills for those interested in advancing in the telecommunication industry. For specific course information, contact Extended Education at Brandman.

**NonProfit Management**

For those interested in leadership roles within the nonprofit sector and those who work with leaders in the nonprofit sector, this program provides an overview. Focus is on strategic governance, nonprofit business design and development, assessing target markets and trends, assessing client needs, effective program design principles and continuous process improvement, resource development strategies, financial management, personnel leadership, human resource issues and technology and other tools to advance the nonprofit mission.

**Food Industry Courses**

A variety of programming is available for the food services industries as well as entrepreneurs considering a move into product development and services. Better Process Control prepares students to meet the US FDA requirements for qualified food canning supervisors. A variety of other short food industry courses focus on product development through launch, marketing, manufacturing, and other industry requirements.

**Career Management and Strategies**

Under the guidance of an experienced career coach, individuals explore career development and job search strategies. Outcomes include a career plan including mission statement, milestones and performance objectives. This program is customized for the individual and the group participating.

**Compliance Training**

A variety of compliance trainings, including Prevention of Sexual Harassment and CPR training and certification, are available as regularly scheduled workshops and customized offerings.

## Leadership Services Programming

Extended Education provides a variety of leadership development programming through regularly scheduled courses as well as custom programs developed in partnership with and for clients and delivered onsite at their locations. Leadership Development certificate programs, seminars, and workshops provide experiential learning, are based on data-driven material and focus on practical applications that produce immediate results. Some certificate programs carry academic credit and may be applied to Brandman degree programs. Samples of programs available follow. More programming is detailed at [www.brandman.edu/exed](http://www.brandman.edu/exed).

### Leadership NOW

Interactive workshops focusing on various leadership competencies. Participants leave with practical nuts-and-bolts strategies for immediate implementation. These programs are also great networking opportunities. Topics are applicable to all levels of potential, emerging and established leaders. Choose to participate in one, two, or more. Topics, schedule and registration are at [www.brandman.edu/exed](http://www.brandman.edu/exed).

### XLSU 0001 Leadership Development for Supervisors

Potential, emerging and current leaders in this program develop skills needed to improve front-line employee performance and increase organizational effectiveness. Participants learn how to assess strengths and personality styles, develop effective communication skills, effectively interview and select employees, manage change for improved results, create teams and promote unity, resolve on the job conflicts, conduct effective performance appraisals, delegate, and more. Individual leadership challenges based on actual business situations are utilized to provide practical, real life learning with workplace application. 36 hours/3.6 CEUs; this program has been approved for 36 recertification credit hours toward PHR, SPHR and GPHR recertification through the HR Certification Institute

### XLSU 0002 Leadership Development for Managers

Enhancing the effectiveness and skills of managers is crucial to business growth and organizational profitability. Program modules include self management, strategic leadership, leading change, organizational influence, business ethics, building high performance teams, the power of cultural competence, and coaching results. Participants work in learning teams to develop and implement an Individual Development Plan focused on specific leadership development issues. 45 hours/4.5 CEUs; this program has been approved for 45 recertification credit hours towards PHR, SPHR and GPHR recertification through the HR Certification Institute

### XLSU 0013 Organizational Development (OD) Best Practices Certificate Program

Internal and external professionals tasked with major change initiatives, organization restructuring and system-wide talent management will benefit from this comprehensive program which provides best practices, current methodology and practical tools. Modules include an introduction to organization development, systems thinking and organization design, leading change and change models, internal and external consulting skills, workplace coaching, talent management, and influence and trust. Participants work in learning teams to develop and implement an Individual Development Plan focused on specific organization development issues and present their results during a final capstone session. 45 hours/4.5 CEUs; this program has been approved for 45 recertification credit hours towards PHR, SPHR and GPHR recertification through the HR Certification Institute

### OLCU 639 Coaching in Organizational Settings

#### XLSU 9001 (CEUs only)

This course covers the basics for organizational coaching from an evidence-based perspective. A full course description of this hands-on and highly interactive course can be found in the course description section of this catalog. Successful completion of the course provides 3 graduate level credits and 4.5 CEUs

**XLSU 8001 Powerful Presentation Skills**

The Powerful Presentation Skills course is designed to build the presentation and facilitation skills of those who need to deliver presentations or training sessions at school to professors and fellow students or at work to colleagues, clients or trainees. Delivered by facilitators from the American Society for Training and Development – Orange County and using curriculum designed by the ASTD-OC, this course is composed of equal amounts of classroom learning and practice and feedback time. During the final presentations, participants have a chance to put it all together by delivering a 30-minute presentation or training session followed by a half hour of motivating, one-on-one feedback with an instructor. Specific topics include: basic presentation skills, engaging your audience, structuring your presentation, planning and preparing to deliver your presentation and handling challenging participants and situations

**Graduate Certificate: Organizational Leadership**

The graduate certificate program in organizational leadership allows students to achieve a firm grasp of contemporary leadership theory and practice. It is designed for individuals in leadership positions who wish to enhance their ability to lead.

The 15-credit program is designed to enhance a leader's conceptual and interpersonal skills, allowing them to include value-centered, service-driven leadership in their everyday operating philosophy and style. Students in the certificate program develop a heightened awareness of their capabilities and limitations and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of a common vision.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

**Eligibility**

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. Students who wish to pursue a Master of Arts in Organizational Leadership may use the credits in this certificate program, providing that the admission requirements for the MAOL program are met.

**Required Courses (9 credits)**

OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics & Leadership	3
OLCU 602	Self, Systems, and Leadership	3

**Elective Courses (6 credits)**

Two of the following:

OLCU 613	Seminar in Organizational Dynamics	3
OLCU 614	Leadership and Team Development	3
OLCU 615	Organization Development and Change	3
OLCU 618	Cultural Dimensions of Global Leadership	3
OLCU 621	Frontiers of Public and Nonprofit Leadership	3
OLCU 625	Selected topics in Leadership	3
OLCU 626	Dynamics of Public and Nonprofit Leadership	3
OLCU 630	Leadership Lives in Film	3
OLCU 632	Leadership and Innovation	3
HRCU 630	Conflict and Negotiation	3
HRCU 645	Human Resources Systems	3

HRCU 646	Training and Development	3
<b>Total Credits</b>		<b>15</b>

### **Graduate Certificate: Organization Development**

The graduate certificate program in organization development allows students to achieve a firm grasp of contemporary organization development, change theory and practice. It is designed for individuals serving as or who intend to serve as consultants, and wish to enhance their ability to facilitate organizational effectiveness.

The 15-credit program is designed to address conceptual and practical skills, allowing participants to anchor their consulting practice to a value-centered, systems-driven approach. Through a practicum, students in the certificate program develop a heightened awareness of their role as active participant in the consulting process and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of real and sustained change leading to improved organizational effectiveness.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### **Eligibility**

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. Students who wish to pursue the Master of Arts in Organizational Leadership may use the credits in this certificate program, providing that the admission requirements to the MAOL degree program are met.

#### **Specific Requirements**

Students are encouraged to attend professional association meetings such as Organization Development Network during their course of study. Students are also expected to complete an approved practicum project within an organizational setting.

#### **Required Courses (15 credits)**

OLCU 602	Self, Systems, and Leadership	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Organization Development and Change	3
OLCU 617	The Practice of Organization Development	3
OLCU 688	Practicum in Organization Development	3
<b>Total Credits</b>		<b>15</b>

### **Executive Certificate: Public and Nonprofit Leadership**

The executive certificate in public and nonprofit leadership is a 6-credit graduate-level program intended for executives, managers and other professionals from the non-profit, public or civic sectors who wish to enhance their ability to lead volunteers. In a situation where participation cannot be demanded or extracted, the importance of inspiring commitment through the power of mutual influence (as opposed to the power of one's position) becomes paramount. That is the essence of voluntary leadership.

The certificate is awarded upon successful completion of OLCU 621 and OLCU 626 with a 3.0 grade point average or higher. Students who wish to pursue further graduate study in organizational leadership may use the above credits, providing the appropriate admissions standards are met.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

### **Eligibility**

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. . Students who wish to pursue the Master of Arts in Organizational Leadership may use the credits in this certificate program, providing that the admission requirements for the MAOL program are met.

## **Graduate Certificate: Judicial Administration**

The graduate certificate program in judicial administration allows students to achieve a firm grasp of the way in which our court system operates and is managed. It is designed for individuals who wish to assume leadership positions in the administration of our courts.

The 15-credit certificate is designed to enhance a leader's conceptual and interpersonal skills, allowing them to include value-centered, service-driven leadership in their everyday operating philosophy and style. Students in the certificate program develop a heightened awareness of their capabilities and limitations and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of a common vision.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

### **Eligibility**

Eligibility for the masters' level certificate is granted to students who have completed a baccalaureate from a regionally accredited institution. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. Students who wish to pursue a Masters of Public Administration may use the credits in this certificate program, providing that the admission requirements for the MPA program are met.

HRCU 622	Labor Relations and Collective Bargaining	3
OLCU 600	Foundations of Organizational Leadership	3
PADU 650	Foundations of Judicial Administration	3
PADU 655	Court Governance and Operations	3
PADU 660	Emerging Issues in Judicial Administration	3
<b>Total Credits</b>		<b>15</b>

### **Custom Offerings**

Dozens of modules focused on specific leadership competencies are available separately, for bundling, and for customization for our business and government partners. Our clients' best practices can be incorporated into these trainings and provided on site as workshops, seminars or certificate programs. Extended Education works with corporate, nonprofit and government clients.

## **Health and Wellness**

Extended Education, in conjunction with the School of Arts and Sciences and School of Nursing, offers courses within various degree and certificate programs that award academic credit as well as CEU for professional development.

<b>FSNU 335</b>	<b>Science of Obesity</b>	<b>3</b>
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A course satisfying requirements of the undergraduate Nutrition and Wellness Certificate. Course description can be found in the course description section of this catalog. Approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact hours. Equivalent to 45 CPEU for the Commission on Dietetic Registration/American Dietetic Association

### **Undergraduate Certificate: Nutrition and Wellness**

The 15-credit undergraduate certificate in nutrition and wellness allows students to learn the foundations of nutrition and health. The program focuses on the biological role of food and nutrients with applications in wellness and human performance. It also addresses the sociological, economic, and political components of food production, distribution, and consumption, and other dimensions of healthy living. It is designed for individuals involved in or who are interested in becoming involved in health care, teaching, fitness, sports therapy, human resources, and nutritional advising. Through this program, students develop the knowledge needed to help improve the health and performance of their students, patients, or clients through nutrition and exercise.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### **Eligibility**

High school diploma or equivalent is required for certificate registration.

Coursework in the undergraduate Certificate in Nutrition and Wellness requires a minimum 2.0 cumulative GPA, with no course below a "C" or equivalent.

At least nine credits in this certificate program must be taken at Brandman University.

Certificate Core Requirements (9 credits):

FSNU 200 Human Nutrition	3
Two other FSNU courses	6
Certificate Electives (6 credits):	6

Six elective credits from the following areas: FSNU, Kinesiology, Health, Physical Education (limit 4 credits), or NURU 406, NURU 407.

**Total Credits:** 15

### **Maharishi Ayur-Vedic Medicine: Mother-Baby Health Care Certificate**

The 14 credit undergraduate certificate in Maharishi Ayur-Vedic Medicine: Mother-Baby Health Care is designed for *health professionals* working with mothers and babies, or who want to learn effective, natural approaches to prevention and treatment of imbalances as the basis of disease using elements missing from current professional education. Those who may consider the program are MD (Medical Doctor), DO (Doctor of Osteopathic Medicine), DC chiropractic (Doctor of Chiropractic), Naturopath (Doctor of Naturopathic Medicine), RN (Registered Nurse), PT (Physical Therapist) and Licensed Massage Therapist.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### **Required Courses**

*NURU 420	Transcendental Meditation (Prerequisite or Co-requisite with Good Health Through Prevention or may be waived for verified mediators in TM)	2
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*NURU 421	Good Health Through Prevention	3
NURU 422	Self-Pulse Analysis For Good Health	3
NURU 423	Diet, Digestion, and Nutrition	3
NURU 424	Maharishi Vedic Mother-Baby Health Care	3
<b>Total Credits</b>		<b>14</b>

\*Courses may be taken individually for academic credit or CEU's.

### **Graduate Certificate: Health Administration**

The School of Nursing and Health Professions offers a graduate certificate in health administration. This certificate programs allows students to obtain specialized knowledge and expertise in these fields. Health professionals with at least a baccalaureate degree from a regionally accredited college or university may opt to pursue a non-degree curriculum in health administration and receive a graduate certificate.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### **Eligibility**

The student must possess a baccalaureate degree from a regionally accredited college or university.

A grade of "B" or higher must be achieved in all certificate coursework and an overall grade point average of 3.0 for the certificate is required. No transfer coursework may be used in the certificate.

Providing Graduate Admissions requirements are met, certificate coursework is also applicable to the master's program if the following requirements are met:

- All certificate coursework applied to the master's program must be completed with a grade of "B" or higher for each course.
- Student must maintain a cumulative grade point average of 3.0.
- All master's degree requirements must be completed in a seven year period.

#### **Required Courses (9 credits):**

*HAUU 601	Health Care Policy, Organization and Delivery	3
HAUU 641	Law, Ethics, and Health Services	3
HAUU 645	Health Care Economics	3

#### **Electives (3 credits) Chose one of the following:**

HAUU 602	Innovation in Health Technology and Information Access	3
HAUU 621	Innovations in Health Care Administration	3
HAUU 631	Health Care Finance	3
HAUU 651	Quality Management in Health Care	3
HAUU 658	Strategic Planning for Health Services	3

<b>Total Credits</b>	<b>12</b>
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\* Must be the first course taken for this certificate



### **Graduate Certificate: Health Risk and Crisis Communication**

The School of Nursing and Health Professions offers a graduate certificate in Health Risk and Crisis Communication. This certificate program is designed for those working in health and communication fields that may not have formal training in the field, or for those individuals working in non-health and communication fields who simply wish to increase their knowledge of health risk and crisis communication. The 12-credit program allows a student to achieve an overview of the field through a series of courses.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

#### **Eligibility**

The student must possess a baccalaureate degree from a regionally accredited college or university.

A grade of "B" or higher must be achieved in all certificate coursework and an overall grade point average of 3.0 for the certificate is required. No transfer coursework may be used in the certificate.

Providing Graduate Admissions requirements are met, certificate coursework is also applicable to the master's program if the following requirements are met:

- All certificate coursework applied to the master's program must be completed with a grade of "B" or higher for each course.
- Student must maintain a cumulative grade point average of 3.0.
- All master's degree requirements must be completed in a seven year period.

\*Must be the first course taken for this certificate.

#### **Required Certificate Courses (12 credits)**

*HRCCU 651	Health Communication	3
HRCCU 661	Health Risk and Crisis Communication	3
HRCCU 671	Health Communication Campaigns	3
HRCCU 691	Health Literacy	3
<b>Total Credits</b>		<b>12</b>

#### **Post Doctoral Nurse Practitioner Certificates:**

These certificates are designed for the nurse practitioner who wants to add a specialty in one of our six nurse practitioner specialty options and has already completed a PhD or DNP.

#### **Course Delivery:**

The School of Nursing and Health Professions programs blend three instructional strategies to produce an engaged learning curriculum. The first strategy is immersion: our programs include face to face meetings conducted at the Irvine campus. During these immersion sessions, students may receive orientation instruction; work as teams with peers and mentors; participate in demonstrations, exercises, assessments or evaluations; complete hands-on skills training in a simulation center using standardized patients, manikins, or three-dimensional gaming; or present their work on capstone projects to peers, faculty, and community members. Many courses include additional real-time instruction via web conference, phone conference, or live chat sessions. The second is practical experience: our programs include internships or supervised clinical practice residencies conducted where the student lives or works. The third is self-directed study: all courses include online lectures, discussions, social networking, demonstrations, tutorials, readings, or other homework.

Students in the Certificate program are required to attend 2 immersion sessions, one for 2-3 days before they start the clinical courses to learn procedures and one at the end of the program for 2 days.

Students seeking a certificate program only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

### Eligibility

1. PhD or DNP degree from a regionally accredited Institution.
2. Official transcripts from the regionally accredited doctoral degree granting institution.
3. National certification as a nurse practitioner (or eligible to take the National Certification exam).
4. Current and detailed resume or curriculum vita
5. Unencumbered Registered Nurse (RN) license (may have a temporary license), in the State where you plan to do your supervised clinical hours.
6. Unencumbered Advance Practice Registered Nurse license from the state where you plan to do your clinical hours.

Required before attending orientation immersion:

1. Proof of a **negative TB Skin Test** current at the time of immersion.
2. Proof of completion of Hepatitis A and B immunization or titer.
3. Proof of two doses of MMR or titer.
4. Proof of **Tetanus/Diphtheria** (Td or DTap) immunization within the past 10 years.
5. Proof of Chicken Pox (Varicella) immunization or titer.
6. Background clearance.
7. Copy of current CPR Health Care Provider card.
8. Proof of current negative drug screen.
9. Additional laboratory tests, immunizations, and/or documentation may be required for clinical courses by certain health care agencies.
10. Proof of annual Influenza immunization.

### Adult-Geriatric Acute Care Nurse Practitioner Post Doctoral Certificate

NURU 631	Palliative Care and Pain Management	3
NURU 632	Management in Adult Acute Care	3
NURU 633	Practicum in Adult Acute Care (250 clinical hours)	3
NURU 634	Complex and Chronic Problems in Adult Acute Care	3
NURU 635	Practicum for Complex and Chronic Problems in Adult Acute Care (250 clinical hours)	3
<b>Total Credits</b>		<b>15</b>

### Adult Primary Care Nurse Practitioner Post Doctoral Certificate

NURU 631	Palliative Care and Pain Management	3
NURU 662	Management of Common Problems in the Adult and Aging Adult	3
NURU 663	Practicum in the Care of the Adult and Aging Adult (250 clinical hours with the adults)	3
NURU 664	Complex and Chronic Problems in the Adult and Aging Adult	3
NURU 665	Practicum for Complex and Chronic Problems in the Adult and Aging Adult (250 clinical hours with adults)	3
<b>Total Credits</b>		<b>15</b>

### Family Psychiatric & Mental Health Nurse Practitioner Post Doctoral Certificate

NURU 641	Psychopharmacology Across the Lifespan	3
NURU 642	Management in Family Psychiatric Mental Health	3
NURU 643	Practicum in Psychotherapeutic Treatment Modalities (250 clinical hours)	3
NURU 644	Complex and Chronic Problems in Family Psychiatric Care	3

NURU 645	Practicum for Complex and Chronic Problems in Family Psychiatric Care (250 clinical hours)	3
<b>Total Credits</b>		<b>15</b>

### **Geriatric Primary Care Nurse Practitioner Post Doctoral Certificate**

NURU 631	Palliative Care and Pain Management	3
NURU 662	Management of Common Problems in the Adult and Aging Adult	3
NURU 663	Practicum in the Care of the Adult and Aging Adult (250 clinical hours with the aging adult)	3
NURU 664	Complex and Chronic Problems in the Adult and Aging Adult	3
NURU 665	Practicum for Complex and Chronic Problems in the Adult and Aging Adult (250 clinical hours with the aging adult)	3
<b>Total Credits</b>		<b>15</b>

### **Neonatal Nurse Practitioner Post Doctoral Certificate**

NURU 651	Embryology	3
NURU 652	Management in Neonatal Acute Care	3
NURU 653	Practicum in Neonatal Acute Care (250 clinical hours)	3
NURU 654	Complex and Chronic Problems in Neonates	3
NURU 655	Practicum for Complex and Chronic Problems in Neonates (250 clinical hours)	3
<b>Total Credits</b>		<b>15</b>

### **Pediatric Nurse Practitioner, Acute Care Post Doctoral Certificate**

NURU 651	Embryology	3
NURU 622	Management in Pediatric Acute Care	3
NURU 623	Practicum in Pediatric Acute Care (250 Clinical hours)	3
NURU 624	Complex and Chronic Problems in Pediatric Acute Care	3
NURU 625	Practicum for Complex and Chronic Problems in Pediatric Acute Care (250 clinical hours)	3
<b>Total Credits</b>		<b>15</b>

## **General Education Offerings**

Extended Education assists in rounding out the Brandman University Extended Education offerings providing academic credit for such courses as the following:

<b>MATU 115</b>	Calculus I	3
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A course satisfying general education requirements. Course description can be found in the course description section of this catalog.

<b>SPNU 100</b>	Survival Spanish: Culture and Language for Healthcare Professionals
<b>SPNU 8003</b>	(CEUs only)

This course is designed to provide basic Spanish communication skills and an understanding of Latino culture for Health Professionals. A full course description can be found in the course description section of this catalog. Successful completion of the course provides 3 undergraduate credits and satisfies a prerequisite requirement for the RN to BSN program. Provider approved by the California Board of Registered Nursing,

Provider Number 15531, for 45 contact hours. This course also meets the qualifications for 45 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences. Brandman University is provider #PCE 1821.

## COURSE DESCRIPTIONS

Following is a list of courses offered through Brandman University. Courses may not be available at all locations or offered every session. Some courses may be offered in an online format. Please inquire with your local campus for class schedules.

### ACCOUNTING

#### **ACCU 201 Principles of Accounting I**

This course is designed to introduce the student to accounting principles, practices, and techniques. Emphasis is placed on accounting for a sole proprietorship. The accounting cycle, financial statements, control of cash, inventories, plants assets, current liabilities and payroll accounting are covered. 3 credits.

#### **ACCU 202 Principles of Accounting II**

Prerequisite: ACCU 201. This course is a continuation of Principles of Accounting I with an emphasis on corporations, financial analysis and managerial accounting. Content includes corporate organization and operations, earnings per share and dividends, long-term obligations and investments, statement of cash flows, analysis of financial statements, accounting for departments and branches, cost accounting systems, cost-volume-profit analysis; budgeting and standard cost, and decision making. 3 credits.

#### **ACCU 301 Intermediate Accounting I**

Prerequisites: ACCU 201 and ACCU 202. A study of GAAP as it applied to current assets, revenue and expense recognition, current and long-term liabilities; and the organization, analysis, and reporting of financial information. Key accounting principles, concepts, and alternative accounting methods will be examined. Ethical impact on the preparation of financial statements will also be explored. Online only. 3 credits.

#### **ACCU 302 Intermediate Accounting II**

Prerequisites: ACCU 201, ACCU 202 and ACCU 301. A study of GAAP as it applied to long-term liabilities and owner's equity; selected topics including the statement of cash flows and accounting changes; and the organization, analysis, and presentation of financial information. Course includes a comprehensive computerized financial statement project. Online only. 3 credits.

#### **ACCU 325 Cost Analysis and Budgeting**

Prerequisites: ACCU 201 and ACCU 202. This course will examine basic cost accounting and budgeting principles, costing and decision-making models, application of variances analysis for planning and control and activity-based costing. Construction of a basic budget and construction of a model for decision-making will be demonstrated. Online only. 3 credits.

#### **ACCU 360 Financial Statement Analysis**

Prerequisites: ACCU 201 and ACCU 202. Develop basic skills in financial statement analysis and appreciate the factors that influence the outcome of the financial reporting process. The use of computer applications for statement preparations and financial forecasting will be examined, as well as the ethical issues surrounding business reporting and exploitative practices. 3 credits.

#### **ACCU 401 Advanced Accounting**

Prerequisites: ACCU 301 and ACCU 302. A study of the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations of financial reporting are examined. Special emphasis is given to identifying the main characteristics of government and nonprofit financial information. Online only. 3 credits.

#### **ACCU 439 Accounting Information Systems**

Prerequisites: ACCU 301 and ACCU 302. A study of the important roles of accounting information; major components of accounting information systems; internal control; and flowcharting techniques. Discusses the evaluation of internal control and its integration into a computer-based accounting system. Online only. 3 credits.

**ACCU 452 Income Taxation**

Prerequisites: ACCU 201 and ACCU 202. This course examines the federal income tax consequences of individuals and property transactions. Included is the history and development of the federal income tax system, the tax implications on influencing personal and business behavior, and the dispute resolution process. Online only. 3 credits.

**ACCU 460 Auditing**

Prerequisites: ACCU 301 or 302, and ACCU 439. This course will examine general systems theory, evolution of management theory, and internalization of ethical standards. Interpersonal behavior in business organizations will include the influence of motivation, leadership, value attitudes and organizational development as they impact performance. Online only. 3 credits.

**ACCU 602 Financial Reporting and Analysis**

Students will learn how to read, analyze and interpret financial accounting data to make informed strategic and tactical business decisions. Topics covered are the construction and reporting of financial statements, forecasting of financial statements, and business/ accounting ethics. *The Certified Public Accountant (CPA) certification may be used as a substitute for this course.* 3 credits.

**ACCU 620 Contemporary Issues in Accounting**

Prerequisites: ACCU 602. This course is designed to teach students how to stay current in accounting after graduation. This process is known as applied research. The process of applied research starts with identifying a business problem and searching the accounting literature in order to provide a client or firm with a current, relevant, and accurate solution. This process requires judgment, resourcefulness and critical thinking. Online only. 3 credits.

**ACCU 625 International Accounting**

Discussion of how basic U.S. accounting rules and financial statement analysis differ from accounting practices in other countries; problems associated with using financial statement analysis for investing decisions; diversity of financial accounting reporting and disclosure practices worldwide; multinational consolidations; foreign currency translation; accounting information systems in the international arena; multinational performance evaluation; transfer pricing; international taxation; and emerging issues in international accounting. Online only. 3 credits.

**ACCU 630 Green Accounting and Financial Sustainability**

This course is designed to prepare students for careers in which a worldview of business and specifically accounting extends beyond the enterprise level in order for managers to create sustainable financial value for the organization and society in a responsible manner. Online only. 3 credits.

**ACCU 640 Strategic Cost Management**

This course emphasizes the integration of cost analysis and strategic analysis. Coverage includes activity based costing, target costing, value chain analysis, performance measurement matrices (e.g. balanced scorecard), strategic positioning, and product life cycle costing and management. *The Certified Management Accountant (CMA) may be used as a substitute for this course.* Online only. 3 credits.

## ART

**ARTU 261 Renaissance to Modern Art**

Surveys the monuments, movements, and artists of Western art from the Renaissance to the 20th century. Introduces the student to the ideas and issues which have characterized much of Western art for the past seven centuries and examines them in relation to the religious, social, political, and intellectual milieu that produced them. References and comparisons with the parallel cultures of Asia, Oceania, Africa, and the ancient Americas will be made whenever appropriate. Online only. 3 credits.

**ARTU 329 Experimental Topics in Art**

An examination of selected topics in art relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**ARTU 363 Modern Art**

A detailed introduction to the development of modernism, with an emphasis on contemporary interests in spirituality and occult phenomena, discoveries in science, mathematics, psychology, and new philosophical perspectives on the nature of reality. Online only. 3 credits.

**ARTU 450 Teaching the Visual Arts**

This course explores the elements of creativity in the visual arts and how it can be effectively taught at the K-8 levels. Drawing on art history as well as parallels with literature, science, mathematics, music and drama, students learn to develop an entire school art program and produce a portfolio of projects and lesson plans exploring a variety of media and approaches. Lecture, discussion, studio projects, field trips. 3 credits.

**ARTU 464 Women in Art**

An exploration of portrayals of women by both female and male artists. The primary focus is women as makers, subjects and muses of painting, sculpture and photography. Online only. 3 credits.

**ARTU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet the specific needs of superior upper-division students. 1-3 credits.

## **BUSINESS ADMINISTRATION**

**BUSU 410 Global Environment of Business**

Prerequisite: ECNU 201. Introduces the unique but fundamental aspects of the global economy, including the economic and political aspects of international trade and investment, the global monetary system, and emphasizes the study of cultural traditions other than one's own. Import-export, trade and foreign direct investments, and business strategies are explored. 3 credits.

**BUSU 610 Data Analysis for Decision Making**

The application of statistical analysis, hypothesis testing, regression analysis and forecasting in business decision making. By reducing the emphasis on computations, this course integrates Microsoft Excel as a tool for analysis and presents statistical analysis in the context of the functional areas of business. 3 credits.

**BUSU 620 Economic Analysis for Managers**

Economic theory is used to analyze supply and demand, firm behavior, market structure, competitive behavior, government regulation, and the global and domestic environment facing the firm. Topics include marginal analysis and elasticity, money supply, and international trade. 3 credits.

**BUSU 630 Business Process Analysis and Innovation**

This course examines the key processes businesses use to purchase, make, and deliver products and services successfully, and how these processes are integrated within a supply chain framework. Topics include Six Sigma methodology, Customer Relationship Management (CRM), and Process Performance Management. 3 credits.

**BUSU 640 Business Strategy and Competitive Advantage Capstone**

Prerequisite: Successful completion of all MBA Core courses (one MBA core course may be taken concurrently). This capstone course focuses on the development and implementation of business strategies that enable competitive advantage. A capstone report includes the following for the selected company: (1) mission and objectives; (2) analysis and forecast of social, technological, economic and political forces with attention to global aspects; (3) industry and competitive analysis on a global and domestic basis; and (4) financial and stock analysis; and (5) identification and evaluation of alternative strategies. 3 credits.

**BUSU 650 Corporate Responsibility: Ethics and Sustainability**

The fundamental purpose of this course is to prepare students for careers in which success requires a worldview that extends beyond the enterprise level in order for managers to create sustainable cultural, social and financial value for the organization and society in a responsible manner. 3 credits.

**BUSU 660 Sustainability Business Plan Development**

PREREQUISITES: ACCU 630, OLCU 601, BUSU 630, BUSU 650 This course is designed to prepare students to create a Sustainability Business Plan. Students will learn and create the seven steps for completion of a formalized business plan; Executive Summary, Description & Vision, Definition of the Market, Description of the Specific Recommendations for Sustainability, Organization and Management, Marketing and Finance. Student will learn how to review the entire options for sustainability and will be able to choose several that are most critical and financially feasible. Students will leave this course prepared to present to authority figures a systematic and professional plan to implement a financially sustainable program. 3 credits.

## CHEMISTRY

**CHMU 101 Introduction to Chemistry**

An introductory chemistry course for non-science majors. Introduces the fundamental concepts of general chemistry (scientific notation, atomic structure, elements and compounds, phases and properties of matter, chemical reactions and equilibrium) as well as standard laboratory procedures. No previous chemistry background required. 4 credits.

## COMPUTER SCIENCE

**CSCU 200 Introduction to Computers and Data Processing**

Students gain experience using word processing, electronic spreadsheet and database management software. The use, misuse, and abuse of computers will be discussed with examples from many fields. Different sections of this course may be offered on different hardware platforms, usually IBM-PC compatibles or Macintoshes, but the same concepts will be studied in each section and therefore the course may be taken for credit only once. 3 credits.

**CSCU 205 Introductions to Programming for Business Majors**

This is an introduction to computer programming for business major. Students will learn the basic concepts of how to give computer instructions by using high level programming languages in Excel, Access and Visual Basic. Visual programming with VB.NET is explored to introduce Object Oriented Programming. The emphasis will be on meeting the needs of a single user's application of Office Suite and Visual Programming. Online only. 3 credits.

**CSCU 220 Object-oriented Programming I**

Students are introduced to the concepts of writing instructions (i.e. programming) to the computers in a high-level computer language that utilizes Object-Oriented syntax and constructs such as JAVA or VB.NET. 3 credits.

**CSCU 251 Introduction to Computing Systems Organization**

Students learn the major components and structure of the hardware and software of both a computer and of a networking system. Students will learn to describe the mechanism of information processing, transfer, and control within a digital computing systems and networks. 3 credits.

**CSCU 270 Information Systems Security**

Students learn systematically the concepts, issues, challenges, and technological solutions of computer networks security and develop procedural and technological solutions with hands-on practice. Online only. 3 credits.

**CSCU 315 Organizational Information Systems**

Students explore the role of information systems in the operation of an organization. This course introduces the use of information technologies for the access and retrieval of information from internal information systems and from systems on the Information Superhighway. 3 credits.



**CSCU 329 Experimental Topics in Computer Science**

An examination of selected topics in Computer Science relevant to evolving areas in the field. Syllabi must be approved by Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different. 3 credits.

**CSCU 330 Computer Programming II**

Prerequisite: CSCU 220 or equivalent. Students continue their study of computer programming through simple data structures, advanced object-oriented design, and large program structure. The course typically involves a significant programming project. The course includes lecture as well as some in-class supervised lab experience. The expectation is that most programming will be done outside of class. 3 credits.

**CSCU 353 Data Communications and Computer Networks**

Prerequisite: CSCU 251. Students explore the principles and techniques of data communications and give special emphasis to networks and distributed systems. The I.S.O. Reference Model for open systems interconnection will be investigated and the function and operation of each protocol layer analyzed. 3 credits.

**CSCU 375 Data Encryptions and Information Security**

Prerequisite: CSCU 251 and CSCU 270. Students learn the concepts of data encryption, key of decryption, two-key encryption, and its application in data security; information systems security related issues and solutions are also described and experimented. 3 credits.

**CSCU 380 Operating Systems**

Students learn about the organization and architecture of computer systems at the machine and programming levels of system description. This course emphasizes the major principles of operating system design and the interrelationships between the operating system and hardware. 3 credits.

**CSCU 383 Project Management for Information Systems**

Prerequisites: CSCU 200 or equivalent. Students develop skills in use of project management tools and methods within the context of an information system project. Study topics include the following: the information systems development process, project team organization, work breakdown, project planning, resources estimation, return on investment, risks management, monitoring and controlling, and task scheduling. Online only. 3 credits.

**CSCU 385 Project Work Structure and Resources Management**

Students analyze the concepts of project scope work structure, units of work, variety of project resources, project cost estimation, dynamic allocations, schedule control, and management. 3 credits.

**CSCU 406 Algorithm Analysis**

A study of basic techniques of design and analysis of efficient algorithms for internal and external sorting/merging searching, to provide for the integration of data structure, sort/merge/search/methods and memory media into a simple data base management system. 3 credits.

**CSCU 408 Database Management**

Prerequisites: CSCU 220. Students learn data management concepts and the representation and structure of data in the context of applications and system software. The emphasis is on design of databases and developing applications in a client-server environment using SQL as the query language. 3 credits.

**CSCU 410 Structured Systems Analysis and Design**

Prerequisites: CSCU 408. Overview of the system development life cycle. Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. 3 credits.

**CSCU 415 Systems Quality Assurance and Testing**

Prerequisites: CSCU 315 or CSCU 410. This course provides an overview of the principles of Quality Management, framework of ISO 9000:2008, and methods for Software Testing. Students will produce a Quality Assurance Plan as part of a case study. Online only. 3 credits.

**CSCU 453 Network Implementation**

Students explore the principles and techniques for implementing TCP/IP based networks using Microsoft Windows NT servers and clients, including the skills to configure, customize, optimize, troubleshoot, and integrate networks. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For Computing Technology majors only. 3 credits.

**CSCU 455 Operating System Administration**

Prerequisite: CSCU 453. Students explore the principles and techniques for managing the Microsoft Windows NT operating system in the enterprise, including the skills to install, configure, customize, optimize and troubleshoot both the NT workstation and server operating system. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For Computing Technology majors only. 3 credits.

**CSCU 458 Advanced Web Based Database Systems**

Prerequisites: CSCU 408 and CSCU 453. Students explore the principles and techniques for managing the most recent Microsoft's SQL Server Database System and Microsoft's Internet Information Server including the skills to install, configure, customize, optimize, and troubleshoot both the SQL Server and Information Server Systems. This course assists with preparing students to meet the Microsoft Certified Systems Engineer certification requirements. For Computing Technology majors only. 3 credits.

**CSCU 483 Project Risk Management**

Students explore the principles and techniques of dealing with uncertainty and risk in real-world project situations, mathematical models of uncertainty, scenarios of disaster, recovery plan, and methods of protecting a firm from disasters. 3 credits.

**CSCU 485 Procurement Process Management**

Students will explore the practices of procurement processes in both private and public organizations, Request for Proposal, Request for Qualification, Request for Bids, Proposal evaluation, and Contract negotiations. 3 credits.

**CSCU 498 Capstone Project**

Prerequisites: Completion of 42 credits in the major. Students create a complete set of systems analysis, design, and implementation documents for a selected field of emphasis. 3 credits.

**CSCU 499 Independent Study**

Prerequisites: Dean approval. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

**CSCU 615 Information Technology Development and Innovation**

Students explore the new developments of enterprise-wide application of Information Technologies (IT) in both hardware and software; and evaluate database management Systems (DBMS), Enterprise Inter-networking systems( Intra Net), and Web-based newer enabling systems (Extra Net). 3 credits.

**CSCU 641 Internet Based Systems Analysis and Development**

Prerequisite: CSCU 615. Students learn the process of business Systems Lifecycle Analysis, Design, Implementation and Production Management. Students are required to implement an Internet Website as one of the learning outcomes. 3 credits.

**CSCU 648 Database Application and Administration**

Prerequisite: CSCU 615. Overview of application systems development life-cycle process, development of knowledge and skills in process and data modeling, creation of system requirements and design documents, and systems implementation and support. 3 credits.

**CSCU 655 Computer and Network Data Security**

Prerequisite: CSCU 615. This course systematically analyzes the concepts, issues, challenges, and solutions of computer networks security, and develops procedural and technological solutions with hands-on practices. 3 credits.

**CSCU 683 Project Management for Business Majors**

Students learn the concepts, current theories, and supportive technologies relating to formal project management. In addition, students develop skills to plan, initiate, monitor, communicate, and manage various types of projects in different industries. 3 credits.

**CSCU 685 Risk Management**

Prerequisite: CSCU 683. Overview a variety of risks in the business world, identify risks in relevant contexts, establish policy and procedures for risk mitigation, and apply technological solutions and perform periodic audits. 3 credits.

**CSCU 691 Enterprise Resources Integration and Management**

Prerequisite: CSCU 648. Study the integration of an enterprise's real time data and business processes into a unified system that helps them to meet the demand on-time and cost effectively, and evaluate the growing utilization of soft and hard technologies for managing the rise of service organizations in a global economy. 3 credits.

**CSCU 695 e-Business Strategic Management**

Prerequisite: CSCU 641. This course develops a disciplined approach in examining eBusiness strategy formulation, e-business models, creation of an integrated strategy, and management of ownership. A technology focus, marketing focus, e-branding, and service leadership will be considered as new ways of doing business. 3 credits.

## COMMUNICATION

**COMU 101 Public Speaking I**

The primary goal of COMU 101 is to provide students with the opportunity to improve their public speaking skills in the areas of preparation and delivery. The method of speaking emphasized is extemporaneous. Though public speaking is the primary focus of the course, other issues of communication, such as written, interpersonal and group, are also discussed. In addition, students will learn to be more critical consumers of communication. 3 credits.

**COMU 110 Interpersonal Communication**

An introduction to the principles, process and practice of dyadic communication. A major aspect of the course is the development of interpersonal communication competencies: listening, perceiving, language development and usage, nonverbal communication, empathy, self-disclosure, feedback, personality reading and responding, managing pleasant and unpleasant emotions, taking part in intercultural interactions, creating positive communication climates, speaking within teams and groups, and methods of conflict resolution. 3 credits. (not offered in 2011-2012)

**COMU 210 Theories of Persuasion**

An introduction to the methods of persuasion from Aristotelian rhetoric to contemporary tactics and techniques found in advertising, political and product campaigns, and salesmanship. Online only. 3 credits.

**COMU 215 Communicating About Business**

An overview of the communications business as a "business" and the terms and concepts necessary to understand and communicate about a client's business. Students will be introduced to basic business principles and the terminology used to describe business practices. In addition, students will gain an understanding of the communication and business skills required in the operation of a communication business such as a public relations or advertising firm or a department responsible for these functions within a corporation. 3 credits. (not offered in 2011-2012)

**COMU 230 Media in Everyday Life**

The Internet and digital media technologies are a pervasive, ubiquitous, and familiar part of everyday life. In this course, students will consider what it means to work, play, form identities, and exist in a real and virtual world. Students will also explore the broader socio-economic, legal, and political context in which media technologies are emerging and converging. Throughout the term, students will look at ways in which media technologies mediate our modes of communication with each other and the world. Finally, students will be asked to *experience* and reconsider their relationship with media technology. Online only. 3 credits.

**COMU 301 Advanced Public Speaking**

Designed to provide a more in-depth study of classical and contemporary principles of rhetoric and rhetorical criticism, this course provides concentrated work in speech structure, delivery, and criticism. 3 credits. (not offered in 2011-2012)

**COMU 315 Intercultural Communication**

This course explores the similarities and differences in the communication process from the perspectives of a variety of cultures. Special emphasis is given to the historical development of a culture in terms of its particular world view and the reciprocal impact of that world view on intercultural communications in such contemporary contexts as the establishment of global economies, second language education and worldwide media expansion. Students will experience practical application of theory and learn methods and techniques for more effective communication across cultures. 3 credits.

**COMU 320 Intercultural Competency**

The course examines cultures and subcultures, dominant and subordinate group interrelationships, and cross-cultural communications and interactions. It is designed to help students to participate more meaningfully in their social, civic, and increasingly global world of work roles. Students apply their own knowledge of cultural differences from overseas tours of duty and their own involvement in the culture of the military to the development of cultural competencies. Students will take the Intercultural Development Inventory (IDI) test at the beginning and the conclusion of the course to measure their openness to other cultures. Enrollment restricted to current military personnel or Veterans. 3 credits. (not offered in 2011-2012)

**COMU 329 Experimental Topics in Communication**

An examination of selected topics in communication relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**COMU 370 Principles of Public Relations**

Examination of the social, psychological, economic, and political foundations of public relations; and the integration of the behavioral sciences, management, and communication theories into a profession. 3 credits. (not offered in 2011-2012)

**COMU 371 Writing for Public Relations**

A comprehensive introduction to the various forms of public relations writing such as news and feature releases. Beginning with basic writing and organizational principles, the course introduces students to persuasive writing designed to meet specific communication objectives. 3 credits. (not offered in 2011-2012)

**COMU 410 Organizational Communication**

This course is a comprehensive review of effective oral and written communication in organizational and professional settings. This course emphasizes various forms of writing, communication, presentation skills, and how it relates to organizational principles, structure and change. 3 credits.

**COMU 499 Independent Study**

Prerequisite: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific need of superior upper-division students. 1-3 credits.

## **COUNSELING AND SCHOOL PSYCHOLOGY**

### **CSPU 500 Introduction to Counseling and Interpersonal Relations: Concepts and Skills**

Candidates are introduced to the philosophical, psychological, socio-cultural, legal, and historical foundations of education. This course provides an introduction and overview of basic counseling and interpersonal relations skills and concepts. While several different theories will be discussed, this course will focus on the development of basic solution-building skills needed by individuals working in a variety of counseling, educational, and professional settings. Laboratory experiences will seek to improve students' understanding of and ability to use these skills in professional settings. Also covered will be professional and ethical issues germane to students in various disciplines. 3 credits.

### **CSPU 510 Introduction to the Ethical Practice of School Psychology**

Prerequisites: Acceptance into the graduate program in school psychology and approval of the program coordinator. This is the introductory course to the graduate program in school psychology at Brandman University. It introduces candidates to the various roles of school psychologists have in the public schools, ethical and legal guidelines that shape the profession, and emergent practices in assessment, crisis intervention, personal & social counseling, behavior management, consultation, and systems change. 3 credits.

### **CSPU 511 Introduction to the Ethical Practice of School Counseling**

Prerequisites: Acceptance into the graduate program in school counseling and approval of the program coordinator. This is the introductory course to the graduate program in school counseling at Brandman University. It introduces candidates to the roles school counselors have in the public schools, the ethical and legal guidelines that shape the profession, and emergent practices in individual and group assessment, academic advisement, career counseling, crisis intervention, personal & social counseling, consultation, and systems change. 3 credits.

### **CSPU 512 Advanced Counseling and Intervention**

Prerequisites: An introductory course in counseling theory or CSPU 500 and approval of the program coordinator. This course focuses on a time-limited or brief approach to counseling and intervention with children and adolescents. Major units of study include skills for establishing goals, evaluating progress in counseling, crisis intervention, drug and alcohol problems, and the use of art and play techniques with children. Emphasis is placed on using these skills with children and youth of various age levels and in multicultural settings. 3 credits.

### **CSPU 513 Group Leadership and Intervention**

Prerequisites: Successful completion of CSPU 500 or approval of the faculty member who coordinates the program. This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. This course is designed to provide candidates with methods, materials, leadership skills, and counseling techniques appropriate for small group work. It is also intended to promote ethical awareness. In addition to the didactic coursework, candidates participate in an experiential group where they will participate as a group leader and a group member. Candidates will be expected to gain sufficient field experience to design, implement, and evaluate a group intervention with children, youth or parents in a school or agency setting. 3 credits

### **CSPU 514 Cultural and Community Issues in Counseling and School Psychology**

This course focuses upon the unique challenges diversity brings to the provision of counseling and psychological services to children, adolescents, and parents. Candidates will learn the history, culture, and expectations of different ethnic and cultural groups and develop the cross-cultural communication skills necessary to effectively work with families of varying cultural and socio-economic backgrounds. Candidates will also explore how issues such as immigration, poverty, sexism, and racism affect counseling practices and the development of effective interventions. 3 credits.

### **CSPU 515 Practicum in Counseling and Intervention**

Prerequisites: Successful completion of CSPU 500, CSPU 511 AND CSPU 512. This course provides opportunities for school counseling candidates to observe and examine intervention skills under close supervision. Candidates will analyze the knowledge and techniques learned in previous course work toward real world resolution of individual, group, and systems level problems. Sixty of the required 100 practicum

fieldwork hours must be done in a variety of approved public schools under the guidance of credentialed school counselors. 3 credits.

**CSPU 516 Children and Youth in Developmental Context**

Prerequisites: None. This course examines the processes of individual development in the context of family, school, and culture. Candidates will review major theories of developmental psychology and learn effective assessment and intervention skills for disturbances and disorders of childhood and adolescence. 3 credits.

**CSPU 534 Practicum in School Psychology I**

Prerequisites: Successful completion of CSPU 500, 510 and 512 and approval of the program coordinator. This is the first of two practicum courses providing opportunities for school psychology candidates to practice counseling, assessment, and other intervention skills under close supervision. Candidates will apply knowledge and techniques learned in previous coursework to the resolution of individual, group, and systems level problems. A minimum of 100 practicum fieldwork hours must be completed of the 450 practicum hours required in the program. The additional 350 practicum fieldwork hours will be completed in the other CSPU courses. The 450 practicum fieldwork hours must be accomplished prior to beginning the final fieldwork/internship hours in CSPU 622 and CSPU 623. 3 credits.

**CSPU 535 Practicum in School Psychology II**

Prerequisites: Successful completion of CSPU 534, CSPU 512, and approval of the program coordinator. This course is a continuation of CSPU 534 and will provide opportunities for school psychology candidates to practice counseling, assessment, and other intervention skills under close supervision. A minimum of 100 practicum fieldwork hours is required in this course. All practicum fieldwork hours must be completed prior to beginning the final fieldwork/internship hours in CSPU 622 and CSPU 623. 3 credits.

**CSPU 616 Leadership and Systems Change**

Prerequisites: CSPU 500, 510 or 511. This course will focus on the designing, implementing, coordinating, and evaluating effective counseling programs. Topics include principles of collaboration and team work; facilitating teams of pupils, teachers, administrators, parents, and community members to meet pupil needs; program development and evaluation; and enhancing organizational climate and staff morale through consultation and in-service education. 3 credits.

**CSPU 617 Transition to Work and Career**

Prerequisites: Successful completion of CSPU 511 or approval of program coordinator. This course focuses upon the process of career choice, including the skills of decision-making, goal setting, vocational assessment, career information, and career education programs. Candidates will learn school-to-career systems appropriate for all students, including those with disabilities. 3 credits

**CSPU 618 Best Practices in Counseling**

Prerequisites: Students must be enrolled in CSPU 620 or CSPU 621 at the time they take this course and have the permission of the program coordinator. School counselor candidates will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as school counselors. Candidates will prepare for the Praxis examination in school counseling, complete their program portfolios, and develop a capstone project as a part of this course. 3 credits.

**CSPU 620 and CSPU 621 School Counseling Fieldwork 1& 2**

Prerequisites: A passing score on the CBEST; CSPU 500, 511, 512, 513, 514, 515, 616, 617, EDUU 602; and approval of fieldwork site by faculty coordinator. Also required are an updated TB test and a Certificate of Clearance. The fieldwork courses provide a transitional school counseling experience by engaging the candidate in a practical and realistic work schedule in schools. It is understood that the candidate will achieve a level of competence commensurate with a Master's level degree. Emphasis is on supervised fieldwork experiences leading to competencies in the following areas: educational assessment, personal and social counseling, academic and career counseling, program development, program coordination, supervision, consultation, and laws and ethics pertinent to the profession of school counseling. In addition to the required field experience, candidates participate in fifteen hours of on-campus group supervision each term. By the completion of CSP 621, candidates are expected to gain a total of 600 hours of work performed in a K-12 setting at either the elementary, middle, and/or senior high school. At least 200 hours must be performed at each of the two levels selected. Graded on a pass/no pass basis. 3 credits.

**CSPU 622 Supervision and Mentoring in School Psychology I****CSPU 623 Supervision and Mentoring in School Psychology II****CSPU 624 Supervision and Mentoring in School Psychology III****CSPU 625 Supervision and Mentoring in School Psychology IV**

Prerequisites: A passing score on the CBEST, completion of CSPU 450 and Practicum hours, completion of 33 program credits including CSPU 510, 512, 514, 516, 534, 535, 636, 637, 638, 639 and EDUU 601, 602. Each course covers one term or 8 weeks (300 hours of fieldwork/internship) for a total of 1,200 hours. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of on-campus group supervision. The site supervision of candidates must be by a qualified state credentialed school psychologist. Graded on a Pass/No Pass basis. 3/3/3/3 credits.

**CSPU 636 Cognitive and Neuropsychological Assessment for Intervention**

Prerequisites: Successful completion of CSPU 510, CSPU 637, EDUU 601, and approval of the faculty coordinator for the PPSP program. This course will be taken after the student has successfully completed CSPU 637, Psycho-educational Assessment I. CSPU 636 is a continuation of cognitive assessment from CSPU 637. It will introduce students to the study of cognition from a school neuropsychological perspective. The Cattell-Horn-Carroll model of cognitive abilities and a cross-battery model of assessment will be discussed. Candidates will review psychometric concepts and laws and ethics related to assessment and psycho-educational testing, and practice administering standardized tests and other assessment procedures to volunteers outside of class. Students will also practice presenting assessment results to parents and teachers, and writing assessment reports. Application of these skills in multicultural settings will be accentuated. 3 credits.

**CSPU 637 Psychoeducational Assessment for Intervention I**

Prerequisites: CSPU 510, EDUU 600, EDUU 601, and/or approval of the faculty coordinator. This course will introduce students to psycho-educational assessment and the laws and ethics related to assessment and psycho-educational testing. The focus of the course is on current best practices in the use of both standardized tests and non-standardized assessment methods such as interview and observation to assess children and youth. Emphasis is placed on using the systematic interpretation of assessment results to develop academic and behavioral interventions. Candidates will practice administering standardized tests, conducting interviews and observations, and presenting assessment results to parents and teachers. Application of these skills in multi-cultural settings will be accentuated. 3 credits.

**CSPU 638 Psychoeducational Assessment for Intervention II**

Prerequisites: Successful completion of CSPU 637 and CSPU 636 and the approval of the faculty coordinator. The focus of this course is gathering comprehensive assessment data and using this data to develop academic and behavioral interventions for children and youth with school-related problems. Application of these skills in multicultural settings will be emphasized. Candidates will practice developing accurate referral questions, combining data from a variety of sources to arrive at fair and accurate conclusions, developing effective intervention strategies, and preparing written reports of assessment findings. 3 credits.

**CSPU 639 Advanced Positive Behavioral Supports**

Prerequisites: EDUU 602 or its equivalent for all candidates, EDUU 687 or its equivalent is an additional prerequisite for Level 2 Education Specialist candidates and MASE candidates. The purpose of this course is to provide candidates with knowledge and skills to (a) identify and assess problem behavior in school settings, (b) design and implement behavioral interventions, including physiological and pharmacological variables, (c) design and implement comprehensive behavior support plans, (d) monitor and evaluate implementation of behavior support plans, and (e) apply behavioral procedures on a school-wide basis. Candidates will learn to develop both systems level and individual behavioral intervention plans for persons with serious behavioral problems. 3 credits.

**CSPU 640 Consultation and Indirect Intervention**

Prerequisites: Take this course as part of practicum experience. This course introduces candidates to collaborative models of individual and team consultation. The emphasis of this course's major study units include learning to work with individuals and groups to identify problems, design interventions, and monitor

their effectiveness; facilitating collaborative problem-solving teams, and conducting educational programs for parents and school staff. 3 credits.

**CSPU 641 Best Practices in School Psychology**

Prerequisites: Students must be enrolled concurrently in CSPU 622, 623, 624, or 625 and have permission of the Faculty Coordinator. Candidates will view knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as school psychologists. Candidates will prepare for the Praxis examination in school psychology, prepare a draft of their program portfolio, and complete the capstone project as part of this course. 3 credits.

## **CRIMINAL JUSTICE**

**CJCU 250 Introduction to the Administration of Criminal Justice**

This introductory overview course examines the structure, organization, and operations of the American criminal justice system: law enforcement, courts and corrections. Students will become familiarized with basic criminal justice concepts and models; crime categories, statistical patterns and trends; policy; current issues and problems, as well as other pertinent and critical issues. 3 credits.

**CJCU 329 Experimental Topics in Criminal Justice**

An examination of selected topics in Criminal Justice relevant to evolving areas in the field. Syllabi must be approved by Dean and announced to the Curriculum and Academic Committee prior to be offered. May be repeated for credit provided that the course content is different. 3 credits.

**CJCU 380 Correctional Systems**

Criminals and institutional personnel involved in corrections at all levels will be reviewed in depth. History, politics, and contemporary corrections issues such as punishment theories, sentencing alternatives, prison experience and prisoner rights, female and juvenile incarceration problems, overcrowding, and 21st century corrections will be examined. 3 credits.

**CJCU 403 Police and Society**

This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, use of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.

**CJCU 411 Gangs and Gang Behavior**

This course addresses theories of gang behavior, modes of law enforcement, and correctional intervention dealing with street gang formation and activities (e.g., Latino, Samoan, Vietnamese, Armenian, Filipino), as well as characteristic differences among Gangbangers, Taggers, and others. 3 credits.

**CJCU 412 Victimless Crimes**

This course examines various criminal offenses that often lack a complaining "victim" in the usual sense that tend to generate intense social debate due to the consensual nature of these crimes (e.g., drug use, prostitution, certain sexual activities, gambling). The societal implications of social control policies will be discussed. Online only. 3 credits.

**CJCU 414 Organized Crime**

This course investigates the nature of and causes underlying existing and emergent organized crime groups (e.g., the Mafia, La Cosa Nostra, Yakuza) and their comparison with "ordinary" criminals. Topics may include corporate connections, special investigation techniques, trial and sentencing issues, international terrorism, RICO and other Federal statutes. 3 credits. (not offered in 2011-2012)

**CJCU 426 Crime and Delinquency**

(Same as SOCU 426) Crime and delinquency are integral parts of human society. This class scrutinizes the causes of crime, crime prevention and control, and the treatment of criminals. Emphasis on the sociological causes, extent, constraint and deterrence of juvenile delinquency and juvenile crime. Topics include bio/psycho/sociogenic causation, youth criminalization, professional versus amateur criminals, violence and sexual crimes, victims and juvenile punishment alternatives. Online only. 3 credits.



**CJCU 440 Drugs and Society**

(Same as SOCU 440) The study of drug use from a sociological perspective. Discussion will include the effects and toxicity of legal drugs such as alcohol, nicotine, caffeine and over-the-counter pharmaceuticals, as well as illegal drugs such as marijuana, cocaine, ecstasy, and heroin. Course topics include the integration of drugs with everyday life, the prescription drug industry as a social problem, addiction, recovery as the trope of popular culture, drug testing, HIV/AIDS and intravenous drug use, criminal behavior and drug use, drug legalization debates and other policy issues. 3 credits.

**CJCU 450 Homeland Security**

This course studies the structure of the newest federal cabinet level agency, the Department of Homeland Security (DHS) in terms of prevention and response capability. It studies the capacity of the agency to respond to terrorist events, natural disasters, man-made emergencies, safety of US transportation systems and protection of US borders. It also explores the relationships, sharing and cooperation of all federal agencies in regard to intelligence gathering capability to support DHS counter-terrorism missions as well as the impact of counter-terrorism has on civil rights. 3 credits.

**CJCU 460 White Collar Crime**

This class examines the underlying theories, changing definitions and diverse nature of white-collar crime. These crimes may include offenses perpetrated by “the rich,” corporations and businesses, and/or individuals. Topics may include embezzlement, political corruption, employee theft, fraud, “con games,” and emergent areas such as computer crime and environmental crime. Online only. 3 credits.

**CJCU 465 Management in Criminal Justice Organizations**

This course applies management and financial principles to Criminal Justice organizations. Emphasis is placed on budgets, personnel issues, organization and management, as well as discipline procedures and EEO practices. Constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are also discussed. Online only. 3 credits.

**CJCU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## **ECONOMICS**

**ECNU 201 Principles of Macroeconomics**

The study of economics necessitates an understanding of the principles that govern the operation of the economic system. This course focuses attention on the aggregate (macro) relationships and gives attention to the central problems of economic organization, the functioning of the price system, the economic role of government, the determination of national income and a brief glance at economic policy. 3 credits.

**ECNU 202 Principles of Microeconomics**

This course covers the theory and application of microeconomics. Topics include competition and monopoly, pricing, consumer demand, and producer supply. Labor markets, global economies, and regulations/antitrust policies are described. 3 credits.

## **EDUCATION**

### **Educational Administration (EDAU)**

For those pursuing the Educational Administration credential, EDAU courses have a prerequisite which requires that candidates must have held or currently hold a valid teaching credential or take EDUU-515-Teaching the Adult Learner.

**EDAU 670 Collaborative Leadership**

Creating a shared vision is critical in engaging a school community in continuous improvement. Leaders must be able to facilitate the development of a shared vision by bringing people together through collaborative processes that build organizational capacity. This course covers foundational leadership theory, goal setting, group dynamics, change processes, and facilitative leadership models that support positive interdependence

to ensure lasting change. Program requirements including the Professional Development Plan (PDP), portfolio development and fieldwork will be reviewed. It is recommended that this course be taken as the first or second course in the program. This course includes 5 required field work hours. 3 credits.

**EDAU 672 21<sup>ST</sup> Century Human Resource Management**

Examine the role of Human Resource Management in the public schools as it relates to certificated, classified, and management personnel in the processes of recruitment, selection, assignment, evaluation, and retention. Additional components will include staff development, in-service, and the collective bargaining processes of negotiations and contract management. State and federal laws and policy that affect personnel will also be reviewed as well as the relationships between the Board of Education, employees, and the Superintendent. This course includes 5 required field work hours. 3 credits.

**EDAU 674 Instructional Leadership, Supervision and Accountability**

Cohesive instructional programs based on content standards and high expectations for all learners are critical to student achievement. Supervision of curriculum, instruction and assessment play a vital role in instructional leadership. Candidates will explore appropriate supervision and evaluation practices and understand the role state and federal accountability systems and local assessments play in data-based decision making. The importance of identifying ongoing staff development needs based on multiple data sources will also be explored. This course includes 5 required field work hours. 3 credits.

**EDAU 675 Politically Intelligent Leadership and Governance**

Effective and principled leadership requires political intelligence. Students study national, state and local policies and governance systems with a focus on implementation at the micro-political level. The relationships of constituencies such as: unions, school boards, local communities and special interest groups are examined for their political impact upon k-12 education operations, working with diverse populations and the role of schooling in a democratic society. Critical theory and social justice are taught as part of this exploration. This course includes 5 required field work hours. 3 credits.

**EDAU 676 Educational Law and Finance**

Candidates examine the impact of current, historical, political, social and legal issues that influence school law at the site level and at the district level. Candidates study federal and state law, Supreme Court and Appellate Court decisions while relating them to the administration and leadership of public school education. In addition, candidates examine current financial, political, and social issues as well as historically relevant topics that have influenced school finance. The course covers sources of revenue, types of funding, district and site budget development, restricted and unrestricted funds, audit requirements, and the impact of demographics on school district operations. This course includes 5 required field work hours. 3 credits.

**EDAU 678 Culturally Responsive Leadership**

Candidates will examine issues related to equity, diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, sexual orientation, religion, second language learners and persons with special needs. Through coursework, group work, and situational case studies candidates will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Candidates will learn of the leadership capacities needed to ensure access, academic and social equity for all members of the extended school community. This course includes 5 required fieldwork hours. 3 credits.

**EDAU 691 Directed Fieldwork in Administrative Services**

**Prerequisites:** Candidates must have held or currently hold a valid teaching credential. Candidates will participate in fieldwork experiences in an administrative or quasi-administrative position for a minimum of 120 clock hours. A maximum of thirty clock hours completed through Brandman Administrative Services coursework may be included in the 120 clock hour minimum requirement. Candidates will prepare a Professional Development Plan that is based on the California Professional Standards for Educational Leadership and reflects the needs of the candidate and the unique characteristics and qualities of their fieldwork-placement. The Professional Development Plan (PDP) activities will culminate in a reflective activity and portfolio that demonstrates an ethical, working knowledge of duties and problems typically encountered by education administrators. Candidates will observe and apply principles learned in the Administrative Services Credential Program courses. Regularly scheduled Seminars will provide additional support, instruction and assessment for candidates as they progress through the fieldwork experience. May be repeated for credit. 3-6 credits.

**EDAU 710 Professional Clear Mentoring of Candidate II**

Prerequisites: Candidates must hold a valid Tier I Preliminary Administrative Services Credential and be currently employed in an Educational Administration position. Pursuant to SB1655, Brandman University is authorized to offer a credential fieldwork/evidence of competency option to administrators who are seeking to earn their Professional Clear Administrative Services Credential (Tier II). Under this option, candidates will demonstrate their knowledge, skills and abilities through an assessment component and ongoing interaction with their faculty mentor. Candidates must be accepted into the Brandman Professional Clear Administrative Services Credential Program as specified in the catalog, must work closely with the faculty mentor from the university and a District Support Provider. Under supervision, candidates will design and implement a Professional Induction Plan (PIP). In addition, candidates will develop an “Evidence of Competence Portfolio,” verifying mastery in all of the CA Professional Standards for Educational Leaders” through written documentation, narrative reflection, artifacts and other appropriate evidence. 3 credits.

**EDAU 720 Professional Clear Assessment of Candidate Competence II**

Prerequisites: Successful completion of EDAU 710. This course builds upon the foundations of the prior strengths of the candidates, the Professional Induction Plan (PIP), and the materials in the “Evidence of Competence Portfolio”. Candidates synthesize their learning and apply conceptual knowledge to administrative practice in ways that engage them in important issues of educational leadership. (EDAU 720 is the second half of the required program. See EDAU 710 for information on the first half.) In order to recommend a candidate for the Professional Clear Administrative Services Credential, faculty mentor must verify competence in candidate performance as outlined in the “California Professional Standards for Educational Leaders” using the Descriptions of Practice (DOP), the candidate’s “Evidence of Competence Portfolio” and feedback from the District Support Provider. A Culminating assessment brings closure to this process and establishes direction for continuing growth and professional development. 3 Credits.

**Curriculum and Instruction (EDCI)****EDCI 631 Differentiated Instruction in Multicultural and Multi-Ability Classrooms**

Prerequisite: EDUU 600. This course is designed to provide candidates with an understanding of differentiated instruction and a strong rationale for its implementation. While teaching methodology will be a focal point of this course, it will be situated within the broader discourse of social and intellectual conditions defining teaching and learning in the new millennium that have advanced the need for differentiated instruction. Candidates will explore the diverse needs of students and determine the best strategies to differentiate by learning style, language proficiency, special needs, cultural influences, gender, physical and psychological development. Practical applications of professional collaboration, classroom management skills, assessment strategies and instructional planning within a differentiated instructional environment will be introduced and practiced. 3 credits.

**EDCI 632 Assessing Student Learning**

Prerequisite: EDUU 600. This course examines various types of assessments. Candidates will explore the purpose of assessment as well as how to use assessment data to guide decision making and improve student performance. Current trends in assessment, including high-stakes testing and accountability, will be explored. Candidates will analyze the advantages and disadvantages of various assessment methods and investigate assessment accommodations for English learners and students with special needs. Methods for grading and sharing the results of student performance will also be addressed. 3 credits.

**EDCI 634 Contemporary Issues and Trends in Curriculum**

Prerequisites: MAE core courses, EDCI 631 and EDCI 632. This culminating class focuses on a study of current issues surrounding curriculum and instruction. Research across a wide spectrum of opinions and perspectives is examined in order to prepare the learner to develop an area of expertise relating to one particular contemporary issue in education today. 3 credits.

## **Multiple Subject (EDMU)**

\*Course Prerequisites are required for credential and M.A.T. candidates only.

### **\*EDMU 520 Literacy and Language in K-8 Classrooms I**

Prerequisites: EDUU 510 and 512. Literacy and Language I focuses on first and second language acquisition, English language development, the reading-writing connection, and literacy development. The major study units also include early literacy, emerging literacy, beginning reading, beginning writing, and children's literature. Candidates will design and conduct a tutorial that reflects their initial proficiency in reading diagnosis, implementation of theory-based strategies and interventions that provide effective instruction for diverse learners, including English learners and students with special needs. Candidates will use the tutorial experience to write a case study. Candidates also begin a Classroom Reading Resource Portfolio organized by the RICA domains that will also serve as a RICA study guide. 3 credits.

### **\*EDMU 521 Literacy and Language in K-8 Classrooms II**

Prerequisites: EDUU 510, 512 and EDMU 520. No pre-requisite is needed if you are using this course to obtain a Multiple Subject Authorization to be added to your Single Subject credential. Literacy and Language II focuses on first and second language acquisition, English language development, the reading-writing connection and literacy development. The major study units also include developing literacy, developing reading, developing writing, independent reading, independent writing, and children's literature. Candidates will design and conduct a tutorial that reflects their proficiency in reading diagnosis, implementation of theory-based strategies and interventions, which provide effective instruction for diverse learners, including English learners and students with special needs. Candidates will use the tutorial experience to write a case study. Candidates finish their Classroom Reading Resource Portfolio organized by the RICA domains that will also serve as a RICA study guide. 3 credits.

### **\*EDMU 522 Mathematics and Science in K-8 Classrooms**

Prerequisites: EDUU 510, and 512 No pre-requisite is needed if you are using this course to obtain a Multiple Subject Authorization to be added to your Single Subject credential. . This course provides students an opportunity to study teaching and learning in the areas of mathematics and science. As students examine and explore these content areas, they will focus on methods to apply their learning in the elementary classroom. Candidates will study elements of curriculum integration for mathematics and science. They will present selected lessons and reflect on the teaching/learning experience. 3 credits.

### **\*EDMU 523 History, Social Science and Visual/Performing Arts in K-8 Classrooms**

Prerequisites: EDUU 510, and 512 No pre-requisite is needed if you are using this course to obtain a Multiple Subject Authorization to be added to your Single Subject credential. . This course provides candidates an opportunity to study teaching and learning in the areas of history, social science, and visual and performing arts. As candidates examine and explore these content areas, they will focus on methods to apply their learning in the elementary classroom. Candidates will develop an integrated/thematic unit focusing on the social sciences and include elements of the visual and performing arts. They will present selected lesson(s) from their unit, and reflect on the teaching/learning experience. 3 credits.

### **EDMU 580 Supported Teaching: Elementary School**

Prerequisites: Candidates must be meet the Internship recommendation requirement (found in the credential part of this catalog) and have a GPA of 3.0 or above in the credential program courses; and be concurrently enrolled in university coursework. Candidates teaching in a public school must also have passed appropriate CSET. The university supports candidates as they begin teaching with an emergency permit or an intern credential in an elementary or appropriate middle school classroom. Enrollment in Supported Teaching is for one term of eight weeks unless otherwise waived. Graded on a Pass/No Pass basis. 3 credits.

### **EDMU 582 Directed Teaching I: Elementary School**

Prerequisites: Passing score on CBEST, admission to teacher education program; a minimum of 12 credits of education coursework at Brandman University, passing score on an appropriate CSET; completion of all program Prerequisites, and EDUU 510, 511, 512, EDMU 520, 521, 522, 523 and formal advancement to Directed Teaching required. Candidates do supervised Directed Teaching I for one full term (full school days) in a master teacher's classroom or in their own classroom if an intern. Candidates are regularly evaluated by a university supervisor and enroll in EDUU 540. Student teaching placement must include classes at two different levels with one placement in a setting in which the student population is at least 25 percent ethnically different from the student teacher. Graded on a Pass/No Pass basis. 3-6 credits.

**EDMU 583 Directed Teaching II: Elementary School**

Prerequisites: Successful completion of EDMU 580 or 582, and all Prerequisites for EDMU 582. Candidates do supervised Directed Teaching II for one full term (full school days) in a master teacher's classroom or in their own classroom if an intern. Candidates are regularly evaluated by a university supervisor. Student teaching placement must include classes at two different levels with one placement in a setting in which the student population is at least 25 percent ethnically different from the student teacher. Graded on a Pass/No Pass basis. 3-6 credits.

**Single Subject (EDSU)**

\*Course Prerequisites are required for credential and M.A.T. candidates only.

**\*EDSU 530 Theories, Methods, and Materials for Teaching English Learners**

Prerequisites: EDUU 510 and 512. This course focuses on theories, issues, and practices involved in first and second language acquisition and maintenance, including psychological, socio-cultural, pedagogical, legal, and political factors. It provides an overview of state-designated assessment instruments and policies to identify and place English learners, and the spectrum of school-based educational structures that address these students' academic needs in California, as guided by the state's Standards for English Language Development. Comparative/contrastive linguistics as well as English language and concept development strategies in content area instruction are addressed. During field experiences, candidates use effective methods for fostering academic excellence in English learners. Special attention is devoted to the interconnection between classroom organization and curricular planning, and the collaboration with specialists, paraprofessionals and parents/caregivers to support classrooms with diverse levels of English language proficiency. 3 credits.

**\*EDSU 531 Secondary Instructional Strategies for Language/Culturally Diverse Classrooms**

Prerequisites: EDUU 510 and 512 No pre-requisite is needed if you are using this course to obtain a Single Subject Authorization to be added to your Multiple Subject credential. . This secondary strategies course builds upon the best practices and principles introduced throughout the Single Subject 2042 Credential program and focuses on 1) the fundamental challenges and responsibilities of designing, organizing, and implementing effective strategies to maximize instructional time for all students in the 12-18 age group, including English learners and those with special needs; and 2) the implications for the creation of a positive, safe, caring classroom environment. Methods for identifying and assessing English learners' language proficiency, placing them in appropriate programs, and evaluating their language academic progress are reviewed. Emphasis is placed on long-session instructional planning that differentiates using Specially Designed Academic Instruction in English, aligned with CA state frameworks and content standards. The development of multiple assessment measures supports all learners, including English learners, in reaching language and core curriculum benchmarks. Ongoing professional development of teacher candidates will promote collaboration among peers, with specialists, paraprofessionals, parents/caregivers, and with other community organizations. Case studies will be used to support specific pedagogy and fieldwork. 3 credits.

**\*EDSU 532 Effective Literacy Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and 512. This course provides substantive, research-based content literacy instruction that effectively prepares each candidate for a Single Subject Teaching Credential to provide instruction in content-based reading and writing skills to a full range of students, including students with varied reading levels, students with special needs, English learners and speakers of non-standard English, as well as advanced learners. Areas of focus include the integration of reading and writing in content areas, literacy assessment models (diagnostic, formative and summative), vocabulary strategies, comprehension strategies, the uses of fiction and non-fiction across the curriculum, literacy resources, including those online, and variations in literacy instruction for students from diverse linguistic and socio-economic backgrounds. Further, candidates will become aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing as a process as it is applicable in each discipline. As candidates study issues of literacy, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. As a part of that goal, candidates will identify California Content Standards for their content area that require literacy strategies and approaches that are appropriate for their content area. They will design and present selected lessons that illustrate a deepening understanding of literacy and how to develop content area literacy in their students. An integral component of this course is a student tutorial, which utilizes strategies studied in this course. The process and progress of the tutorial will be documented through the development of a case study. Further, a dialectical journal or learning log to support the tutorial and the development of the case study will be maintained by each candidate. 3 credits.

**\*EDSU 533 Content Specific Strategies for Single Subjects (Series)**

No prerequisite is needed if you are using this course to obtain a Single Subject Authorization to be added to your Multiple Subject credential.

Please Note: This course is for California Credential candidates only and does not guarantee that it would meet other state licensure requirements for preparation or competency in a specific subject.

<u>Content Area</u>	<u>Section Code</u>
English	04
Languages Other than English	08
Mathematics	09
Social Science	16
Health Science and Physical Education	17
Science: Biology, Chemistry, Geo-science & Physics	18
Career Technical Education	19
Music and Visual Arts	20

**EDSU 533-04 Effective English/Language Arts Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides candidates an opportunity to study teaching and learning in English/Language Arts. As candidates examine and explore teaching English/Language Arts, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California English/Language Arts Content Standards and English/Language Arts Framework and which connect reading, writing and oral language processes in an integrated fashion. Candidates will have multiple opportunities to learn and practice ways to differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, ones who use non-standard English and students with special needs. Additionally, these lessons will reflect mastery of English/Language Arts content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted English/Language Arts standards. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

**EDSU 533-08 Effective Instruction in Languages Other Than English for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. The course provides candidates an opportunity to study teaching and learning languages other than English. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom, which includes English learners and students with special needs. They will design and present selected lessons that are aligned with the California Department of Education Foreign Language Curriculum Framework and reflect mastery of specific content area pedagogy. Protocols for using multiple measures for assessing student progress and to inform instruction will be presented. Online professional journals and organization information will be critiqued and utilized. Further, each candidate will maintain a dialectical journal or learning log. 3 credits.

**EDSU 533-09 Effective Mathematics Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides candidates an opportunity to study teaching and learning in mathematics. As candidates examine and explore teaching mathematics, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Mathematics Content Standards and Mathematics Framework. Additionally, these lessons will reflect mastery of mathematics content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted mathematics standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

**EDSU 533-16 Effective History/Social Science Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides an opportunity to study teaching and learning in History/Social Science. As candidates examine and explore teaching this content area, they will focus on

methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will also explore the history and demographics of California and their influence on the education of California's diverse society. Candidates will design and present selected lessons that are aligned with the California History/Social Science Content Standards and Framework. Additionally, these lessons will reflect mastery of appropriate content pedagogy. Also, candidates will learn about the use of multiple measures to assess student progress toward reading state-adopted standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Online professional journals and organization information will be critiqued and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

**EDSU 533-17 Effective Health Science and Physical Education Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides candidates an opportunity to study teaching and learning in Health Science and Physical Education. As candidates examine and explore teaching Health Science and Physical Education, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Health Science/Physical Education Content Standards and Frameworks. Additionally, these lessons will reflect mastery of either or both content pedagogies. Also, candidates will learn about the use of multiple measures to assess student progress toward reaching state-adopted standards for Health Science / Physical Education. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiques and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

**EDSU 533-18 Effective Science Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides candidates an opportunity to study teaching and learning in science (biology, chemistry, geo-science and physics). As candidates examine and explore teaching science, they will focus on methods to apply their learning in the multilingual, multicultural, diverse, secondary classroom. They will design and present selected lessons that are aligned with the California Science Content Standards and Frameworks. Additionally, these lessons will reflect mastery of science content pedagogy. Also, candidates will learn about the use of multiple measures to assess student progress toward reaching state-adopted science standards. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Online professional journals and organization information will be critiques and utilized. Further, a dialectical journal or learning log will be maintained by each candidate. 3 credits.

**EDSU 533-19 Effective Career Technical Education Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. This course provides candidates an opportunity to study teaching and learning in the career technical education subjects: agriculture, business, home economics, and industrial and technology education. As students examine and explore teaching career technical education, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Career Technical Education Content Standards and Framework. Additionally, these lessons will reflect mastery of career technical content pedagogy. Also, students will learn about the use of multiple measures to assess student progress toward reaching state-adopted career technical education standards. Protocols for using these assessments to inform instruction will be presented. Strategies for communicating this assessment information to caregivers in order to improve student performance will also be studied. Online professional journals and organization information will be critiqued and utilized. 3 credits.

**EDSU 533-20 Effective Music and Visual Arts Instruction for Single Subject Candidates**

Prerequisites: EDUU 510 and EDUU 512. The course provides candidates an opportunity to study teaching and learning in the music and the visual arts content areas. Candidates will focus on best practice in the multilingual, multi-ethnic, multicultural secondary visual and performing arts classroom. They will design selected lessons that are aligned with the California K-12 Visual and Performing Arts Standards and Framework and reflect mastery of music and visual arts pedagogy. Candidates will examine strategies for differentiating instruction based on the needs and strengths of the range of learners in the classroom, including English learners and students with special needs or instructional challenges. Students will create multiple measures of assessment appropriate for music and visual arts to evaluate student progress toward reaching state-adopted standards. Online professional journals, organizations, and peer-reviewed research on visual and performing arts education will be critiqued and utilized. 3 credits.

**EDSU 590 Supported Teaching: Secondary School**

Prerequisites: Candidates must meet the Internship recommendation requirement (found in the credential part of this catalog); have a GPA of 3.0 or above in the credential program courses; and be concurrently enrolled in university coursework. Candidates teaching in a public school must also have proved subject matter competence. The university supports candidates as they begin teaching with an emergency permit or an intern credential in an elementary or appropriate middle school classroom. Enrollment in Supported Teaching is for one term of eight weeks unless otherwise waived. Graded on a Pass/No Pass basis. 3 credits.

**EDSU 592 Directed Teaching I: Secondary School**

Prerequisites: Passing score on CBEST, admission to teacher education program; a minimum of 12 credits of education coursework at Brandman University, completion of an approved waiver program; all program Prerequisites, EDUU 510, 511, 512, EDSU 530, 531, 532, 533 and formal advancement to Directed Teaching required. Students do supervised Directed Teaching I for one full term (full school days) in a master teacher's classroom or in their own classroom if an intern. Candidates are regularly evaluated by a university supervisor and enroll in EDUU 540. Student teaching placement must include classes at two different levels with one placement in a setting in which the student population is at least 25 percent ethnically different from the student teacher. Graded on a Pass/No Pass basis. 3-6 credits.

**EDSU 593 Directed Teaching II: Secondary School**

Prerequisites: Successful completion of EDSU 590 or EDSU 592 and all Prerequisites as in EDUU 592. Candidates do supervised Directed Teaching II for one full term (full school days) in a master teacher's classroom or in their own classroom if an intern. Candidates are regularly evaluated by a university supervisor. Student teaching placement must include classes at two different levels with one placement in a setting in which the student population is at least 25 percent ethnically different from the student teacher. Course may be repeated for credit. Graded on a Pass/No Pass basis. 3-6 credits.

## **Special Education Student Teaching (EDTU)**

**EDTU 590 Supported Teaching: Special Education, Mild/Moderate**

Prerequisites: Candidates must meet the Internship recommendation requirement (found in the credential part of this catalog) and have a GPA of 3.0 or above in the credential program courses; and be concurrently enrolled in university coursework. Candidates teaching in a public school must also have passed appropriate CSET; employment on an Intern Credential or an Emergency Permit in a California school as a full-time teacher, and concurrent enrollment in university coursework. Students are supported by the university as they begin teaching in a special education mild/moderate classroom. Graded on a Pass/No Pass basis. 3 credits.

**EDTU 591 Supported Teaching, Moderate/Severe, Moderate/Severe**

Prerequisites: Candidates must meet the Internship recommendation requirement (found in the credential part of this catalog) and have a GPA of 3.0 or above in the credential program courses; and be concurrently enrolled in university coursework. Candidates teaching in a public school must also have passed appropriate CSET; employment on an Intern Credential or an Emergency Permit in a California school as a full-time teacher, and concurrent enrollment in university coursework. Students are supported by the university as they begin teaching in a special education moderate/severe classroom. Graded on a Pass/No Pass basis. 3 credits.

**EDTU 592 Directed Teaching: Mild/Moderate**

Prerequisites: EDTU 590, passing score on CBEST, admission to teacher credential program, passage of appropriate CSET or waiver program, successful completion of all coursework and other program requirements. An exception may occur when the candidate's advisor determines that the candidate needs support at an earlier point in the sequence of his/her program to maximize the effectiveness of this directed teaching experience. Consequently, three credits of supportive teaching would occur at this stage and the remaining three credits would be completed at the end of the candidate's program. The focus of the Directed Teaching placement must be working with students who have mild/moderate disabilities. The university supervisor regularly evaluates candidates. Graded on a Pass/No Pass basis. 3 credits.

**EDTU 593 Directed Teaching: Moderate/Severe**

Prerequisites: EDTU 591, passing score on CBEST, admission to teacher credential program, passage of appropriate CSET or waiver program, successful completion of all coursework and other program requirements. An exception may occur when the candidate's advisor determines that the candidate needs support at an



earlier point in the sequence of his/her program to maximize the effectiveness of this directed teaching experience. Consequently, three credits of supportive teaching would occur at this stage and the remaining three credits would be completed at the end of the candidate's program. The focus of the Directed Teaching placement must be working with students who have moderate/severe disabilities. The university supervisor regularly evaluates candidates. Graded on a Pass/No Pass basis. 3 credits.

## **Education (EDUU)**

### **EDUU 321 Developing Children's Cognitive Readiness in Literacy**

This course examines the theoretical/research foundations of emerging literacy (reading, writing, speaking and listening) as well as the strategies for creating playful and purposeful classroom environments that influence the development of children's pre-literacy skills. Students will learn about developmentally appropriate strategies for increasing the cognitive skills necessary for children to be successful in their pursuit of literacy, strategies that provide opportunities for engaging in pre-literacy activities across the school day. Additionally, students explore ways to facilitate the involvement of parents in literacy acquisition. This course will include 15 hours of observation and fieldwork focused on working with preschool children using developmentally appropriate strategies for promoting the development of pre-literacy and emerging literacy skills. 3 credits.

### **EDUU 325 Observation, Developmental Assessment and Intervention**

This course provides the theoretical understanding of the use of observation and assessment in evaluating early childhood development. Students will become familiar with various age appropriate assessment materials, both formal and informal, and will evaluate the pros and cons of using such materials in evaluating the developmental levels of young children. Students will investigate the historical, philosophical, legal, methodological, practical and theoretical issues involved in early intervention with young children who have special needs: at risk and with disabilities. This course will also include 15 hours of observation and fieldwork utilizing assessment tools in a preschool setting. 3 credits.

### **EDUU 326 Infant and Toddler Care and Education**

This course examines the physical, social-emotional, and cognitive learning and development of infants and toddlers from birth to three. Students will analyze current brain research and gain an understanding of how to provide developmentally appropriate early learning experiences, build caring relationships, and create supportive environments for children zero to three. Students will apply their understanding of developmental milestones and plan early care and education experiences that focus on early language learning and play-based emergent curriculum that meets the early learning guidelines established by the National Association for the Education of Young Children (NAEYC). This course will emphasize legal and ethical roles and responsibilities of caregivers for providing a healthy, safe, and nutritious early care and education setting. Students will examine assessment and observation tools used to identify infants and toddlers with special needs and examine guidelines for early intervention. Emphasis will be on establishing and facilitating supportive parent and family reciprocal relationships, respecting the cultural values of the family, and providing a rich, stimulating learning environment and experience for infants and toddlers. This course will also include 15 hours of fieldwork focused on observations in early care and education. 3 credits.

### **EDUU 330 Preschool First and Second Language Learners**

This course focuses on the major theories and stages of first and second language acquisition and development. Students will examine the development of oral language from birth through third grade as well as how young children learn a second language. Course will address the assessment of second language learners, the development of effective preschool programs that facilitate the development of both first and second languages, and ways to address individual language differences. Students will also be introduced to the major areas of communication disorders and factors that may enrich or delay language acquisition. This course will include 15 hours of fieldwork focusing on the challenges faced by young children as they acquire first and/or second languages. 3 credits.

### **EDUU 395 Education Field Experience**

This course offers potential teacher candidates a chance to explore the teaching profession by integrating field experience in classrooms with two seminar class sessions. Course requires 60 hours of field experience in a setting that is appropriate for the credential being sought (i.e. Multiple Subject - K-12 where multiple subjects are taught to the same group of students for a majority of the day, Single Subject - K-12 where a single subject is taught, or Education Specialist where students with special needs are taught). Candidates who complete

EDUU 395 or had it waived for another credential must complete an additional 20 hours of Field Experience in the area of any additional teaching credentials. Must be completed in first session of credential coursework. Graded on a Pass/No Pass basis. 3 credits.

**EDUU 413 Student Health and Safety**

(Same as EDUU 513) This course provides the content knowledge needed for a thorough understanding of how the promotion of a healthy and safe life-style impacts the developments of students. Teacher candidates study and apply effective instructional methods that encourage a) life-long physical fitness, b) healthy living, and c) behavior that reflects concern for safety factors. 2 credits.

**EDUU 414 Physical Education for Elementary Teachers**

(Same as EDUU 514) This course covers developmentally appropriate motor skills and physical education activities, knowledge of meaningful rules and strategies for games and sports, and strategies for building self-confidence and self-worth in relationship to physical education and recreation. 1 credit.

**EDUU 451 Educational Application of Computers – Level One**

(Same as EDUU 551) This course provides an overview of current computer-based technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as a means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations surrounding technology. Hardware and software applications will be evaluated as effective tools of instruction for a constructivist learning environment. 3 credits.

**EDUU 465 Research and Practice in Early Childhood Development.**

Prerequisite: EDUU 325 and senior status. This course explores the latest research addressing issues in early childhood education. Students will explore such current issues as 1) advocacy for young children and their families, 2) leadership roles, responsibilities, and expectations of early childhood professionals, 3) codes of ethics of adopted by national and state professional organization, 4) professional standards for preschool teachers and administrators, and 5) the current status of the early childhood learning standards movement. This course is the capstone class for the early childhood development emphasis. Students will create a final assessment portfolio based on the National Association for the Education of Young Children (NAEYC) standards and the California Competencies for teachers. Portfolios will include artifacts documenting professional growth and personal reflections on the process of becoming an early childhood professional. This course will also include 15 hours of fieldwork focused on interviews with current professionals and participation in advocacy for preschool programs. 3 credits.

**EDUU 510 Introduction to Teaching**

Prerequisites: 2.75 GPA or equivalent, PSYU 323: Child Development (Multiple Subject Candidates) or PSYU 324: Adolescent Psychology (Single Subject Candidate). This course sets the stage for building an understanding of the teaching profession by providing basic background information about the philosophical, psychological, socio-cultural, legal and historical foundations of education in the United States. Additionally, candidates will be encouraged to examine their assumptions about teaching and learning in light of classical learning theory, language acquisition theory and current theories of brain compatible learning. A major emphasis of the class will be an examination of classroom management theories and techniques, management skills, parent involvement activities and other behaviors that help a teacher to successfully practice in the profession. Candidates will begin their professional portfolios in this course. 3 credits.

**EDUU 511 Collaboration for Inclusive Schooling**

This course focuses on collaboration, inclusive schooling, the understanding of disabilities, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. Eight hours of authentic experiences in the field will be required. 3 credits.

**EDUU 512 The Art and Craft of Teaching**

Prerequisites: Admission to teacher credential program and EDUU 510. The art of teaching is to truly know the when, the where, the why and for whom the craft of teaching applies. This course fosters an understanding of learning theory, instructional models, assessment strategies, and pedagogical knowledge that transcends subject matter. At the heart of the art and craft of teaching is the application of concepts, principles and values necessary to create and sustain a just democratic society and apply them to ensure each student has optimum

opportunities to learn. Candidates work collaboratively to select and apply appropriate teaching strategies that promote learning for diverse learners. 3 credits.

**EDUU 513 Student Health and Safety**

(Same as EDUU 413) This course provides the content knowledge needed for a thorough understanding of how the promotion of a healthy and safe life-style impacts the developments of students. Teacher candidates study and apply effective instructional methods that encourage a) life-long physical fitness, b) healthy living, and c) behavior that reflects concern for safety factors. 2 credits.

**EDUU 514 Physical Educational for Elementary Teachers**

(Same as EDUU 414). This course covers developmentally appropriate motor skills and physical education activities, knowledge of meaningful rules and strategies for games and sports, and strategies for building self-confidence and self-worth in relationship to physical education and recreation. 1 credit.

**EDUU 515 Teaching the Adult Learner**

This course offers a base upon which the individual will create an understanding of both the art and the science of teaching adult learners by providing basic background information on prominent learning theories and how they relate specifically to adult development and learning. A major emphasis of the class will be an exploration of scholarly works, contemporary theories, assessment and validity issues, appropriate activities, essential tools, and a multitude of resources all focused toward enabling a teacher of adult students to be a successful educational practitioner. 3 credits.

**\*EDUU 519 Teaching Students with Mild/Moderate Disabilities**

Prerequisites: EDUU 510 EDUU and 2.75 G.P.A Education of children, youth, and young adults with mild/moderate disabilities provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct and evaluate students with mild/moderate disabilities. A minimum of 25 hours of field experience is required for the course. 3 credits.

**\*EDUU 526 Theories in Language Structure and Acquisition**

Prerequisites: Successful completion EDUU 570. Candidates explore current theories of language acquisition, focusing on issues involved in first and second language development and comparative/contrastive linguistics and its influence on second language acquisition. This course provides an overview of state-designated assessment instruments and educational program placement options. Required for CLAD certificate. 3 credits.

**\*EDUU 527 English Language and Literacy Development**

Prerequisites: Successful completion EDUU 570 and EDUU 526. This course engages candidates in integrated and thematic multilingual pedagogy founded upon the need for students to be social and communicative in their learning. It focuses on applying theoretical models to the learning of English. Candidates examine bilingual methodologies, focusing on the practical aspects of teaching, organizing and managing classroom to meet the needs of English language learners. Required course for CLAD certificate. 3 credits.

**\*EDUU 528 Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE**

Prerequisites: Successful completion of EDUU 526, EDUU 527 and EDUU 570. Candidates examine current approaches and strategies appropriate for content area instruction through specially-designed instruction delivered in English (sheltered English). Coursework includes learning/teaching processes, social interactions, teacher delivery approaches, and alternative assessment. Candidates are required to develop lessons and lesson presentations. Required course for CLAD certificate. 3 credits.

**EDUU 534 Advanced Study of Teaching English Learners**

This course builds on the knowledge and skills acquired during the professional teacher preparation program for the teaching of English learners. Candidates know the appropriate organizational structures within the school community designed to meet the needs of English learners, and, as teachers in the K-12 classroom, can collaborate effectively in the implementation of adopted programs, provide an equitable learning environment, and use resources that promote student success in the development of academic discourse in English and knowledge in the core academic curriculum. Candidates are proficient in the use of local and state adopted assessments for English language proficiency and how these instruments provide for the best placement and teaching of English learners and measurement of student progress in relation to state-adopted academic language and content standards and performance levels. Candidates demonstrate proficiency in using knowledge of students' backgrounds, experiences, and family structures in planning instruction to ensure individual student academic achievement. 3 credits.

**EDUU 535 Advanced Study of Health Education**

Prerequisite: Candidates must hold a valid Preliminary 2042 Multiple or Single Subject Teaching Credential. This course will identify and explore modern concepts of health and health education in the schools. Emphasis will be placed on current health issues; common health problems of children and adolescents; good nutritional health habits, malnutrition, and nutritional deficiencies; and the dynamics and effects of chemical use and abuse. The course meets the state of California requirements for the 2042 Clear Credential. 3 credits.

**EDUU 536 Advanced Study of Teaching Special Populations**

Prerequisite: Candidates must hold a valid Preliminary 2042 Multiple or Single Subject Teaching Credential. Each candidate will build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with special needs, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate will come away from the class knowing the statutory provisions of the Individuals with Disabilities Education Act (IDEA) as well as the statutory and/or local provisions related to the education of students who are gifted and talented. Each candidate will demonstrate the ability to create a positive, inclusive climate for individualized and adapted instruction and the assessment of students with special needs and/or abilities. Each candidate will demonstrate the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each candidate will demonstrate the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers. Candidates will also demonstrate the ability to work with community and school professionals significant to the education of students who are gifted and talented. 3 credits.

**EDUU 540 Wisdom Through Practice**

This is the culminating course in the Multiple Subject and Single Subject credential program in which candidates use the knowledge about and insights into the art and craft of teaching they have gained throughout this program. Candidates carefully examine, reflect on and discuss numerous teaching cases representative of issues, content and diversity found in California to demonstrate their ability to reason soundly about teaching and learning. In addition, drawing upon the understandings they have developed from previous course work and experiences, candidates a) write or videotape a teaching case, b) develop discussion questions based on the case, c) write a commentary, and d) conduct a discussion based on the case. Such developed teaching cases will be archived upon completion in order to build a case library for future candidates. 2-3 credits. Candidates admitted in the catalog years 2004-2008 register for 2 credits. Candidates admitted in 2009-2010 catalog year and beyond register for 3 credits.

**EDUU 541 Evaluating Teaching Performance Expectations I**

Prerequisites: Completion of all prerequisite courses, all core courses, all methods classes and enrollment in the capstone course, EDUU 540: Wisdom Through Practice for 2 units. Only credential or M.A.T. students with an admit date prior to 7/1/2008 may enroll in this course. In this course candidates will review the Teaching Performance Expectations that are part of the Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. They will examine their understanding of the expectations and their own growth in each of the domains:

- A. Making Subject Matter Comprehensible to Students;
- B. Assessing Student Learning;
- C. Engaging and Supporting Students in Learning;
- D. Planning Instruction and Designing Learning Experiences for Students;
- E. Creating and Maintaining Effective Environments for Students; and
- F. Developing as a Professional Educator.

As part of this self-examination candidates will be required to prepare themselves to complete Task 3 and 4 of the California Teacher Performance Assessment, which is designed to assess how well they have met the TPEs. The tasks require candidates to work with students in public school classrooms and to video-tape themselves teaching a lesson they have prepared. In addition, candidates will describe the students with whom they are working, the lesson as planned and presented and then they will write reflections on their experiences. 1 credit.

**EDUU 542 Evaluating Teaching Performance Expectations II**

In this course candidates will review the Teaching Performance Expectations that are part of California's Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. They will examine their understanding of the expectations and their own growth in each of the domains:

- A. Making Subject Matter Comprehensible to Students;
- B. Assessing Student Learning;
- C. Engaging and Supporting Students in Learning;
- D. Planning Instruction and Designing Learning Experiences for Students;
- E. Creating and Maintaining Effective Environments for Students; and
- F. Developing as a Professional Educator.

As part of this self-examination candidates will be required to complete all four tasks of the California Teacher Performance Assessment (CalTPA) which is designed to assess how well they have met the TPEs. The four tasks are:

- Subject – Specific Pedagogy
- Designing Learning
- Assessing Instruction
- Culminating Teaching Experience

The tasks require candidates to examine pedagogy, work with students in public school classrooms to design and assess their learning and in the final task to video-tape themselves teaching a lesson they have prepared. In addition, candidates will respond to prompts that describe the students with whom they have worked, the lessons as planned and presented and then write reflections on their experiences. Typically candidates will have completed the first task prior to completing content courses and the final three tasks during student teaching. Course to be taken concurrently with EDUU 510. A grade of SP will remain for this course until student has completed and passed all four of the CalTPA Tasks. 1 credit.

**EDUU 543-CalTPA Independent Study**

In this course candidates will review the Teacher Performance Expectations that are part of California's Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. They will analyze their responses to the California Teacher Performance Assessment (CalTPA) tasks and task rubrics to determine areas of strength and areas for improvement and will rewrite and resubmit the tasks specified by the course instructor. 1 credit.

**EDUU 551 Educational Application of Computers – Level One**

(Same as EDUU 451) This course provides an overview of current computer-based technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as a means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations surrounding technology. Hardware and software applications will be evaluated as effective tools of instruction for a constructivist learning environment. 3 credits.

**EDUU 552 Using Technological Tools in Teaching – Level Two**

Prerequisites: EDUU 451/551 or Preliminary Educational Technology SSAT/CSET or equivalent course with approval.. This course builds on the knowledge and skills of previous technology in education courses and experiences, taking candidates deeper into the world of technology and its applications in the teaching/learning process. The primary focus of the course is on increasing candidate proficiency levels in utilizing a variety of technologies, including the advanced use of computers and the use of digital peripherals. Assignments will be engaging and project-based. Candidates will develop curriculum plans, design instructional units, and create technology-rich communities/environments that effectively utilize constructivist teaching strategies and promote active learning. 3 credits.

**EDUU 560 Teaching Students with Moderate/Severe Disabilities**

PREREQUISITES EDUU 510, and 511 This course addresses the education of children, youth, and young adults with moderate/severe disabilities providing a knowledge base and introducing the skills necessary for teachers

in contemporary educational environments to assess, plan for, instruct and evaluate students with moderate/severe disabilities. A minimum of 25 hours of field experience is required for the course. 3 credits.

### **EDUU 563 Curriculum, Leadership, & Instruction Technology**

Prerequisites: EDUU 451/551 OR Preliminary Educational Technology SSAT/CSET or equivalent course with approval, and EDUU 552. The course will focus on (a) the development of curriculum plans utilizing a broad range of technological tools in the teaching/learning process with traditional, at-risk and special education students, and (b) acquisition of the skills and knowledge necessary to provide leadership in the area of instructional technology to the school site and/or school district. The course is designed to achieve two primary purposes. The first of these is to equip the Master of Education with an Emphasis in Instructional Technology (MAE in Tech) graduate with a solid knowledge base in the area of curriculum development as it is applied to teaching/learning environments which utilize various types of electronic media to supplement traditional materials and equipment. The second is to prepare the graduate to assume a leadership role in his or her school and/or district, taking an active part in the creation and maintenance of Instructional Technology programs. 3 credits

### **EDUU 564 Social Implications of Educational Technology**

Prerequisites: EDUU 552 & 600. The purpose of this course is to consider the implications of technology use in the teaching/learning context. Participants will examine the sociological issues of digital equity in sessions of socioeconomic status, gender, language, race, geography, physical restrictions, and cultural background. The course provides instruction and support for teachers and administrators who are involved in technology leadership, professional development, and decision-making within the educational community. Participants will examine strategies for integrating digital technologies into teaching and learning practices to ensure equitable educational opportunities and experiences for all students. Candidates will define media literacy, particularly in sessions of ethical and professional responsibilities in a global media-centered society. As technology professionals, candidates will evaluate policies and strategies that provide all teachers and students with the means and capacity to fully participate in the digital age, not only as users of current and future technologies, but as designers and producers as well. Students will conduct a literature review in preparation for their action research project. 3 credits.

### **EDUU 566 Instructional Design Capstone Project**

Prerequisites: EDUU 552, 563, 564 and 600. This course examines learning theories and models of instruction that inform and support the instructional design process. Students will examine the history of instructional design and explore the impact of technology on web-based and online learning environments. Students will develop an online course based on constructivist approaches to teaching and learning. The final capstone project will include the components of effective online instruction: clearly defined instructional goals and course objectives, student-centered instructional strategies, technology-based curriculum materials, engaging and logically-paced student learning activities, and effective assessments for evaluating student learning outcomes. The final instructional design project will be presented as demonstration of mastery for the Master of Arts emphasis in instructional technology.

### **EDUU 570 Voice, Diversity, Equity and Social Justice**

This course fulfills requirements for the Ryan Multiple and Single Subject with a CLAD Emphasis credentials, the CLAD Certificate, and is a core course for Education Specialist Credentials. Students focus on the disenfranchised of California's schools, including females, certain immigrant as well as native populations, people with disabilities, and people of lower socio-economic means, with particular emphasis on the unique challenges such diversity brings to the classroom. The history, culture, and expectations of these groups are emphasized as they apply to teaching and counseling and the fostering of cross-cultural respect among California's diverse populations. A minimum of 15 hours of field experience is required. 3 credits.

### **EDUU 575 Introduction to Autism Spectrum Disorders: Causes and Characteristics**

The course is primarily designed for special educators who desire increased knowledge and skills relative to supporting students diagnosed with Autism Spectrum Disorders. It may be taken as a stand-alone course, or in partial completion of an Autism Certificate, Autism, added Authorization, and/or the Master of Arts in Special Education, emphasis in Autism. Candidates are introduced to categories of Autism Spectrum Disorders (ASD), the historic foundations and evolution of autism research and practice, and the unique challenges faced by parents, educators, paraprofessionals, administrators and other service providers. Course content supports an increased awareness of specific interpersonal challenges of students identified along the Autism Spectrum. Candidates will generate goals and objectives appropriate for meeting the academic, behavioral, and

transitional needs of children with Autism. Candidates are required to complete 5 hours of observation of a child with autism. 3 credits

**EDUU 599 Independent Study**

Supervised independent study or research on a special problem or in a selected area of education. This course may be repeated for credit providing the content is different. 1–3 credits.

**EDUU 600 Research and Evaluation Methods**

This course examines qualitative, quantitative and mixed method research designs and methodologies. Students will learn to analyze and evaluate educational research and utilize research techniques. Topics include experimental, non experimental and mixed research designs, methods of data collection and analysis, descriptive statistics, and threats to validity. Students learn to utilize APA formatting and examine issues related to plagiarism and academic integrity. 3 credits.

**EDUU 601 Assessment and IEP Development**

Prerequisites: EDUU 401 or 510, and EDUU 571 or 511 and 519. The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to using and communicating assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis is placed on the development of appropriate educational decisions on the basis of a variety of standardized and non-standardized techniques, instruments and processes that are appropriate to the diverse needs of individual students. Students will learn to (a) identify individual strengths and weaknesses, and (b) make appropriate instructional recommendations both for report writing and for IEP goals and objectives. 3 credits.

**EDUU 602 Positive Behavior Supports**

Prerequisites for education students: EDUU 401 or 510 and EDUU 571 or 511. School psychology and school counseling students have no Prerequisites for this course. A study of theories, practices and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive and respectful applied behavior analysis techniques. A minimum of 25 hours of authentic field experience is required for this course. 3 credits.

**EDUU 603 Instructional Supports for Communication, Language and Literacy**

Prerequisites: EDUU 510 and 511. This course involves the study of language-based disabilities and emphasizes the critical importance of general and special educators acquiring an understanding of the implications of serving this population. The course also includes an overview as well as guided-practice in the application of best-practices for assessment and teaching of these students, including those with autism spectrum disorders, speech and language impairments, and reading and written language disabilities. Required for the Mild/Moderate and Moderate/Severe Education Specialist Credentials. 3 credits.

**EDUU 605 Democracy, Education & Social Change**

Prerequisite: EDUU 600. Students examine the relationship between democratic theory, educational practice, and social change. Specific attention is paid to theories of democracy, the democratic nature of historical and current reform efforts, the contradictions and dilemmas of schooling, and the ways in which schooling might influence social change. 3 credits.

**EDUU 606 Seminar in Learning Theory**

Prerequisite: EDUU 600. This course helps students to develop an understanding of how people process information and learn; studies the history, content and educational applications pertaining to intelligence and thinking dispositions. Students study various learning theories and their implications for instruction. This includes the development of the mind and brain and their role in education. 3 credits.

**EDUU 607 Seminar in Comparative Education**

Prerequisite: EDUU 600. An introduction to educational philosophies, methods, patterns of control, financing, organization and relationship with the larger society in selected countries of the world, including the United States. Comparison and a comprehensive social science methodology is emphasized. Students examine historical, political, economic, and social factors. Systems compared are drawn from all regions of the world. 3 credits.

**EDUU 608 Seminar in the Social Foundations of Education**

Prerequisite: EDUU 600. A critical study of schooling, society and culture. Students explore the major ideological schools of thought regarding how the interactions between school and society can best be understood. Social science methodologies including quantitative, qualitative, and participation and application of both social science and humanities insights are important components of the course. 3 credits.

**EDUU 609 Seminar in Curriculum Studies**

Prerequisite: EDUU 600. Historical, philosophical, and sociopolitical influences on the curriculum of American public schooling are examined. Curriculum design and evaluation strategies will be considered. The role of teachers and educational support staff in curriculum decision-making, and their potential role as leaders of educational change, are included. 3 credits.

**EDUU 610 The Teacher as Scholarly Practitioner**

Prerequisites: Acceptance in the Master of Arts in Teaching program or the MAE Professional Learning Community emphasis, a cumulative grade point average of "B," and EDUU 600. Candidates in the MAT program must also have completed all credential coursework (with the exception of student teaching). The purpose of this course is to acquaint candidates with the concept of action research and to support them as they develop an action research proposal based on their own educational setting. The course is designed to enable candidates to understand the fundamental principles to a critical analysis of their own pedagogy and the learning outcomes of their students. The course will engage the participants in systematic inquiry into their own practice by helping them to frame appropriate questions, gather and interpret data, examine and analyze that data and attempt to find answers to the questions posed. Master of Arts in Teaching candidates and MAE Professional Learning Communities candidates must complete an action research proposal, paper and presentation as part of their Demonstration of Mastery for the degree. 3 credits.

**EDUU 611 Action Research Development**

Prerequisite: EDUU 610. The purpose of this course is to allow candidates who developed the design for their action research proposal in EDUU 610 to complete their proposal in the form of a written four chapter paper and to prepare a presentation based on that research proposal. The presentation is to be made before a group of educators who will adjudicate both the candidate's research proposal as described in the written paper and the presentation using a rubric designed and accepted by the faculty of the School of Education. 3 credits.

**EDUU 612 Domestic Experiential Education**

This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites, through an on-site residential program.. Students will be surrounded by the local history, culture, and unique ecosystems of the region. Classroom observations within the local K-12 school system will culminate the experience. 3 credits.

**EDUU 613 International Experiential Education**

This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites around the world, through an on-site residential program at a field station. Additionally, it provides students with a limited immersion experience in the host country. Students will be immersed in the culture, language and history of field station's host country. Classroom observations within the K-12 school system of the host country will culminate the experience.

This course is designed for K-12 teachers at all grade levels and disciplines, as well as students in the Master of Arts in Education program. EDUU 607 is recommended prior to participation in this course as it provides the student with a foundation of ethnographic and cultural information. Course can be repeated for a maximum of 6 credits as long as the course is taken at different locations. 3-6 credits.

**EDUU 638 Advanced Assessment and Instructional Strategies for Persons with Mild/Moderate Disabilities**

Prerequisites: EDUU 687. Application of contemporary theories and literature related to assessment and curriculum development and strategies for instruction of individuals with mild/ moderate disabilities. Includes increased emphasis on specific areas of learning disabilities, language disorders, developmental disabilities, and attention deficit hyperactivity disorders. Information will be at an advanced level, focusing on collaborative strategies and research validated models of instruction. For those candidates enrolled in a BTSA/Induction program, activities, trainings, and workshop experiences that are aligned with specific course assignments may be used to meet course requirements as approved by course instructor. A limit of 25% of assignments may be met in this manner. 3 credits.



**EDUU 640 Foundations of Leadership in Early Childhood Settings**

Prerequisites: Candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325, 330 and EDUU 465. In this course, candidates will examine leadership from both theoretical and practical perspectives. While learning about leadership theories, candidates will articulate the ways the National Association for the Education of Young Children's (NAEYC) Advanced Program Standards connect theory and practice. Additionally, candidates will explore current issues and ways to apply the nine Advanced Program Standards (Cultural Competence, Knowledge and Application of Ethical Principles, Communication Skills, Mastery of Relevant Theory and Research, Skills in Identifying and Using Professional Resources, Inquiry Skills and Knowledge of Research Methods, Skills in Collaborating, Teaching and Mentoring, Advocacy Skills and Leadership Skills) as a framework for developing the skills and strategies necessary for becoming effective leaders in early childhood settings. Additionally leadership candidates will learn how to assure that the philosophical foundations of inclusion are promoted through curricular adaptations, a variety of instructional strategies, and environmental settings that are developmentally appropriate for all children including those with special needs and those who may be gifted and talented. 3 credits.

**EDUU 641 Public Policy and Fiscal Planning for Early Childhood Leaders**

Prerequisites: Candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325, 330 and EDUU 465. Candidates will examine the impact of policy, licensing and funding issues in Early Childhood Education settings at the Federal, State, County Office of Education, and School District levels. Settings addressed include, but are not limited to, Head Start, State Preschool and other relevant state or federally funded programs that serve all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays. Additionally, this course provides candidates in-depth perspectives on advocacy, locating and securing funding, fiscal planning, marketing plan development and creating/maintaining inclusive environments. Candidates will develop understandings and skills which will assist in real world forecasting, funding, grant writing, marketing, and budgeting. 3 credits.

**EDUU 642 Leadership and Human Resources in Early Childhood Settings**

Prerequisites: Candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325, 330 and EDUU 465. This course examines the roles of early childhood education leaders in human resources development. Candidates will explore recruitment, selection, performance evaluation, and retention. The curriculum will include a broad overview of federal, state and local laws and regulations that affect the management of human resources. Topics covered in the course include employment regulations, creation and maintenance of inclusive settings, anti-discrimination laws, compensation, employee rights, health and safety, FERPA issues, and administrative requirements. Additional components will include staff development, in-service, mentoring and reflective supervision. Candidates will analyze the nature, types and stages of conflict and conflict resolution among teachers, staff, parents and the community, with the goal of creating a peaceful community of learners. 3 credits.

**EDUU 643 Early Childhood Program Evaluation: Capstone**

Prerequisites: EDUU 640, EDUU 641 and EDUU 642 and candidates must have a bachelor's degree in Early Childhood Education or Child Development, a California Child Development Associate Teacher Permit (or equivalent), a Child Development Associate Credential, or must take or have taken EDUU 321, 325, 330 and EDUU 465. This capstone course presents an overview of qualitative program evaluation. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to examine the effectiveness of a local preschool or infant/toddler program. Evaluation will focus on goals and objectives for creating developmentally appropriate and inclusive early learning environments for all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays. Candidates will examine a program to evaluate its efficacy in providing an engaging, developmentally appropriate setting for young children, embracing a creative, well-balanced curriculum for the whole child, promoting purposeful learning through play, supporting children and their families, providing a healthy, safe environment for learning, and making strong connections through communication with parents and the community. Candidates will reflect on their personal leadership roles, relationships and successes with motivation and peer collaboration, knowledge and implementation of public policies and professional ethics, and advocacy for equitable educational opportunities for all children. Candidates will demonstrate program mastery through this Capstone project. 3 credits.

**EDUU 649 Data-Based Decision Making in Special Education**

Prerequisites: EDUU 410/510 and 511. Students will develop the knowledge and skills necessary to use and communicate assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis will be placed on the skill of making appropriate educational decisions on the basis of a variety of standardized and non-standardized techniques, instruments, and processes that are appropriate to the diverse needs of individual students. Students will learn to identify individual strengths and weaknesses and monitor progress of student achievement. 10 hours of documented observation/participation in a special day class (SDC) or Resource Specialist (RSP) class (other than your own if you are an intern) is required for successful completion of this course, preferably during an IEP and/or SST meeting or during an assessment (with permission). 3 credits.

**EDUU 650 Transitions Across the Life Span**

Prerequisites: EDUU 687. This course focuses on the transition of persons with disabilities from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will be presented. Emphasis will be placed on understanding quality of life outcomes - home and school life, friendships and social networks, self-determination, choice, and family issues. Factors such as job development, adult service agencies related legislation, and assessment will also be covered. For those candidates enrolled in a BTSA/Induction program, activities, trainings, and workshop experiences that are aligned with specific course assignments may be used to meet course requirements as approved by course instructor. A limit of 25% of assignments may be met in this manner. 3 credits.

**EDUU 651 Family Centered Service Delivery in Early Childhood Special Education: Collaboration, Programming and Transition**

Prerequisites: EDUU 510. The course is designed for individuals who are pursuing a credential authorizing instruction for children with disabilities in a pre-formal setting. Students will acquire knowledge regarding family systems and the impact of those systems on the child. Students will develop strategies to engage families as collaborative partners in the education of their child. Emphasis will be placed on assisting families in learning about their rights and the process for advocating for their child. This course provides students with the knowledge of basic principles, processes, procedures, and instruments that lead to appropriate interventions and well developed Individual Family Service Plans(IFSP). Each student will demonstrate an understanding of the IFSP as well as the ability to develop an appropriate IFSP. Students will demonstrate the ability to participate with the family and other members of the team in the development and implementation of the IFSP and the coordination of services. Students will demonstrate knowledge of interagency collaboration and service coordination. 3 credits

**EDUU 652 Assessment in Early Childhood Special Education**

Prerequisites: EDUU 651. Course Candidates will develop the knowledge and skills necessary to appropriately assess infants, toddlers, and preschool children with disabilities utilizing formal and informal assessments and observations across all domains (e.g., play, adaptive behavior, motor skills, cognitive abilities). Emphasis will also be placed on the writing and implementation of IFSPs and IEPs, with careful attention to federal and state laws and policies. Candidates will learn how to collaborate with special education colleagues and agencies and translate assessment results and IFSP/IEP recommendations into language appropriate for families. In addition, candidates will learn to identify both strengths and weaknesses and to use assessment results to inform interventions and instruction. Ten hours of observation in an early childhood special education setting, observing assessment, are required. 3 credits.

**EDUU 653 Evidence-Based Practice in ECSE I: Theory, Philosophy, Legal and Ethical Foundations**

Prerequisite: EDUU 651. This course provides an introduction to the historical and contemporary theoretical, philosophical, legal, ethical and empirical foundations underlying early intervention and early childhood special education. Emphasis is placed on practical applications of knowledge and skills needed to improve the lives of young children with disabilities and their families through empirically-sound, culturally sensitive intervention. Candidates will be required to complete ten hours of fieldwork during this course.

**EDUU 654 Evidence-Based Practice in ECSE II: Advanced Intervention and Instructional Supports**

Prerequisites: EDUU 653 Application of contemporary theories and evidence-based approaches to intervention, instructional supports and curriculum for infants, toddlers, and preschoolers with moderate/severe disabilities. Emphasis is placed on collaborative teaming with families, caregivers, and other professionals to support a young child's success in natural environments. Emphasis is also placed on identifying specific developmental and learning characteristics associated with various severe disabilities, including autism, developmental delay, mental retardation, multiple disabilities, visual impairment, hearing loss, deaf blindness, motor disabilities, and

related needs, such as severe behavioral challenges, and the overall impact these have on a family system. Candidates will be required to complete ten hours of fieldwork during this course. 3 credits.

**EDUU 655 Individualized Education Plan Development and Special Education Law**

Prerequisites for education students: EDUU 510 and 511. School psychology and school counseling students have no Prerequisites for this course. The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to communicate assessment results during the pre-referral and IEP process. Emphasis is placed on the development of appropriate educational and IEP decisions on the basis of a variety of standardized and non-standardized assessments and related services that are appropriate to the diverse needs of individual students. Students will learn to make appropriate recommendations both for report writing and for IEP goals and objectives. This course will also examine the history, law, and legal mandates of the IEP process to provide candidates with an understanding of the legal and ethical responsibilities for serving students with disabilities in California. Due process guidelines and procedures will be reviewed, as well as current trends and local policies. Ten hours of documented observation/participation in a special day class (SDC) or Resource Specialist (RSP) class (other than your own if you are an intern) is required for successful completion of this course. 3 credits.

**EDUU 660 Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities**

Prerequisites: EDUU 687 Application of contemporary theories and literature related to curriculum development and strategies for instruction of individuals with moderate/severe disabilities. Includes increased emphasis upon specific areas of severe disabilities such as severe/profound mental retardation, multiple disabilities, deaf/blind, physical disabilities, severe emotional disturbance, and autism. For those candidates enrolled in a BTSA/Induction program, activities, trainings, and workshop experiences that are aligned with specific course assignments may be used to meet course requirements as approved by course instructor. A limit of 25% of assignments may be met in this manner. 3 credits.

**EDUU 661 Collaborative and Cooperative Teaching**

Collaboration is a necessary process which supports school staff to better meet the needs of all learners. This course focuses on professional collaboration among teachers, and between teachers, paraprofessionals, administrators, and others working in school settings. Candidates will learn to use a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, and devices for enhancing content and learning. The course is designed for elementary and secondary general and special education teachers as well as counselors, school psychologists, and administrators. It will particularly helpful to professionals who are currently or planning to: 1) team teach, 2) serve on problem-solving teams, or 3) consult with other professionals. 3 credits.

**EDUU 675 Educational Planning Issues for the Education of Students with Autism Spectrum Disorders**

Prerequisites: EDUU 575. This course probes the neurobiological and cognitive issues experienced by individuals with autism, particularly as they apply to program planning and service delivery. Proactive measures for incorporating occupational, physical and speech therapists into the academic team are addressed, as well as researched best practices relative to working as part of a multidisciplinary team. Candidates will be provided with a variety of assessment, program planning and service delivery options, as well as a range of therapies available to students with autism. The roles of the classroom environment and family as support systems, including the area of sibling issues, are addressed. Candidates are required to complete 5 hours of observation of a child with autism. 3 credits.

**EDUU 676 Autism Spectrum Disorders: Assessment and Strategies for Success, I**

Prerequisites: EDUU 575 and EDUU 675 This course examines the behavioral, developmental, and blended approaches in understanding and modifying the behaviors of autistic students. Candidates will be given an extensive set of skills in assessing, developing, and implementing behavioral interventions in the classroom. The use of Functional Analysis, Applied Behavior Analysis, and Functional Behavior Assessment techniques will be explored. Each Candidate is required to complete 5 hours of observation of a child with autism. This course may be taken in partial completion of an Autism Certificate, Autism, added Authorization, and/or the Master of Arts in Special Education, emphasis in Autism. 3 credits.

**EDUU 677 Autism Spectrum Disorders: Assessment and Strategies for Success, II**

Prerequisites: EDUU 575, EDUU 675 , and 676 This course covers the evaluation of learning needs for the student with autism spectrum disorder, with an emphasis on resources and best practices for addressing academic issues at all functional levels. Additionally, the course will include guidelines for using a variety of assessment tools to design IEP goals, modifications and adaptations, and classroom strategies. Particular

attention will be paid to the needs of students with Asperger's Syndrome general education settings. Each Candidate is required to complete 5 hours of observation of a child with autism. This course may be taken in partial completion of an Autism Certificate, Autism, added Authorization, and/or the Master of Arts in Special Education, emphasis in Autism.

Candidates are required to develop and electronically submit an end-of-program Exit Portfolio: Autism Spectrum Disorder Program. Specific information is available in Blackboard, Organizations, Autism Spectrum Disorder Portfolio requirements. Candidates are encouraged to collect artifacts from each course in the program sequence for inclusion in the Exit Portfolio.

### **EDUU 687/688 Professional Induction Planning and Assessment**

Prerequisite: Completion of the Preliminary (Level I) Education Specialist Credential in Mild/Moderate or Moderate/Severe and acceptance into the Education Specialist Professional Credential (Level II) program. This is a required first (3 credits) and last (3 credits) course for ALL Education Specialist Professional Credential (Level II) candidates. EDUU 687 and EDUU 688 shall be completed in 2 parts, each time primarily serving as an individualized process. Three credits shall be taken as the first course, EDUU 687, in the Level II program and shall include specific general curriculum where the formal induction plan is developed and refined. Also, central to EDUU 687 (3 credits), is the beginning of the execution of the personalized goals for each candidate. Finally a complete candidate assessment plan will be developed. Each of these components (candidate goals, plan and timeline for execution, and the exit assessment plan), will be agreed upon by the candidate, district support provider, employer, and faculty advisor. The result by the end of EDUU 687 (3 credits) is the formal Individualized Induction Plan, the selection of an Expertise Area, and a Portfolio Plan. A meeting with the candidate, faculty advisor, and district support provider will result in a completed/signed induction plan and expertise plan, including timeline, measurement, and assessment criteria. No other Level II courses may be taken until EDUU 687 (3 credits) is successfully completed. EDUU 688 (3 credits) should be taken after all other Level 2 coursework has been successfully completed. It is the capstone experience for the Level 2 program. Candidates will critically assess their knowledge and skills as they relate to their Professional Induction Plan, their Expertise Area, and the Professional Standards as set forth by the State of California. During EDUU 688 (3 credits) candidates will complete the Professional Portfolio, demonstrate expertise in an area of specialization, and develop a comprehensive Professional Development Plan. EDUU 688 (3 credits) will allow the candidate to integrate her/his knowledge into a unified understanding of the professional field of special education. EDUU 688 (3 credits) may be waived if a candidate can document completion of at least one year of BTSA/Induction experience and submits a satisfactory Professional Portfolio based on BTSA/Induction activities. 3/3 credits.

## **ENGLISH**

### **ENGU 103 Writing and Rhetoric**

The course provides instruction that focuses on the writing process, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research paper, and documenting research. Students will learn that reading is a complex process. Students are required to complete a minimum of 10,000 graded words in essays that include a researched essay. All work shall be submitted as a part of a final writing portfolio. 3 credits.

### **ENGU 104 Critical Thinking and Writing about Literature**

Prerequisites: ENGU 103. English 104 develops a student's critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry, drama, and creative non-fiction. The readings for the course reflect the diversity of writers and perspectives. Through a variety of essays, students will demonstrate their understanding of a variety of literary devices and their ability to write persuasively about literature. Not only will students improve their ability to analyze and write about literature, but they will also increase their understanding of the world and its people. Students will complete five essays totaling at least 8,000 words. 3 credits.

**ENGU 205 Peer Tutoring in Reading, Writing, and Critical Thinking across the Curriculum**

Prerequisites: Earned a B or better in ENGU 103 and ENGU 104. This course prepares college-level students for tutoring adult/college students in reading, writing, and critical thinking in courses across the curriculum. Students in the course learn about tutoring methods as well as how to use appropriate written, and mediated instructional materials. The course also teaches students the appropriate methodology and use of technology and resources in academic support. Online only. 3 credits.

**ENGU 220 Introduction to Shakespeare**

Prerequisites: ENGU 104. This course provides students with an opportunity to understand and interpret Shakespeare's works in historical context and in light of the world around them. Students will address well-known plays in several genres and assess their importance from historical and contemporary viewpoints. Students will also analyze Shakespearian works and practice their own writing skills using Shakespeare as the foundation. The course highlights text and film versions of Shakespeare's plays. Online only. 3 credits.

**ENGU 306 Creative Writing**

This introductory course in creative writing focuses on the study of poetry, fiction and nonfiction. Students analyze technique in the works of published writers and in their own original works. After submitting writing, students participate in informal discussion of their work, which includes helpful criticism from the class and the instructor. Increased writing skills help students prepare for careers in communication, education, writing, advertising, selling, journalism, law, business, and government. Online only. 3 credits.

**ENGU 310 Writing about Food**

Prerequisite: ENGU 103 and 104 or their equivalent. This course is for those who bought Julie and Julia (both book and movie) and who mourn the passing of Gourmet magazine. Perhaps you enjoy cooking, brewing your own beer, growing a garden, working in a restaurant, or just plain love to eat, but it's passion about food that draws you to food writing, be it restaurant reviews, beer and wine reviews, cultural food trends, food history, cooking science, nutrition, memoirs, stories, essays, exposes, blogging, or other musing on epicurean arts. Food writing requires not only a love for food but also a taste for words. Because food writing is often focused on sensory details such as flavor, color, texture, and aroma, this class emphasizes a heightened awareness of using words with precision and clarity. The class will also explore style and tone in food writing from colloquial storytelling to formal scientific and technical writing from food science and industry. In addition to exercising the use of vivid language to express the pleasure and process of growing, acquiring, preparing, and enjoying food, the class will develop essential writing craft skills such as building solid narrative structure, finding the right tone, and discovering one's distinctive voice. Online only. 3 credits.

**ENGU 329 Experimental Topics in English**

Prerequisite: ENGU 104. An examination of selected topics in English relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**ENGU 350 Ethical Leadership through Literature**

Prerequisite: ENGU 103 and 104 or their equivalent. What do Lucy Prebble, William Shakespeare, and Kazuo Ishiguro have in common? Besides being writers, each wrote imaginatively about leadership and leaders, particularly about leaders confronted with moral and ethical dilemmas. The course will examine the behavior of people in leadership roles through the imaginative lens. The course draws students into a deeper and more personal understanding of leadership through critical reviews and the discovery of literature. Literature presents us with the actions and results of action, and through the characters' stories, we learn about the dangers and rewards of our own actions. Through class discussions of readings and case studies, students will consider and articulate their own moral positions and examine their judgments of characters and their actions. The literary readings of the class will cover several centuries, countries, and cultures, and all will challenge students to expand their understanding of the world and their place in it as leaders, whether on the battlefield, home, community, or athletic field. Online only. 3 credits.

**ENGU 352 The Literature of War**

War has helped define culture for as long as written texts and oral traditions have recorded our actions and thoughts. The 21st century began with wars and insurrections across the globe. This course will take as its subject the literature of war, looking at the depth, variety, and quality of war literature. The course will cover different genres and different views of war, including readings of some classics and some very contemporary writings. Although the course will focus mostly on Western literature, it will include a global perspective. Topics will include nationalism, insurgency, war trauma, mythmaking, anti-war satire, the media and censorship of

images and ideas, and contemporary depictions of war through our new literature, film, computer gaming and graphic novels. Online only. 3 credits.

**ENGU 450 Literature of Children and Young Adults**

Prerequisite: ENGU 104. Students will study the classic works and the lyrical, narrative and dramatic aspects of children's literature. They will be introduced to the types, history, themes, and trends of children's literature and its role in a child's cultural socialization. Both teachers and writers of children's literature will benefit from this study of style, technique, and methods for introducing the young to the pleasures of literacy and elements of literary quality, from diverse cultures and experiences, including authors, such as Faith Ringgold, Demi, E.B. White, Louisa May Alcott, Sandra Cisneros, Gary Soto, and Maya Angelou. 3 credits.

**ENGU 471 Introduction to Linguistics**

Prerequisite: ENGU 104. An introduction to the major characteristics and components of human language. Students become familiar with the power and complexity of language, the way it influences our interaction with other people, and its potential contribution to understanding ourselves and society. Studying the work of current language theorists such as Chomsky, Hymes, Halliday, and Vygotsky will be central to the course. 3 credits.

**ENGU 499 Independent Study**

Prerequisite: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## **ENTREPRENEURSHIP**

**ENTU 401 Introduction to Entrepreneurship**

This course focuses primarily on the business plan and the start-up of a business. Topics include mission, vision, recognition of opportunities, business plan development, entry and operating strategies, obtaining financing, legal implications and the transition from starting a business to running one. 3 credits.

**ENTU 410 Financing the Small Business**

Prerequisite: ENTU 401. This course addresses issues related to financing small business enterprises and entrepreneurial ventures. Various sources of financing are examined: commercial banks, venture capital, angels, and government financing. In addition, collateralizing the firm's assets for financing, such as inventory and receivables financing, equipment financing, and real estate financing, is discussed. The Initial Public Offer (IPO) process is examined as a means for emerging enterprises to access public capital markets. 3 credits.

**ENTU 420 Entrepreneurship Action Learning Project**

Prerequisite: ENTU 401. Through the action learning project you will experience "entrepreneurship in action," allowing you to bridge theory and practice. During this course each student will work one-on-one with a successful entrepreneur on a substantial project of strategic importance to the business. 3 credits.

**ENTU 494 Selected Topics in Entrepreneurship**

Prerequisite: ENTU 401. This course focuses on entrepreneurship topics of a timely nature and/or special interest. 3 credits.

**ENTU 610 Entrepreneurship**

This course studies the entrepreneurial process. Topics include idea generation and assessment, writing the business plan, financing, gathering needed resources, firm startup and exit strategies. 3 credits.

**ENTU 620 Entrepreneurial Finance**

Prerequisite: ENTU 610. This course is designed to provide our graduate students with the unique perspectives and analytical tools required for effective financial decision making in an entrepreneurial environment. Evaluating Venture Opportunities (also known in the venture capital industry as Due Diligence), Valuing Businesses, Structuring Deals, and Raising Risk Capital are among the major topics covered in this course. Other important topics to be covered in the class include Financing growth and Expansion, Minimizing Failure Risk, and Exit Strategies (also known as splitting equity and compensation). 3 credits.

## ENVIRONMENTAL SCIENCES

### **ESCU 101 Introduction to Environmental Science**

An introduction to the causes of environmental problems as well as strategies for potential solutions from both a natural science and a social science perspective. Scientific understanding of the environment is emphasized. The course gives an overview of major environmental problems and scientific principles, with a focus on managing environmental problems and important natural resources. Online only. 3 credits.

### **ESCU 111 Physical Geology**

An introduction to geology. Earth, the third planet from the sun, is a dynamic system. The geologic principles and processes that make our planet unique are introduced from a broad perspective. Covers the structure of the Earth, Earth materials, geologic processes, the oceans, and introduction to environmental geology. Required lab and Saturday field trips provide “hands-on” experience. 4 credits.

### **ESCU 329 Experimental Topics in the Physical Sciences**

An examination of selected topics in the physical sciences relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

## FINANCE

### **FINU 305 Business Finance**

Prerequisites: ACCU 201, ACCU 202, and MATU 203. The central focus of this course is on the role of financial management in maximizing the value of the company. The course begins with a discussion of basic concepts and tools, including accounting statements, interest rates, taxes, risk analysis, time value of money, and the basics of security valuation. Thereafter, we will learn how a manager can help maximize his/her firms' value by improving decisions in such areas as working capital management, capital budgeting, and choice of capital structure. 3 credits.

### **FINU 410 International Finance**

Prerequisite: FINU 305. This course examines investment and financing instruments, markets, and tactics of international finance. Topics include international monetary systems and organizations, foreign exchange rate determination and exposure management decisions, international transaction and translation management, foreign direct investment, international financial markets, institutions and banking. 3 credits.

### **FINU 417 Intermediate Financial Management**

Prerequisite: FINU 305. This course will examine the applications of financial theories and concepts including capital structure, capital budgeting, forecasting, working capital management, and lease/buy decisions. Analysis of firms will utilize the cash flow model, as well as exploring whether the company should undertake a capital budgeting project. 3 credits.

### **FINU 421 Investments**

Prerequisite: FINU 305. Students explore the simultaneous management of multiple securities, using statistical and other mathematical tools. Topics covered include: risk and return, allocation of risky assets, setting portfolio objectives and strategy, portfolio optimization, risk crafting, and portfolio performance evaluation. Through investment tools, projects, and readings, students will explore investment and portfolio theory and practice. 3 credits.

### **FINU 430 Financial Institutions**

Prerequisite: FINU 305. This is a basic finance course discussing various aspects of the U.S financial system, including consideration of monetary standards, the organization and functioning of both depository institutions and the Federal Reserve System. Issues related to the money supply, interest rates, and asset prices are emphasized. Recent banking conditions and trends in financial institutions are also emphasized. 3 credits.

### **FINU 494 Selected Topics in Finance**

Prerequisite: FINU 305. Focus on finance topics of a timely nature and/or special interest. 3 credits.

**FINU 607 Financial Management**

Prerequisite: BUSU 610 and BUSU 620. Students will learn how firms make investment and financing decisions. The course topics include the time value of money, equity and debt financing, financial statement analysis, capital budgeting, risk and return, capital structure, dividend policy, and global finance. 3 credits.

**FINU 615 International Finance**

Prerequisites: FINU 607. Discussion of international monetary system; balance of payments concept; institutional and structure arrangements within the foreign exchange market; basic foreign exchange market products; importance of parity condition; exchange rate determination; Eurocurrency and Eurobond market; international equity market; foreign currency options and futures; hedging foreign exchanges exposure; international capital budgeting and working capital management; and cost of capital and capital structure in multinationals. 3 credits.

**FINU 620 Investments**

Prerequisites: FINU 607. The course objective is to achieve an understanding of the various types of investments and their relative merits; security prices and yields; investment objectives, principles and standards for selection of specific investments; introduction to portfolio management. 3 credits.

**FINU 630 Capital Markets**

Prerequisites: FINU 607. Study of the financial markets, instruments and the role of banks and other financial institutions in the economy. This course introduces tools to analyze the risks faced by investors and savers interacting with financial institutions and strategies to control and better manage these risks. 3 credits.

## **FOOD SCIENCE AND NUTRITION**

**FSNU 200 Human Nutrition**

A study of food intake and utilization, nutrient sources, metabolism, and interactions. Human nutritional requirements and their relationship to various diseases are examined, as are facts and fiction about diets, "health foods," etc. Students learn about nutrition, the elements of a balanced diet, and modern food technology. 3 credits.

**FSNU 201 International Nutrition: The World Food Crisis**

Students review contemporary nutritional issues affecting the world. Social, cultural, political, economical, and scientific aspects of the world food problems are examined. Nutritional deficiencies affecting various regions of the world and the role of international agencies are covered. Students learn about food production and food supplementation programs, and examine possible solutions and the future. Online only. 3 credits.

**FSNU 315 Nutritional Basis of Disease**

This course is designed to provide students with a general introduction to the complexities of the human body as it is related to nutrition and the disease process. Particular emphasis will be on disease acquired through lifestyle and infection. The student will learn how the body works and how disease occurs and may be overcome. Additionally, social and ethical issues in the concept of health will be addressed. For example: will the removal of sweets from school vending machines really make a difference in child obesity rates? An in depth look at cardiovascular disease, diabetes, cancer, aging, HIV/AIDS will be explored. The course will conclude with an examination of the concept of social justice-what wealthy nations do or do not owe the rest of the world to promote global health. Online only. 3 credits.

**FSNU 329 Experimental Topics in Food Science and Nutrition**

An examination of selected topics in food science and nutrition relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**FSNU 335 Science of Obesity**

This course will cover the role of diet and exercise in weight loss and body weight maintenance. Discussion of metabolic and physiological changes occurring during weight gain and loss will be covered. The course will look into the current trends in obesity and the relationship between body weight, obesity and disease risk. Research comparing popular diets used for weight loss and disease treatment will be covered along with recommendations for optimal weight loss and weight maintenance programs. Online only. 3 credits.



**FSNU 338 Nutrition and Human Performance**

Prerequisites: FSNU 200. Designed to provide a more in-depth view of nutrition, metabolism, and human performance. Ergogenic aids, blood doping, nutritional needs of the athlete are emphasized. The methodologies and current topics related to nutrition and human performance are evaluated. Mechanisms of nutrition are presented to better understand the cause-and-effect relationships of human nutrition. Online only. 3 credits.

## **FOREIGN LANGUAGE**

### **Spanish**

**SPNU 100 Survival Spanish: Culture and Language for Healthcare Professionals**

This course is designed to provide basic Spanish communication skills and an understanding of Latino culture for Health Professionals. Students will explore the history and culture of the monolingual Latino population. They will also learn and practice necessary language skills to communicate with Spanish speaking clients in the health care environment about health-related issues. No previous Spanish language experience is required. Online only. 3 credits.

**SPNU 101 Elementary Spanish I**

Students develop basic communicative competence in the four skills of listening, speaking, reading, and writing needed in social situations. Appreciation of the uniqueness of Hispanic and Latino culture. 3 credits. (not offered in 2011-2012)

## **HEALTH ADMINISTRATION**

**HAUU 601 Health Care Policy, Organization and Delivery**

(Same as DNPU 700) This course comprehensively reviews the U. S. health care delivery system in the following areas: history, policy, population characteristics, trends in health services access and utilization, structure, financing, organization and delivery of services, civility in health care services, advancing medical technology, and the changing policy environment. Students will explore current medical issues such as increased competition, major organizational restructuring and consolidation, a rapidly changing science base, and increased government regulation. This course must be taken as the first course in the degree or certificate. 3 credits.

**HAUU 602 Innovations in Technology and Information Access**

(Same as DNPU 702) Prerequisite: HAUU 601. This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative health care management and clinical practice. 3 credits.

**HAUU 621 Innovations in Health Care Administration**

Prerequisite: HAUU 601. This course examines the key concepts and principles used in the administration of health systems organizations. The course uses topic-oriented case studies and current literature to focus on best practices in health systems administration in the following areas: health care organization development and change, diversity, information systems, organization design, and emerging trends in health care organization management. 3 credits.

**HAUU 631 Health Care Finance**

Prerequisite: HAUU 601. This course will provide a framework and foundation for health care financial management with a comprehensive review of health care financial environment, and a basic understanding of accounting principles, tools and techniques to analyze health care financial performance. It will emphasize the development and practice of health care financial analysis skills that challenge health care management on a daily basis; discuss the range of issues in health care financing relative to health policy, quality of care and health services management. 3 credits.

**HAUU 641 Law, Ethics, and Health Services**

Prerequisite: HAUU 601. This course provides an in-depth study of the philosophy and application of legal and ethical aspects of health care administration and delivery with a focus on compliance, handling abuse cases and other current legal/ethical issues in health care. 3 credits.

**HAUU 645 Health Care Economics**

Prerequisite: HAUU 601. This course introduces the principles of economics as applied to the U.S. health care sector to support decisions about the organization and distribution of health care services. Economic concepts (supply and demand, cost, scarce resources, utility, and others) will be applied to health care. The economic behaviors of consumers and suppliers will be examined as they affect allocation of health resources. Special attention is placed on health insurance, regulation, government financing, economic incentives and health reform. 3 credits.

**HAUU 651 Quality Management in Health Care**

Prerequisite: HAUU 601. This course provides students with an understanding of the concepts of health care quality efforts, including measurement, process improvement and the application of information technology to optimize reimbursement and to support best practices. The primary focus is on the practical application of systems change techniques to improve patient safety and outcomes. 3 credits.

**HAUU 658 Strategic Planning for Health Services**

Prerequisite: HAUU 601. In this course, students study strategic planning for healthcare organizations. The course incorporates practical exercises to stimulate the strategic planning/management process from organizing or planning through implementation and review. 3 credits.

**HAUU 690 Field Project**

Prerequisite: HAUU 601. May be taken as an internship or research project. This course can be repeated. 1 to 3 credits.

**HAUU 696 Health Administration Capstone**

Prerequisite: Completion of all core courses, HAUU 601, 602, 621, 631, 641, 645, and 658. In this final Capstone course, students will apply new course content and integrate previous learning to design a strategic plan for a health care organization. This Capstone experience will partner students with health care leaders to develop a component of a strategic plan, model leadership techniques, and obtain career mentoring. Students will complete a health administration portfolio that builds on program learning by including “artifacts” from all required MHA courses and incorporating the culminating strategic plan. Graded on a Pass/No Pass basis. 3 credits.

**HAUU 699 Special Topics**

Prerequisite: admission to graduate studies. A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance in the health care industry. 1 to 3 credits.

## **HEALTH RISK AND CRISIS COMMUNICATION**

**HRCCU 651 Health Communication**

Students are introduced to the fundamental and contemporary theories and in the field of health communication, including risk and crisis contexts. Topics include interpersonal perspectives, social and cultural contexts, new technologies, community health and participatory processes, and risk and crisis communication. We will discuss aspects of health literacy and develop innovative ways to address problems that occur within health communication. 3 credits.

**HRCCU 661 Health Risk and Crisis Communication**

(Same as DNPU 705) This course explores the history and development of health risk and crisis communication. The course will examine health risk messages in various domestic and international settings as well as in divergent health risk situations ranging from famine to patient privacy. The course will review theory and practice, formative research, data collection and data analysis relating to emerging trends in the field of health risk and crisis communication. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies to address

far ranging issues within the field. Students will be able to develop case studies relating to their areas of interest within the field. This course is only offered online. 3 credits.

**HRCCU 671 Health Communication Campaigns**

Prerequisite: Successful completion of all of the following: HRCCU 651. Students explore the use of communication campaigns to promote health and reduce health risks. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies. We will examine the way health communication is designed, implemented and evaluated in different health crisis settings. 3 credits.

**HRCCU 677 Nutrition and Wellness Campaigns**

Prerequisite: Successful completion of all of the following: HRCCU 651. This course explores nutrition and its direct relationship to wellness and health risks. Students will examine nutrition and wellness campaigns as they relate to three socioeconomic issues: 1) four leading causes of deaths in the United States which are due to diet-related diseases 2) obesity in children, and 3) malnutrition and lack of safe drinking water in areas of natural disasters and war. Particular emphasis will be on risk and crisis communication as it relates to nutrition and disease. Students will learn effective and culturally-appropriate interpersonal nutrition-based intervention strategies for members of diverse contexts or cultures. 3 credits.

**HRCCU 681 Computer Mediated Communication**

Prerequisite: Successful completion of all of the following: HRCCU 651. This course will allow students to analyze how the effect and influence of new technologies regarding social and cultural communication. The ethical and social issues around computer use with special emphasis on civility will be explored. Current research in the area of computer mediated communication will be analyzed for application in the health care environment. Future trends in mobile communication will be explored. 3 credits.

**HRCCU 691 Health Literacy**

Prerequisite: Successful completion of all of the following: HRCCU 651, 661. In Health Literacy, students will evaluate the impact of mass media on identity and representation in healthcare assessment from a literacy perspective. The importance of clarity and brevity in public health communication is analyzed in terms of delivery, design and dissemination. We consider patient education materials and how they can improve and assist the patient-provider relationship. Emphasis is placed on participatory decision making and developing education materials that meet health literacy best practices. Students will be able to use skills acquired from previous courses, implementing them with a specific focus on health literacy. 3 credits.

**HRCCU 697 Community-Based Service Project**

Students will conduct a community-based service project that is focused on participatory action within voluntary, public, and/or community programs. The course continues previous coursework on participatory methodologies and project development, providing students with the opportunity to extend their conceptual knowledge and methodological application in a concentrated and service-oriented project. 3 credits.

**HRCCU 698 Community-Based Health Communications Capstone**

Prerequisite: Successful completion of all of the following: HRCCU 651, 661, 671, 681, and 691. This capstone course serves as a final seminar for graduate students nearing the completion of their degrees. Prior to enrolling in this course, students have gained a strong foundation in theories of interpersonal and health communication and have been challenged to think about the opportunities they might pursue in the application of this theoretical knowledge. In addition, students have been challenged to investigate their particular interests through their work in elective courses, both within and outside the department. HRCCU 698 is about taking the final step: the completion of an independent innovative communication project that makes a significant contribution to the field of health communication. 3 credits.

## HISTORY

**HISU 101 United States History Survey I**

A look at all the major themes from 1607 through the Civil War, including the founding of a new nation. American literature is given special consideration. Slavery, states' rights, religion, and the beginning of the Westward movement are emphasized. Online only. 3 credits.

**HISU 103 United States History Survey II**

Students study the basic issues of American life, culture, society, and economics from 1865 to the present, while considering the following questions: Who is the American? How have we evolved? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions? Online only. 3 credits.

**HISU 105 The Rise of World Civilizations I**

The course covers world pre-history through the Middle Ages, emphasizing significant discoveries in paleontology, paleoanthropology, and archaeology, the earliest centers of civilization, the beginnings of civic culture in Asia and the Mediterranean world, the origins and impact of the great world religions, and the intellectual and artistic achievements of medieval India, China, and Japan, Europe, and pre-Columbian America. World physical and historical geography forms a major component of this course. Online only. 3 credits.

**HISU 304 The Ancient World**

Students survey the history of the ancient Mediterranean world by examining the Egyptian, Greek, Roman, and Byzantine civilizations. The historical and artistic accomplishments of these ancient peoples are highlighted, with particular attention given to the development of religious thought and philosophical inquiry, archeological research, and museum studies. 3 credits.

**HISU 306 The Middle Ages**

Lords and ladies, peasants and popes, soldiers and saints—this course examines the history of the Middle Ages, 500–1500, through the themes and events that shaped the period. Students discuss feudalism, the development of scholastic theology, the launching of the Crusades, and the creations of Romanesque and Gothic architecture. 3 credits.

**HISU 323 The Western Legal Tradition**

(Same as POSU 342) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. Online only. 3 credits.

**HISU 329 Experimental Topics in History**

An examination of selected topics in History relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

**HISU 330 America and Its Revolution: The Bonfires of Change**

Students examine one of the most tumultuous times in American history and analyze and interpret the events that form the foundation, not only of our system of democracy, but much of our identity as Americans. Online only. 3 credits.

**HISU 337 World War II**

A comprehensive review of the great mid-twentieth century catastrophe which consumed the world and forever altered history. The global nature of the war, its fundamentally racial nature, and the conflict of ideologies will be examined. Major topics will include the diplomatic and economic background, the roles of propaganda, of non-combatants, and the home fronts, as well as a wide ranging review of the military aspects. 3 credits.

**HISU 340 American Diplomatic History and Foreign Policy**

(Same as POSU 321) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. Online only. 3 credits.

**HISU 355 History of the Vietnam Conflict**

Plato wrote: "Only the dead have seen the end of war." This course is created to provide a well told story about the causes, main events and the impact of the Vietnam Conflict. Students will trace the events, decisions and results of America's involvement in Southeast Asia. Military, social, economic and political historical analysis of the era will be a key element in the research and assignments the students will produce. 3 credits.

**HISU 372 California History**

In this in-depth study of California from its discovery in 1542 to the present, students attempt to answer the question: How has the Golden State changed? The roles of mining, Indians, agriculture, high technology, Japanese/American relations, and the missions system are considered. 3 credits.

**HISU 380 The American West: Miners, Cowhands, Homesteaders, and Gunslingers**

This is the American legend. The five frontiers (fur, mining, cattle, farming, and technology) are examined in depth. The American frontier and the westward movement in the United States are the areas of emphasis. Online only. 3 credits.

**HISU 397 Social Movements in the Sixties**

Through film, literature, and oral history, we will take a fresh look at this controversial time in American history. Beyond protests, civil rights, Vietnam, sex, drugs, and rock'n'roll, there is the sociological question of how and when social movements arise, and how individuals within them rise to leadership roles. Social movements are a response to economic and demographic changes and they, in turn, make societal and cultural changes (or perhaps solidify them). Many of the characteristics of modern society that we take for granted – for example, voting rights for women or organized labor – have their origins in the struggles of organized social movements. Sociological theory and methods such as oral history provide a means to examine these issues. Online only. 3 credits.

**HISU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed readings and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## HUMAN RESOURCES

**HRCU 350 Compensation and Benefits**

This course is designed to provide an understanding of compensation and employee benefit programs and practices and how and why employers provide benefits as they do. Employee benefits are a significant component of total compensation and offers employers added flexibility in compensation design. Topics include indirect and direct compensation, legally required employee benefits and voluntary programs, governmental regulations, and external social factors affecting compensation. Online only. 3 credits.

**HRCU 351 Workforce Planning and Employment**

This course examines staffing, training, and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvement in organizational effectiveness. The course also focuses on policies and procedures for both short and long range human resources planning for a competent workforce, job analysis, legal compliance, recruitment and selection, employee separations' and retention, training and career management. Online only. 3 credits.

**HRCU 352 Labor Relations**

This course will generate an understanding of and appreciation for core elements of union-management relationships. A thorough review of a model for the labor relations process will focus on real-world situations and concerns. Online only. 3 credits.

**HRCU 353 Performance Improvement**

This course introduces performance improvement concepts and provides practice in the selection and development of strategies designed to maximize organizational performance. Online only. 3 credits.

**HRCU 406 Legal Issues in Human Resources**

Students study legal issues associated with the administration of human resources in public and private sector organizations. The course focuses on human resource matters such as affirmative action, grievance handling, hiring and firing, labor relations, and health and safety. Online only. 3 credits.

**HRCU 415 Becoming an HR Strategist**

This course focuses on developing the strategic capability of the HR professional. The course builds on 4 areas of HR strategy: 1) Pre-strategy blueprint, 2) Strategic HR Communications, 3) Integrating HR into the organization's vision and mission via the development of the HR vision and mission statement, and 4) the HR

Scorecard. The course adds a component regarding HR leadership to assist the HR professional to acquire organizational leaders' acceptance of the HR strategies and bring added-value to their HR position. Online only. 3 credits.

**HRCU 425 Social and Technological Change**

Students will study corporate governance broadly with an emphasis on leading corporate citizenship. In recent years trends in sustainability, corporate values, ethics and globalization have been evident. This course will emphasize the changing corporate environment and how human resources can influence this ongoing discussion. Online only. 3 credits.

**HRCU 430 Conflict Resolution**

Students analyze the nature, types and stages of conflict and conflict resolution. Focus is on conflict within and between persons, organizations, communities, and societies, with emphasis upon resolution techniques. Online only. 3 credits.

**HRCU 445 Human Resource Studies**

Students are introduced to the study of human resources in organizations. Topics include workforce planning, job analysis, recruitment, selection, staffing, performance evaluation, training, and compensation. The Professional in Human Resources (PHR) certification may be used as a substitute for HRCU 445. Online only. 3 credits.

**HRCU 486 Research Project I**

Prerequisite: Permission of the Dean. This course is the first term of the research project. This course introduces students to the principles and procedures involved in conducting research in human resources. Students will examine knowledge and research as it relates to human resources and organizational studies. Students will develop skills in research, writing, and presentation, as well as analysis of empirical/scientific methods, logic and interpretation of their influence on the study and future role as a human resources practitioner. 3 credits.

**HRCU 487 Research Project II**

Prerequisite: Permission of the Dean. This course is the second term of the research project. Students will choose and develop a research topic on a leadership or organization problem. Students will conduct a thorough review of the literature, develop research questions, and develop procedures for data gathering. A final written paper will involve the research proposal to include the introduction, literature review and methodology. 3 credits.

**HRCU 490 Human Resources Internship**

Prerequisite: Dean approval. This supervised course provides students with an opportunity to apply the skills and concepts they have learned during their courses of study to existing issues within organizations. A written contract is developed by the student, approved by the client organization, and supervised by a faculty member before work on the internship begins. 3 credits. Graded on a Pass/No Pass basis.

**HRCU 618 Career Management**

Students learn how to design, implement, and sustain effective career development plans from the perspective of both the individual and the organization. Topics include creating and implementing a career development plan, linking career development with other systems within the human resources field, and the appropriate use of career assessment instruments as part of the self-assessment process. Online only. 3 credits.

**HRCU 622 Labor Relations and Collective Bargaining**

Students analyze the nature of industrial society and its changing dimensions as in the post-industrial era. Union organizing, collective bargaining and contract administration are emphasized. Problems related to technology, automation, environmental work/safety requirements, labor-management conflict, and affirmative action are discussed. Online only. 3 credits.

**HRCU 625 The Changing Environment of Human Resources**

Students will explore the changing environment's effects on human resources. Dimensions of the environment explored will include characteristics of the changing labor market, technological changes, and competing in a global marketplace. Online only. 3 credits.

**HRCU 630 Conflict and Negotiation**

Students analyze the nature, types and stages of conflict and conflict resolution, focusing on conflict within and between persons, groups, organizations and societies. Negotiation and resolution techniques are examined and applied. 3 credits.

**HRCU 644 Recruitment and Selection**

Students study the recruitment and selection of employees in organizations. The course examines the entire staffing process from HRCU planning to offer acceptance. Issues and problems involved in designing recruitment and selection systems are discussed. Topics covered include recruitment planning, strategies, and evaluation, as well as selection instruments and the evaluation of staffing systems. 3 credits.

**HRCU 645 Human Resources Systems**

Students learn a systems approach to managing human resources in organizations. Topics include environmental scanning, managing diversity, legal issues, strategic HR, job analysis, performance appraisal, recruitment and selection, workforce reductions, career development, training, compensation, benefits, and labor and employee relations. The Professional in Human Resources (PHR) certification may be used as a substitute for either HRCU 445 or HRCU 645 (but not both). The Senior Professional in Human Resources (SPHR) certification may also be a substitute for this course. 3 credits.

**HRCU 646 Training and Development**

This course provides a working understanding of the elements, required skills and major practices in the training and development field. Topics include managing the training function, roles and competencies of trainers, assessing training needs, program development, methods of intervention, evaluation of training, and the relationship between training and the fields of career development and organizational development. 3 credits.

**HRCU 647 Compensation**

Students focus on the concepts and practices of wage and salary administration, with emphasis on current theories of compensation and motivation. Topics include job evaluation systems, determining competitive compensation levels, non-cash compensation programs, performance appraisals and incentives, wage and salary policy, variable pay systems and compensation trends. 3 credits.

**HRCU 648 Legal Issues in Human Resources**

This course provides a broad overview of federal, state and local laws and regulations that affect the management of human resources. Topics include employment, anti-discrimination laws, compensation, employee rights, health and safety, sexual harassment and administrative requirements. Research of legal issues is an integral part of the course. 3 credits.

**HRCU 650 Strategic Management of Human Resources**

This advanced course prepares students to create competitive advantage through human resource practice. The integration of human resources with strategy is stressed. 3 credits.

**HRCU 651 Human Resource Development Evaluation**

This course provides instruction, insights, and learning experiences regarding educational human resource development applications of and relationships among five leading types of evaluation: needs assessment, program design/delivery, performance outcomes, impact assessment, and efficiency/Return on Investment. Students will learn effective evaluation strategies for training and development programs. 3 credits.

**HRCU 652 Human Resources Information Systems**

Students learn how to assess, design and implement human resources information systems (HRIS). The course covers issues central to HRIS effectiveness in organizations of all sizes and in a range of technical environments. Students are presented with a theoretical framework to understand systems design issues, analyze needs, choose software and install an HRIS. Online only. 3 credits.

**HRCU 653 Benefits**

Prerequisite: HRCU 647, or instructor's approval. This course intensively examines the growing area of employment benefits. The role of benefits in attracting and retaining employees is discussed, as well as the design and administration of employment benefit packages. 3 credits.

**HRCU 655 Alternative Dispute Resolution**

Prerequisite: HRCU 648. Employment litigation has continued at an ever-increasing rate and has proven extremely costly to employers and has impacted productivity and our national economy. This course explores the means by which employment disputes can be resolved without litigation through the use of alternatives such as mediation, arbitration and other acceptable alternatives. Based on recent Supreme Court decisions Alternative Dispute Resolution is an area in which Human Resources professionals must become knowledgeable and competent. Online only. 3 credits.

**HRCU 670 International Human Resources Management**

Prerequisite: HRCU 650. International Human Resource Management examines the strategic role of international human resource management in conjunction with effective organizational structures, to meet the requirements of multinational corporations. Topics include international staffing, expatriation and repatriation, training, compensation, benefits, union and employee relations, labor law, health and safety issues. Students compare country-specific HRM practices, and they discuss the future of IHRM. The Global Professional in Human Resources (GPHR) certification may be a substitute for this course. Online only. 3 credits.

**HRCU 690 Internship Program**

Prerequisite: Dean approval. This course provides students with an opportunity to apply the skills and concepts they have learned during their courses of study to existing issues within organizations. A written contract is developed by the student, approved by the client organization, and supervised by a faculty member before work on the internship begins. Students may not receive credit for working at their current jobs. 1-3 credits.

**HRCU 696 Special Topics**

Prerequisite: Dean approval. A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance to the field of human resources. 3 credits.

**HRCU 699 Independent Research**

Prerequisite: Dean approval. Supervised independent study or research on a special issue or program development affecting human resources management. 1-6 credits.

## HUMANITIES

**HUMU 200 Women's Realities**

An introduction to women's studies as an academic discipline and a critical analysis of the traditional views of women as individuals, members of families, and societies. The perspective is historical as well as cross-cultural. Online only. 3 credits.

**HUMU 320 Roll Over Beethoven: A Survey of Rock and Roll**

A survey of the many musical styles and cultural movements collectively called "rock and roll" that have developed since the mid-1950s. The course will examine the artistry of rock music, as well as its historical contexts and social implications. Online only. 3 credits.

**HUMU 329 Experimental Topics in the Humanities**

An examination of selected topics in the humanities relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**HUMU 345 Art, Media Technology, and Culture**

The goal of this course is to explore the particular ways that art transforms culture. Technologies, from ancient oral narratives through medieval cathedrals, geographical explorations, public theatres and the printing press to the nearly ubiquitous open access of current electronic media, will be studied as essential to both the creation of the works themselves as well as to their transmittal over space, time and peoples. The course historically contextualizes a number of critically important artistic units of cultural information [epiphanies or memes] in order to demonstrate the process of cultural evolution. The course also highlights the primacy of the imagination and the intertwining roles of creator/artist/adaptor, medium chosen and publisher/producer/promoter. Online only. 3 credits.



**HUMU 347 Society, Culture, and Literature**

An exploration of the sociological and/or anthropological contexts of literature. The course varies in content depending on the instructor, but the topics to be selected might include the following: urban literature and life; rural, pastoral, or utopian environment; literature and sex roles; the literature of work; the influence of anthropological works on 20th-century literature; poetry and narrative in preliterate society; and the Cambridge School of Classicists and their theories about various myths of the hero. Online only. 3 credits.

**HUMU 449 Multicultural Perspectives**

Students examine culture, identity and ethnic diversity. Students study the value systems which underlie customs, traditions, folklore, history, geography, art and literature. The goal of the course is to increase awareness and respect for similarities and differences among global and domestic cultures and subcultures. Online only. 3 credits.

**HUMU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## LIBERAL STUDIES

**LBSU 115 Strategic Learning**

This course is built of a five categories of student knowledge (rephrase needed on first sentence): self as learner; types of academic learning; strategies for acquiring, integrating, and using new knowledge; application of prior content knowledge to new knowledge; knowledge of present and future contexts in which new information can be useful. The course encourages self-exploration of learning style and investigates methods that maximize learning success. Self-assessment, written assignments, and reflective learning projects will be completed. Enrollment restricted to current military personnel or Veterans. 3 credits

**LBSU 300 Liberal Arts Core Foundations**

Prerequisites: ENGU 104. Brandman University is defined by its investment in the liberal arts tradition, its belief in the value of intentional, reflective learning as a core component of an education, and the support of student success through technology and innovative pedagogy. Students will be introduced to key adult learning theories, the habit of reflective learning, methods and principles of information literacy, the philosophy of interdisciplinary learning, and the practice of these skills, theories, and ideas through researched writing. 3 credits.

**LBSU 302 Information Fluency and Academic Integrity**

This course is designed to provide students with lifelong research and information literacy skills. Students will gain working knowledge of library resources as well as those within their profession. Coursework is designed to engage students as active researchers honing their ability to evaluate, analyze, organize, synthesize, and ethically use information. Emphasis will be placed on utilizing digital tools to locate information and present findings in a virtual environment. 3 credits

**LBSU 305 Frameworks of Understanding**

Prerequisite: ENGU 103. Students will explore the principles of a multi- or trans-disciplinary approach to education. This course is designed to develop the skills in critical thinking, analytical and reflective writing, and research necessary for a student to design an individualized degree and a learning portfolio. Course assignments will include readings about critical thinking and analytical writing as well as exercises and papers designed to apply the skills, particularly to the examination of experience and connection of experience and learning to career goals. Online only. 3 credits.

**LBSU 310 Music, Movement and Drama: The Human Expression**

Prerequisite: ENGU 104. This course examines the connected relationships of movement, music and drama and their importance as a reflection of world culture and social expression. Students will learn to recognize, appreciate, and build upon music theory, acting principles and dance foundations with some specific example applications to curriculum in the K-8 classroom. Choreographic studies will be infused with drama to create theater and/or individual expression using everyday curriculum. Video viewing, audio listening, and applied arts activities weekly. 3 credits.

**LBSU 329 Experimental Topics in Liberal Studies**

Prerequisite: ENGU 104. An examination of selected topics in the liberal arts relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**LBSU 402 Ways and Rhetoric of Knowing**

Prerequisites: ENGU 104 and senior status. This course is designed to provide a capstone to an undergraduate degree program in the humanities. Students are challenged to consider fundamental questions of the construction of knowledge and its modes of dissemination. What are various ways of knowing? Is knowledge relative to particular cultures, genders or classes. How do various media affect the messages they were created to convey? How do others persuade you to accept their views of knowledge? What is the balance between faith and skepticism? Should pursuit of knowledge per se be restricted by ethical considerations? How can you more effectively persuade others to accept presentations of your point of view? 3 credits

**LBSU 487 Transdisciplinary Learning Portfolio**

A learning portfolio demonstrates through a variety of documents evidence of both learning outcomes and a synthesis of experiences of learning. The portfolio demonstrates that the student has thought through both the learning experience and what the student wants to represent to a community of readers, including employers. This course will function as a learning community workshop during which students will develop a resume; work samples; a skills inventory; evidence of knowledge and abilities, particularly that demonstrate team work skills, initiative, adaptability, and communication; and learning narratives and reflections. Online only. 3 credits.

**LBSU 492 Experiential Learning**

Students engage in a supervised experience with an activity of personal and public concern that is both individually life-enriching and socially beneficial to the community. The fieldwork component may comprise service-learning, internship, or other types of experiential learning. Students are required to complete the fieldwork component as well as threaded discussions, assigned readings, and written evaluations and reflections of the readings and field experience.

**LBSU 499 Independent Study**

Prerequisite: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## **MANAGEMENT**

**MGTU 301 Principles of Management**

This course examines the general systems theory; evolution of management theory; and interpersonal behavior in business organizations. Specific topics include motivation, leadership, value attitudes and organizational development. 3 credits.

**MGTU 310 Legal Environment of Business**

The course describes the interaction between politics, society, government and the law (public/private and federal/state). This course also examines how corporate policy and business decisions are influenced by such institutions, within the scope of their social and ethical responsibilities. 3 credits.

**MGTU 315 Operations Management**

Prerequisite: MATU 203. Operations management focuses on the systematic planning, design, and operation of all processes required for the production of goods and the delivery of services. Thus, operations management spans almost all the real value-added activities of an organization including product and process design, customer order management, production, and service delivery. 3 credits.

**MGTU 320 Strategies Across the Supply Chain**

Strategic thinking in Supply Chain Management is presented in this course with emphasis on the topics of supply chain design, inventory management, sourcing with structured supply agreements, contract and supplier administration, continuous process improvement through fulfillment, and collaborative e-supply networks. The concept of adaptive fast response to input from automated monitoring networks is developed.

The course prepares students for management, leadership and communication challenges in fast-moving high-tech industries. 3 credits.

**MGTU 321 Project Management and Supply Chain Leadership**

Leadership of Supply Chain processes is presented in this course with emphasis on effective Project Management, achievement of productive teamwork, and meeting the legal and ethical obligations of the manager, the team and the organization. Definitions and metrics are developed for success in driving change into constantly evolving Supply Chain systems. 3 credits

**MGTU 410 Strategic Management**

Prerequisite: All core courses in the BBA major must be completed, one course may be taken concurrently. Formulation and implementation of strategies for both single-business and diversified firms operating in domestic or international contexts. Topics include the analysis of the remote, industry, and operating environments, the analysis of the internal firm resources, competencies and competitive advantages and weakness, the issues of outsourcing, mergers, acquisitions and joint ventures, and the integration of functional and behavioral knowledge in the formulation and implementation of firm strategies and tactics. 3 credits.

**MGTU 494 Selected Topics in Management**

Prerequisite: MGTU 301. This course focuses on management topics of a timely nature and/or special interest. 3 credits.

## MARKETING

**MKTU 301 Principles of Marketing**

Marketing orientation and concepts applied to marketing strategies and planning, pricing, product development and management, promotion and channels of distribution. Emphasis is on ethics in marketing practice and on global marketing. 3 credits.

**MKTU 310 Marketing Research**

Prerequisites: MKTU 301 and MATU 203. This course examines the methods of collecting and interpreting marketing information and specific application to problems in marketing. Design and implementation of a marketing research plan, and its role in decision making are emphasized. 3 credits.

**MKTU 320 Consumer Behavior**

Prerequisite: MKTU 301. This course explores behavioral factors (such as perception, cognition, attitude, reference group and decision theories) affecting consumer decisions concerning purchase of products and services. In particular, emphasis is placed on the analysis of buyer behavior and marketing strategy development. 3 credits.

**MKTU 410 International Marketing**

Prerequisite: MKTU 301. The course encompasses the study of the economic, social, cultural, legal, political, and regulatory environment required for developing a global marketing strategy and plan. Evaluative criteria and data analysis will be utilized in entering international markets. 3 credits.

**MKTU 420 Marketing Strategy**

Prerequisite: MKTU 301. This course will develop the student's ability to think strategically about marketing problems and potential solutions. To achieve this goal, the course focuses on the marketing process as the basic framework for integrating and coordinating marketing decisions. Specifically, you will develop skills in establishing and evaluating marketing opportunities, and developing marketing strategies, and programs so that you will be better prepared to tackle the marketing problems you will encounter in your profession. As part of the course requirements, you will conduct environmental, competitive, and customer analyses to develop marketing strategies and programs. 3 credits.

**MKTU 430 New Product Development**

Prerequisites: MKTU 301, MKTU 310, and MKTU 320. This course introduces and applies an integrated view of the process of designing, developing and launching new products. Aligning business strategy with product design, linking product development and product launch strategies, and competitive placement of new products are explored. 3 credits.

**MKTU 440 Advertising and Promotion Strategy**

Prerequisites: MKTU 301, MKTU 310, and MKTU 320. This course provides students an opportunity to understand advertising and other promotional strategies. Integration of market research and analysis, social/ethical/economic impact, and international and local brand strategies are discussed. 3 credits.

**MKTU 494 Selected Topics in Marketing**

Prerequisite: MKTU 301. This course focuses on marketing topics of a timely nature and/or special interest. 3 credits.

**MKTU 605 Marketing Management**

This course introduces marketing strategy, providing students with an overview of the role of marketing within specific companies and society. The course will provide students with the fundamental, conceptual and analytical tools essential for a comprehensive understanding of marketing. 3 credits.

**MKTU 624 Seminar in Marketing Research**

Prerequisite: MKTU 605. Research issues, methods and applications in marketing are examined. Other issues explored are the scope of market research, buyer and industrial applications, research methodologies including research design, data collection and analysis, report writing and presentation. 3 credits.

**MKTU 630 Seminar in New Product Development**

Prerequisite: MKTU 605. New products and services are critical to successful growth and increased profits in many industries. If the product provides customers with highly valued benefits, that product will be profitable. Identifying customer perceived needs, and developing them into product concepts helps to build and manage products and brands. Competitive and segment analysis, idea generation and product launch are topics covered in this course. 3 credits.

**MKTU 635 Seminar in Advertising and Promotion**

Prerequisite: MKTU 605. This course provides an introduction to current processes and practices of advertising and promotion. The course focuses on the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success. 3 credits.

**MKTU 640 Seminar in International Marketing**

Prerequisite: MKTU 605. Students will be introduced to global marketing environment concepts and theories that are required in order to analyze the global market and to develop global marketing strategies. The impact of such global influences as ethics, sociology, and culture will be evaluated as they pertain to international marketing activities. 3 credits.

## MATHEMATICS

**MATU 099 Intermediate Algebra**

Prerequisite: successful completion of basic algebra or equivalent

This course focuses on topics such as linear, quadratic, exponential, and logarithmic functions and equations; rational expressions and equations, solving systems of equations in two to three unknowns, matrices and determinants, and conic sections. 3 credits

**MATU 104 Pre-Calculus Mathematics I**

Presents topics such as functions and transformations, linear and quadratic functions and inequalities, matrices and determinants, exponential and logarithmic functions. Online only. 3 credits.

**MATU 115 Calculus I**

Prerequisites: Pre-calculus or the equivalent. This Calculus I course is designed for science and math majors, premed students, and MBA students and covers the following topic areas: limits, continuity, derivatives from definition, derivatives from graphs, rules of differentiation, Mean Value Theorem, applications of differentiation, basic differential equations, optimization, L'Hopital's Rule, curve sketching, Riemann integration, both parts of the Fundamental Theorem of Calculus and basic applications of integration. Online only. 4 credits.

**MATU 203 Introduction to Statistics**

Not recommended for the student who has taken a statistics course in another department or for mathematics majors. Students study probability, analysis of data, parametric and non-parametric statistics, with examples from the social sciences and the natural sciences. 3 credits.

**MATU 206 Mathematics for Elementary School Teachers I**

This course is the first in a two-course sequence that focuses on the structure of mathematics for prospective elementary school teachers. Instruction will be foundational including problem solving, definitions, operations, properties of sets, counting numbers, whole numbers, integers, rational and irrational numbers included within the real number system for prospective elementary school teachers. 3 credits

**MATU 207 Mathematics for Elementary School Teachers II**

Prerequisites: MATU 206: Mathematics for Elementary School Teachers I. This course is the second in a two-course sequence that focuses on the structure of mathematics for prospective elementary school teachers. Instruction will be foundational including elementary probability, statistics and geometry for prospective elementary school teachers. 3 credits

**MATU 329 Experimental Topics in Mathematics**

An examination of selected topics in Mathematics relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

**MATU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## MUSIC

**MUSU 101 Introduction to Music**

A course designed to give the student a grasp of the major styles and trends of Western music, from Gregorian chant to the present. Online only. 3 credits.

**MUSU 222 Musical Cultures of the World**

A survey of nonwestern musical traditions with focus on Africa, Asia and Latin America. Online only. 3 credits.

**MUSU 329 Experimental Topics in Music**

An examination of selected topics in music relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

## NATURAL SCIENCE

**NSCU 200 Foundations of Science**

This course provides an understanding of the basic concepts of earth, life and physical science for students seeking to teach in the elementary school environment and others interested in an interdisciplinary approach to the various science disciplines. Topics include, but are not limited to, astronomy, cell biology, metabolism, Newtonian physics, and genetics. An underlying goal of this course is to understand the connections among various science disciplines. Online only. 3 credits.

## NURSING

### Bachelor of Science in Nursing

#### **NURU 400 Transitions to Inquiry Based Practice: Baccalaureate Generalist Nursing Practice**

Co-requisite: NURU 401. This course is the foundation course for students moving to the role of the baccalaureate generalist nurse. Students coming with a variety of nursing experiences will come together to examine advocacy, empowerment, life-long learning and self-renewal in an evolving nursing career. This course requires students to attend the face to face immersion. 3 credits.

#### **NURU 401 Nursing's Public Image and Professional Issues**

Co-requisite: NURU 400. This course examines historical and current individual and societal perceptions of nurses and nursing, including how media has contributed to these perceptions. How these perceptions have effected and continue to effect health care, and the professional values fundamental to the practice of nursing today and in the future will be explored. The role of organized labor and other current professional issues will be analyzed. This course requires students to attend the face to face immersion. 3 credits.

#### **NURU 402 Evidence-based Thinking for Scholarship and Practice I**

Prerequisite: NURU 400 and NURU 401. This course is the first in a series of three courses which explore inquiry and scholarship in nursing. This course will focus on providing the student with foundational knowledge regarding critical appraisal and research utilization for its relevance and applicability to selected health care strategies and conditions. 2 credits.

#### **NURU 403 Managing Health Care Reform**

Prerequisite: NURU 400 and NURU 401. This course will focus on the changing landscape, process, and issues facing health care reform in the United States. The context, role and impact of health care policy, finance, and regulation in shaping the nature, quality and safety of the practice environment. The associated responsibilities of the professional nurse to advocate for patients, families, communities, the nursing profession, and changes in the health care system will be explored. Emphasis will be placed on the role of the professional nurse as a manager of care who balances human, fiscal, and material resources to contribute to evidence-based quality care. 2 credits.

#### **NURU 404 Health Care Communication and Collaboration**

Prerequisite: NURU 400 and NURU 401. This course explores the history and development of issues in health care communication. The course will examine current and future interprofessional, patient and personal communication using current and emerging technologies. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies to address far ranging issues within the field and students will be able to develop case studies relating to their areas of interest within the field. 2 credits.

#### **NURU 405 Evidence-Based Thinking For Scholarship and Practice II**

Prerequisite: NURU 400 and NURU 401. This is the second course in the series that explores nursing inquiry and professional scholarship. The course will examine the basic elements of the research process and models for applying evidence to clinical practice. The course will explore the role of inquiry and innovation in improving critical thinking in practice, individual patient outcomes, population health, health care policy, and educational practice. 3 credits.

#### **NURU 406 Improving Patient Health Care Outcomes: Quality Care & Patient Safety**

Prerequisite: NURU 400 and NURU 401. This course will address patient safety and healthcare quality improvement concepts, principles, and practices. Emphasis will be placed on recognizing safety and quality concerns and applying evidence-based knowledge to nursing practice to optimize patient health care outcomes. The professional nurse role in recognizing, interrupting, evaluating, and correcting healthcare errors will be explored. 3 credits.

#### **NURU 407 Cultural and Spiritual Diversity in Health and Nursing**

Prerequisite: NURU 400 or permission of the program director. This course focuses on understanding different cultures and how they affect the provision of culturally competent, patient centered care. Students will have the opportunity to explore health beliefs and values in their own culture as well as the culture of others.

Emphasis will be placed on understanding how the professional nurse can assess and plan care according to the cultural and spiritual needs of individual patients. 3 credits.

**NURU 408 Information, Patient Care, and Decision-Support System Technology**

Prerequisite: NURU 400 and NURU 401. Students in this course will explore the recent changes in health care technology, specifically electronic medical records, patient care, decision support, radio-frequency identification (RFID) systems, work flow, robotics, and evaluate these technologies in terms of nursing practice and patient outcomes. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the area and use of the integration of electronic information and related health care technologies to improve the design, delivery, and evaluation of evidence-based, quality care. 3 credits.

**NURU 409 Understanding Health Issues and Health Delivery in the Community Setting**

Prerequisite: NURU 400 and NURU 401. This course will review the concepts, theories and evidence-based thinking in community/public health nursing in relation to population-based health care and its delivery in diverse healthcare settings for patients across the lifespan. Students will develop a knowledge-base and mastery of interventions aimed at health promotion and disease prevention that shape a community's health status. 3 credits.

**NURU 410 Internship in the Community Setting**

Prerequisite: NURU 400 and NURU 401. Students in this course will apply evidence-based thinking and nursing practice in selected community-based health care sites with emphasis on health risk assessment, disease prevention, and health promotion for improved health outcomes. Students will complete 96 intern hours or 12 days. 3 credits.

**NURU 411 Transformational Leadership and Management in Nursing**

Prerequisite: NURU 400 and NURU 401. This course provides the basis for understanding leadership and management principles as they relate to the delivery of health care. Emphasis is placed on understanding how the use of leadership and management theories can create a positive difference in the quality of nursing practice. Students will have the opportunity to explore many issues and practices employed in the leadership and management of organizations and individual units. 3 credits.

**NURU 412 Internship in Transformational Leadership and Management in Nursing**

Prerequisite: NURU 400 and NURU 401. This leadership internship gives students the opportunity to explore management in an area of clinical interest at a higher level than they are now functioning. Students will work with a mentor and observe and participate in aspects of managerial functions. Emphasis will be given to the various roles managers play on specific units or organizations. Students will complete 85 intern hours or 10 days in clinical). 3 credits.

**NURU 420 Transcendental Meditation**

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life, health and society. Personal instruction in the Transcendental Meditation technique will be included in this course. The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and three months of follow-up meetings and lectures. Pass/no-pass. 2 credits.

**NURU 421 Good Health Through Prevention**

Prerequisite: NURU 420 or Co-requisite NURU 420. This course provides an introduction and overview to all the prevention principles and therapeutics of Maharishi Vedic Medicine (MVM). Course content provides the student with a comprehensive understanding of the principles and practice of Ayurveda, a traditional medicine with 6000 years of continuous clinical application. Students will be introduced to the Ayurvedic language and theoretical framework of this body of knowledge, including application to prevention and therapeutic modalities for enhance health and prevention of disease. This course is open to all majors. 3 credits.

**NURU 422 Self-Pulse analysis for Good Health**

Prerequisite: NURU 421. This course provides a comprehensive introduction to nadi-vigyan or pulse reading. The ability to read a patient's pulse is a basic diagnostic skill of Ayurvedic medicine. Students will first learn to recognize all the aspects of pulse analysis within their own pulse. This course focuses on analyzing the balance or imbalance in the physiology and potential imbalance and applying that knowledge to diagnosing through pulse in other individuals. 3 credits.

**NURU 423 Diet, Digestion, and Nutrition**

Prerequisite: NURU 422. This course provides a comprehensive overview of a healthy diet using the principles from classical Ayurvedic literature. This course will include specific information related to the dietary needs of women. This course will also provide recipes and instruction in cooking and meal preparation from an Ayurvedic perspective. 3 credits.

**NURU 424 Mararishi Vedic Mother-Baby Health Care**

Prerequisite: NURU 423. This course provides comprehensive Ayurvedic knowledge on care for couples through the child-bearing period including pre-conception, conception, pregnancy, labor and delivery, and post-partum. This course provides Ayurvedic training for in-home care for both mother and newborn after delivery. This course includes instruction in massage for both mother and her infant, knowledge of appropriate routine for couples and infant during the initial six week post-partum period, and knowledge of diet including recipes, meal plans, appropriate herbal use and remedies. 3 credits.

## **Doctor of Nursing Practice**

**NURU 600 Theoretical Foundations of Evidence-based and Advanced Practice Nursing**

This course will analyze the major nursing theories and theories from other disciplines to explore how they apply to advanced practice nursing. Students in this course will develop a personal theoretical framework for their own clinical practice and for use in their final clinical capstone project. Tools used to conduct research that might be appropriate for data collection in the final clinical capstone project will be reviewed. This course requires students to attend the face to face immersion. 3 credits.

**NURU 601 Transitions in Practice: The Advanced Practice Nurse as DNP**

Co-requisite or Prerequisite: NURU 600. This course will explore the evolution of doctoral education in nursing. Current issues regarding the DNP role, including titling, role transition, education, certification, and public understanding of the role will be discussed. The role of the DNP graduate as a leader, collaborator, and expert clinician will be analyzed. Students will discuss the future of advanced practice nursing and the role that the nurse practitioners will play in health care reform. This course requires students to attend the face to face immersion. 3 credits.

**NURU 602 Developmental, Cultural and Spiritual Care Across the Lifespan**

This course focuses on understanding different cultures, religions, and alternative health care practices and how they affect the provision of patient centered care. Variations of family structure and patient support will be explored. Normal development of individuals across the lifespan will be reviewed. Emphasis will be placed on the needs of patients and their support system across the lifespan during well office visits or follow-up care for maintenance of optimal health even if the patient has a chronic disease. 3 credits.

**NURU 603 Advanced Health Assessment Across the Lifespan and Cultures**

Co-requisite: NURU 604. This course is designed to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection, verbal case presentation, documentation, and physical examination strategies culminating in a differential diagnosis will be addressed. This course provides the foundation for critical thinking, diagnostic reasoning, and the development of clinical decision making skills necessary for the advanced practice nursing role across the lifespan for an evidence-based perspective. This course is taken concurrently with a track-specific health assessment laboratory/practicum course. 4 credits.

**NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures**

Co-requisite: NURU 603. This course will provide students with the opportunity to develop and refine comprehensive health assessment skills necessary for advanced health assessment across the lifespan. Students will be expected to demonstrate and document, both in a laboratory and clinical setting, their ability to perform a comprehensive and organized history and physical examination that considers cultural and socioeconomic background, developmental variations, and pathophysiological changes. This course is graded on a Pass/No Pass basis. 3 credits.



**NURU 605 Advanced Pathophysiology for Neonates, Pediatrics and Adult**

This graduate course is designed to prepare advanced practice nurses to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts. 3 credits.

**NURU 606 Advanced Pharmacotherapeutics Across the Lifespan**

The focus of this course for advanced practice nurses is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts and principles across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized. Iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. 3 credits.

**NURU 609 Genetics Across the Lifespan**

This course provides the student with knowledge of the principles of human genetics as they apply to the health care professional. Specific topics pertinent to genetics in maternal-child health and the use of genetics and genomics in diseases across the lifespan will be analyzed. Questions regarding genetics and ethics in health care in a time of advancing technology in gene mapping, genetic testing and gene therapy will be explored. Students are given the opportunity to develop techniques to build knowledge for evaluation of a genetic disorder using evidence-based practices. The course emphasizes the role of the advanced practice nurse in the creation of an evaluation process and treatment plan for clients with genetic disorders presenting across the lifespan. 3 credits.

**NURU 610 Synthesis of Advanced Practice Management, Role and EBP**

This course will cover scope of practice, legal issues, state and federal regulation, hospital privileges, negligence, malpractice, risk management, and reimbursement for services. Professional conduct, measurements of performance, quality assurance and peer review will be analyzed. Students will explore legal issues using case studies, and strategies for providing the best patient outcomes using clinical evidence. This course requires students to attend the face to face immersion. 3 credits.

**NURU 622 Management in Pediatric Care**

Co-requisite: NURU 623. This course is designed to provide students with the knowledge necessary for the management of common problems in acutely ill children and adolescents. Course content builds upon information in previous courses related to the principles of assessment and development issues in children and adolescents. A portion of the course includes information necessary for the care and management of pediatric and adolescent clients with special needs and their families. Using a family centered and developmental perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

**NURU 623 Practicum in Pediatric Acute Care**

Co-requisite: NURU 622. This course is a preceptor clinical practicum focusing on the management of common and acute problems of children and adolescents. Learners will participate in a variety of acute pediatric settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the PICU, Emergency Department, one of the services i. e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team a student may participate in palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 624 Complex and Chronic Problems in Pediatric Acute Care**

Co-requisite: NURU 625. This course is second part of the acute care content designed to provide students with the knowledge necessary for the management of the chronically and critically ill child. Course content builds upon information in previous courses related to the principles of assessment and development issues and common and acute problems in children and adolescents. A portion of the course includes information

necessary for the care and management of pediatric and adolescent clients with special needs and their families. Using a family centered and developmental perspective, related pathophysiology, research, psychological factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

### **NURU 625 Practicum for Complex and Chronic Problems in Pediatric Acute Care**

Co-requisite: NURU 624. This course is the second preceptor clinical practicum focusing on the management of chronic and critically ill children. Learners will participate in a variety of acute pediatric settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the PICU, Emergency Department, one of the services i. e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team a student may participate in palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

### **NURU 631 Palliative Care and Pain Management**

This course will explore appropriate pharmacologic and non-pharmacologic modalities for managing acute and chronic pain. Students will explore the evidence related to the use of alternative therapies such as massage, acupuncture, and Tai chi in the relief of chronic pain. The role of cultural, spiritual, and traditional approaches to the end of life care will be analyzed. The nurse practitioner as coordinator of end of life care supporting the patient and family to maintain optimum quality of life and a planned end of life experience will be discussed. 3 credits.

### **NURU 632 Management in Adult Acute Care**

Co-requisite: 633. This course is designed to provide students with the knowledge necessary for the management of common problems in acutely ill adults. Course content builds upon information in previous courses related to the principles of assessment and development issues in adults. A portion of the course includes information necessary for the care and management of adults with special needs and their families. Using a family centered and developmental perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

### **NURU 633 Practicum in Adult Acute Care**

Co-requisite: 632. This course is a precepted clinical practicum focusing on the management of common and acute problems of adults. Learners will participate in a variety of acute care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the trauma ICU, cardiac ICU, Emergency Department, one of the services i. e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team a student may give palliative care, wound care, hospice, and conscious sedation. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

### **NURU 634 Complex and Chronic Problems in the Adult Acute Care**

Co-requisite: NURU 635. This course is second part of the acute care content designed to provide students with the knowledge necessary for the management of the chronically and critically ill adult. Course content builds upon information in previous courses related to the principles of assessment and development issues and complex, critical and chronic problems in adults. A portion of the course includes information necessary for the care and management of adult clients with special needs and their families. Using a family centered and developmental perspective, related pathophysiology, research, psychological factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

### **NURU 635 Practicum for Complex and Chronic Problems in the Adult Acute Care (255 Clinical Hours)**

Co-requisite: NURU 634. This course is the second precepted clinical practicum focusing on the management of complex, critically and chronically ill adults. Learners will participate in a variety of acute care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in the trauma ICU, cardiac ICU, Emergency Department, one of the services i. e. cardiac, infectious disease, surgery, and hematology-oncology. Working as a member of a team a student may participate in palliative care, wound care, hospice, and conscious sedation. Students will apply the latest

evidence to practice. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 641 Psychopharmacology Across the Lifespan**

This course is designed to facilitate in preparing the Family Psychiatric Mental Health Nurse Practitioner for the complex role of prescribing psychotropic medications to patients in both outpatient and inpatient settings. The application of evidence based knowledge of psychopharmacological principals to treat specific psychiatric conditions will be emphasized. Management of iatrogenic problems caused by psychopharmacologic agent will be explored. Neuropsychiatric development brain function, neuro-anatomy and neuro-physiology will be examined with relation to psychopharmacotherapeutic agents. The relationships between specific psychopathological and neuropathological conditions and psychopharmacological treatments will be examined. Prescribing, management and monitoring of psychopharmacotherapeutics including complementary and alternative agents will be emphasized. The role of the Psychiatric Mental Health Nurse Practitioner as prescriber for the patient with psychiatric conditions including therapeutic challenges such as medication compliance, outcomes, ethical responsibilities, legalities, financial realities, cultural diversity and practical considerations will be incorporated throughout this course. 3 credits.

**NURU 642 Management in Family Mental Health**

Co-requisite: NURU 643. This course is designed to facilitate in preparing the Family Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health care for children, adolescents, adults and families. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout the course. Treatment and management of mental health disorders using a variety of modalities and interventions will be explored. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding and improved outcomes. This course requires students to attend the face to face immersion. 3 credits.

**NURU 643 Practicum in Psychotherapeutic Treatment Modalities**

Co-requisite: NURU 642. This course is a precepted clinical practicum designed to facilitate in preparing the Family Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health for children, adolescents, adults and families. Learners will participate in a variety of clinical settings where they will learn to conduct at least three different treatment modalities. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding and improved outcomes. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 644 Complex and Chronic Problems in Family Psychiatric Care**

Co-requisite: NURU 645. This course is designed to facilitate the Family Psychiatric Mental Health Nurse Practitioner's role for patients with chronic and complex psychiatric illness. Emphasis will be on medication and therapeutic management of patients across the lifespan while integrating evidence based approaches. This course builds upon the fundamental knowledge and concepts obtained in NURU 642 and more in-depth exploration of treating those with severe mental illness (SMI). Examination of the social, physical, economic, familial, spiritual and societal impacts of severe mental illness will incorporate local and world views as well as advocacy opportunities for the Family Psychiatric Mental Health Nurse Practitioner. This course requires students to attend the face to face immersion. 3 credits.

**NURU 645 Practicum for Complex and Chronic Problems in Family Psychiatric Care**

Co-requisite: NURU 644. This course is the second precepted clinical practicum designed to facilitate in preparing the Family Psychiatric Mental Health Nurse Practitioner for the complex role for providing mental health care for children, adolescents, adults and families with chronic and complex psychiatric illness. Learners will participate in a variety of clinical settings where emphasis will be placed on medication and therapeutic management while integrating evidence based approaches to different therapeutic modalities of care. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Examination of the social, physical, economic, familial, spiritual and societal impacts of severe

mental illness will incorporate local and world views as well as advocacy opportunities for the Family Psychiatric Mental Health Nurse Practitioner. This course requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 651 Embryology**

This course is designed to prepare advanced practice nurses to apply concepts of embryology, malformations, and physiology when assessing infants and children in various acute and primary care environments and with a variety of health conditions. This course stresses critical thinking and decision-making in clinical settings based on these concepts. 3 credits.

**NURU 652 Management in Neonatal Acute Care**

Co-requisite: NURU 653. This is a neonatal management course for advanced practice in the care of neonates with health alterations resulting from abnormal maternal-fetal physiologic conditions as well as complications resulting during the transition from intrauterine to extra-uterine life. This course is required for preparation as a neonatal nurse practitioner. Current research and theoretical foundations for promoting infant adaptation in physiological functioning, as well as common pathophysiologic conditions provide the main foci for the course. Advanced assessment, intervention and management modalities required for promoting adaptation to the physiological alterations that most frequently occur in the at-risk infant are addressed. 3 credits.

**NURU 653 Practicum for Neonatal Acute Care**

Co-requisite: NURU 652. This practicum course provides the student with an opportunity to apply knowledge related to neonatal assessment, clinical decision-making, differential diagnosis, management, intervention and developmental follow-up of the at-risk infants with conditions seen commonly in the acute care setting of the NICU. The practicum draws from and reinforces the theoretical and research concepts the student is learning in the theory courses. The student will assess premature and high-risk neonates with common (high incidence) alterations in health status most frequently related to the transition from the intrauterine environment. Skills development includes the refinement of physical, behavioral and developmental assessment modalities and integration of developmental care theories and current research findings into clinical practice. The role of advanced practice nurses will be explored in relation to promoting optimal infant/family outcomes. Seminars will allow the student to synthesize theoretical content through discussion of the advanced practice role in the management of neonatal health alterations. The supervised practicum provides students with the opportunity to further develop and demonstrate mastery of advanced practice skills and clinical reasoning. This course is graded on a Pass/No Pass basis. 3 credits.

**NURU 654 Complex and Chronic Problems in Neonates**

Prerequisites: NURU 652, NURU 653; Co-requisite NURU 655. This is the final management course for advanced practice in the care of neonates with acute, complex, multi-system conditions, which require extensive nursing, medical, or surgical intervention. It is required for preparation as a neonatal nurse practitioner. Current research and theoretical foundations for promoting adaptation to complex alterations in physiological functioning as well as family functioning and neonatal development in such situations provide the foci for the course. The course focuses on complex pathophysiological alterations in genetic, cardiovascular, pulmonary, metabolic, musculoskeletal, and immunological functioning. Emphasis is placed on advanced assessment, intervention and management modalities required for promoting adaptation to these complex physiological alterations. Health promotion, health restoration, risk factor assessment and illness prevention strategies are integrated within the course content. Course content builds upon information in previous courses and students will synthesize knowledge in major content areas to support a framework for advanced nursing practice that includes developmentally supportive, family-centered, culturally appropriate care. Ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

**NURU 655 Clinical Practicum for Complex and Chronic Problems in Neonates (255 Clinical Hours)**

Prerequisites: NURU 652, NURU 653 Co-requisite NURU 654. This practicum course provides the student with an opportunity to apply knowledge related to neonatal assessment, clinical decision-making, differential diagnosis, management, intervention and developmental follow-up of at-risk infants with conditions seen commonly in the acute care setting of the NICU. The practicum draws from and reinforces the theoretical and research concepts in the theory courses. The student will be involved in assessing premature and high-risk neonates with common (high incidence) alterations in health status most frequently related to the transition from the intrauterine environment. Skills development includes the refinement of physical, behavioral and developmental assessment modalities. Integration of developmental care theories and current research findings in clinical practice will be addressed. Ethical considerations are explored as they apply to clinical

practice and management of neonates with complex and chronic problems. The role of the advanced practice nurse will be explored in relation to promoting optimal infant/family outcomes. Seminars will allow the student to synthesize theoretical content through discussion of the advanced practice role in the management of neonatal health alterations. The supervised practicum provides students with the opportunity to further develop and demonstrate mastery of advanced practice skills and clinical reasoning. This course is graded on a Pass/No Pass basis. This course requires students to attend the face to face immersion. 3 credits.

**NURU 662 Management of Common Problems in the Adult and Aging Adult**

Co-requisite: NURU 663. This course is designed to provide students with the knowledge necessary for the management of common problems in the adult and aging adult client. Students explore principles of geriatric assessment and development issues and discuss strategic care and management of adults with special needs and their families. Using a family centered and developmental perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

**NURU 663 Practicum in the Care of the Adult and Aging Adult**

Co-requisite: NURU 662. This course is a precepted clinical practicum (255 Clinical Hours) focusing on the management of common and acute problems of the adult and aging adult client. Students will participate in a variety of primary, long term and skilled nursing care settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, or with a specialty service. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. This course is a pass/fail course. 3 credits

**NURU 664 Management of Complex and Chronic Problems in the Adult and Aging Adult**

Co-requisite: NURU 665. This course extends student knowledge regarding the management of adult and aging adults. Students explore the principles of assessment and ethical issues related to complex, critical, and chronic problems in adults; and examines units on the identification and management of geriatric syndromes. NURU 664 course content builds upon information in previous courses related to the principles of assessment and ethical issues related to complex, critical and chronic problems in adults. Using a patient centered perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. This course requires students to attend the face to face immersion. 3 credits.

**NURU 665 Practicum for Complex and Chronic Problem in the Adult and Aging Adult (255 Clinical Hours)**

Co-requisite: NURU 664. This course is the second precepted clinical practicum (255 Clinical Hours) focusing on the management of complex and chronic problems of the adult. Students will participate in a variety of primary care clinics, long term and skilled nursing care settings where students will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care clinics, long term care, skilled nursing facilities, retirement villages, or with specialty services. Students will participate in care coordination and on management of patients on multiple medications. Working as a member of a team a student may provide palliative care, wound care, and hospice. Students will apply the latest evidence to practice. This course requires students to attend the face to face immersion. 3 credits. This course is a pass/fail course. (255 Clinical Hours)

**NURU 699 Special Topics**

Prerequisite: admission to graduate studies. A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance in Nursing and Health. Variable credit: 1-3 credits

**DNPU 699 Independent Practicum**

Prerequisite: admission to graduate studies. Additional clinical experience hours not encompassed in the student's curriculum and relevant to their area of specialization. Permission of the Faculty Advisor Required. Variable credit: 1-3 credits for 85, 170 or 255 extra clinical hours.

**DNPU 700/HAUU 601 Health Care Policy, Organization and Delivery**

This course comprehensively reviews the U.S. health care delivery system in the following areas: history, policy, population characteristics, trends in health services access and utilization, structure, financing, organization and delivery of services, civility in health care services, advancing medical technology, and the changing policy environment. Students will explore current medical issues such as increased competition, major organizational restructuring and consolidation, a rapidly changing science base, and increased government regulation. 3 credits.

**DNPU 701 Biostatistics for Clinical Practice**

This course will provide students with the skills to evaluate the statistics reported in the research articles that are being used to determine a course of treatment for a select population. Students will examine the principles of statistical inference and their application to the analysis and interpretation of epidemiological, psychosocial, medical, nursing, and other health care data. 3 credits.

**DNPU 702/HAUU 602 Innovations in Technology and Information Access**

This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative clinical practice and health care management. The changing role of technology, its use and abuse, and the barriers to implementation will be covered. 3 credits.

**DNPU 703 Leading through Innovation**

This advanced leadership course focuses on the theories and practices needed to effectively lead innovative change to transform health care in the context of evidence-based thinking. Students are given the opportunity to develop an innovation philosophy for leading organizations using evidence-based practices now and in the future. Characteristics of the intuitive leader will be discussed. The course emphasizes the role of the DNP in the creation of an organizational context for innovation. Students will explore strategies for diffusion of innovation in complex, adaptive healthcare organizations. 3 credits.

**DNPU 704 Evidence-based Thinking for Scholarship and Practice III**

This course will examine qualitative and quantitative methods for creating and using evidence in research, quality improvement, program evaluation, risk management, and clinical practice. Students will develop the idea for the final clinical capstone project, and select tools for data collection. This course requires students to attend face to face immersion. 3 credits.

**DNPU 705/HRCCU 661 Health Risk and Crisis Communication**

Students explore the history and development of health, risk and crisis communication. The course examines health risk messages in various domestic and international settings as well as in divergent health risk situations. The course will review theory and practice, formative research, data collection, and data analysis relating to emerging trends in the field of health, risk and crisis communication. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies to address far ranging issues within the field. Students will be able to develop case studies relating to their areas of interest within the field. 3 credits.

**DNPU 706 Transforming Health Care through Outcomes management**

This course focuses on the proactive management of clinical and service outcomes at all organizational levels to provide students with the ability to integrate outcomes into the routine flow of service delivery. Emphasis will be placed on understanding how measurement and data can be used to balance quality services and financial viability. Students will learn a framework that synthesizes theory and practice from the areas of continuous quality improvement, organizational learning and institutional organizing. This framework will focus on the organizational operating environment, to include input, throughput, output, and outcomes. Students' learning will include building a framework for manipulation and analysis of service, cost, systems and outcome data. The course culminates with the creation of an outcomes measurement and management plan for the problem-focused DNP capstone project in which students address actual outcomes management problems encountered in the field. This course requires students to attend a face to face immersion. 3 credits.

**DNPU 707 Clinical Residency I (255 Clinical Hours)**

Prerequisites: DNPU 700 through 706. This course is a synthesis of all previous didactic courses in the DNP curriculum, and allows application of knowledge in clinical and other professional settings. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area and capstone project to demonstrate practice and mastery of the AACN essentials of doctoral education for advanced nursing practice. This course is pass/fail. 3 credits.

**DNPU 708 Application of Evidence-Based Thinking Capstone**

Prerequisites: DNPU 707. This final capstone course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and dissemination. Students will complete a comprehensive written report of the capstone project, as well as deliver a live oral presentation to faculty and peers during an on-campus immersion session. Graded on a Pass/No Pass basis. 3 credits.

**DNPU 709 Clinical Residency II (255 Clinical Hours)**

Prerequisites: DNPU 700 through 706. This course is a synthesis of all previous didactic courses in the DNP curriculum, and allows application of knowledge in clinical and other professional settings. This is the second of two clinical residency courses in the Post-Masters to DNP program. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area. Students will demonstrate practice and mastery of the AACN essentials of doctoral education for advanced nursing practice. This course is pass/fail. 3 credits.

**ORGANIZATIONAL LEADERSHIP****OLCU 150 Introduction to Organizational Communication**

A thorough and practical introduction to the skills of effective communication in organizational and professional settings. Based on current theory and research, the course emphasizes acquiring skills and applying theory to organizational communication challenges. 3 credits.

**OLCU 200 Methods of Critical Inquiry**

(Acceptable equivalent: SOCU 201, PSYU 201) Students examine knowledge and research as they pertain to leadership and organizational studies. Analysis of empirical/scientific method, logic and interpretation and their influence on the study and practice of leadership. Development of research, writing, and presentation skills. 3 credits.

**OLCU 300 Organizational Behavior**

Organizational Behavior studies individual and group behavior in organizational settings and examines organizational forces that impact behavior and performance. Topics include motivation, team effectiveness, organizational culture, ethics, diversity, leadership, communication and change. The application of course concepts to current workplace issues is emphasized. 3 credits

**OLCU 301 Supervision and Leadership**

An overview of the theory and application of supervision required for front-line administrators, covering principles, techniques, and steps in the management process. Topics may include delegating, planning, hiring, staffing, running meetings, conducting reviews, coaching, negotiating, monitoring, and motivating. 3 credits.

**OLCU 303 Organization Development & Change**

A review and analysis of organization development and change. Students will develop an understanding and use of organizational development and change theory from the perspective of systems theory and its constructs. Introduces organization change concepts, principles, values, theories and models. 3 credits.

**OLCU 312 Economics of Social Issues**

An introduction to the basic tools and logic of economics are applied to social issues. A study of how people as individuals or in groups make decisions and choices, the impact of opportunity cost and constrained maximization on those choices and decisions, and how we as a society and an economy respond to the perpetual condition of scarcity. 3 credits.

**OLCU 320 Selected Topics in Organizational Leadership**

Covers special topics related to leadership and/or organization studies. Experimental courses are developed subject to emerging student and/or employer demands. Topics vary. Courses that examine different topics may be repeated for up to nine credits. 3 credits.

**OLCU 321 Leadership Lives in Film**

This course illuminates examples of leadership found in classic and contemporary films that are themselves based upon true stories as the medium for identifying and exploring the basic dynamics of leadership. This course will combine a theoretical and practical approach to basic leadership concepts. Online only. 3 credits.

**OLCU 322 Leadership of Contemporary Iran**

A qualitative examination of the leadership of fundamentalism and its developmental process in Iran. This course will offer an opportunity to explore the specific rhetoric and practice of Iranian leaders who have used their motivational power, influence, and violent behavior as a response to social change and globalization. Additionally, this course will examine the pre- and post-1979 Iranian Revolution and the impacts of this specific

change on the development of fundamentalist ideologies and inter-cultural conflicts throughout the mid-east region. Online only. 3 credits.

**OLCU 325 Leadership Skills Development Lab**

Through the use of experiential activities, self-assessments, student facilitations, and presentations, this course aims to improve and enhance key leadership competencies in order to prepare students to succeed in leadership positions, and to help them learn to develop leadership in others. Specific topics may include: developing personal influence, collaboration and group dynamics; communication; followership; conflict management; and images of leadership in popular culture (e.g., in film, music, or literature). 3 credits

**OLCU 350 Leadership and Professional Ethics**

Examines frameworks for ethical judgment as well as contemporary dilemmas and moral issues in organizations, with a special focus on the role of professional ethics and the responsibilities inherent in the commitment to serve others. Topics include servant leadership, responsibilities of professionals, the obligations of corporations concerning the environment product safety, the rights of employees, honesty in advertising. 3 credits.

**OLCU 355 Servant Leadership**

In all types of organizations (profit, non-profit, private and public), a significant shift in the way in which we approach work and the philosophy with which we lead is underway. These organizations and the people in them are experiencing a paradigm shift which embraces the understanding that the organization's work must be integrated with the personal and spiritual growth of all of the organization's members. The new paradigm recognizes that effective leadership begins with service to others. The great leader is seen as a servant first and true leadership is bestowed on those who are by nature a servant. OLCU 355 is a course in the study, application, and practice of Servant Leadership. 3 credits.

**OLCU 400 Theory and Practice of Leadership**

This course examines leadership from theoretical and practical perspectives. It compares and contrasts leadership theories, models, and strategies; and explores how leaders can create organizations, systems and structures to achieve organizational goals and engage employees. The application of course concepts to enhance leadership effectiveness is emphasized. 3 credits.

**OLCU 414 Team Building**

Team-based organizations have been created to supplement the traditional, often rigid hierarchical structure within organizations to enhance leader effectiveness. Teams offer a more cooperative, collective philosophy. They outperform individuals; create more diverse, stimulating challenges; boost morale; and yield new skills for employees. This class will help students learn how to develop and participate in teams. Topics may include team development, conflict resolution, communication, decision-making, and reward systems. 3 credits.

**OLCU 425 Leadership in Diverse and Multicultural Organizations**

Understanding and valuing cultural differences assumes greater significance as our world becomes increasingly interdependent. This course explores multicultural issues in organizations highlighting how misunderstandings arise and how they can be rectified or prevented. It focuses on diversity issues (gender, race, and class) in domestic and international contexts, particularly as they apply to leadership, communication, teamwork, decision-making, and problem-solving. Reading, writing, research, and discussion are supplemented with experiential exercises and role-plays. 3 credits.

**OLCU 450 Organization Structure and Design**

Reviews classical and contemporary organizational theories and explores concepts of organizational structure/design, life cycle of organizations, systems approach to organizations, organizational culture and ethical aspects of organizational theory. Examines how various approaches to organizational theory improve our ultimate understanding of organizations and their effectiveness and they can become effective tools for analysis and action in different organizational situations. Online only. 3 credits.

**OLCU 486 Research Project I**

Prerequisites: Senior Status and OLCU 400 and one other OL core course. This course is the first term of the research project, where students are introduced to the principles and procedures involved in conducting organizational research. Students will examine research as it relates to leadership and organizational studies. Coursework includes analyses of empirical/scientific methods, logic and interpretation and their influence on



the study and practice of leadership. Students will identify a research project that will start with this course and will be carried through to OLCU 487, Research Project II. 3 credits.

**OLCU 487 Research Project II**

Prerequisites: Senior Status and OLCU 486. This course is the second term of the research project. Having chosen a research topic on a leadership issue in OLCU 486, students will conduct a thorough review of the literature and draw conclusions and recommendations on their research topic. 3 credits

**OLCU 488 Research Project III**

Prerequisite: OLCU 487. The third (elective) term of the research project. This course is specifically designed for students choosing to complete the data gathering and report portion of the research project. Students will complete development of the topic from OLCU 487, upon approval by instructor, will collect, analyze, and report the study. The course culminates in a written report that serves as senior project for the program. An Institutional Review Board (IRB) approval may be required for the project. 3 credits.

**OLCU 490 Leadership Internship**

Prerequisite: Dean approval, junior or senior standing. Required of organizational leadership majors lacking full-time employment or leadership experience. Should be taken prior to or concurrent with OLCU 486/OLCU 487). Supervised experience in an approved organizational setting where student assesses a range of leadership constructs (e.g., vision, communication, motivation, empowerment.) Students develop an independent learning contract in conjunction with an on-site supervisor and a Brandman University organizational leadership faculty advisor. Each unit of credit equals 40 hours of total effort (including work, preparation, study, meetings, journals, and papers). May be repeated if different internship opportunity. Graded on a Pass/No Pass basis. 1-3 credits.

**OLCU 499 Independent Study in Organizational Leadership**

Prerequisites: Dean approval, junior or senior level, minimum 3.0 GPA, and approval of instructor. Supervised independent study or research on a special problem or topic related to leadership and organization studies resulting in a major paper. May be repeated for up to 6 credits. 1-3 credits.

**OLCU 515 Technology and Leadership**

Provides experiential opportunities to develop an understanding of technology as it applies to leadership. Students will acquire knowledge in the following areas: history and future of information systems, database development and usage, technology transfer, technology innovations, and how information technologies are used for leadership decision-making. Students will develop competencies in the following areas: the Internet and World Wide Web, presentation software, e-mail, FTP, Groupware, and management software. 3 credits.

**OLCU 600 Foundations of Organizational Leadership**

Review of contemporary issues and perspectives on organizational leadership including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include servant leadership, ethics, diversity, followership, the distinction between leadership and management, vision, leadership practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal philosophy of leadership. Taking this foundation course early in the MAOL degree program of study is recommended. 3 credits.

**OLCU 601 Democracy, Ethics and Leadership**

Exploration of how democratic values shape the concept and practice of leadership and policy-making in organizations, including the role of values in ethical decision-making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations. 3 credits.

**OLCU 602 Self, Systems and Leadership**

Examines individuals and organizations as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of systems thinking, mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning and change. 3 credits.

**OLCU 603 Servant-Leadership: Theory and Practice**

This course will provide students with a thorough exploration of the principles of Servant-Leadership as a leadership philosophy and way of being as a leader. It will allow students to become familiar with the writings of Robert Greenleaf, as well as those who have been influenced by Greenleaf, many of whom are leading thinkers in the field of organizational leadership. Particular attention is paid to application within a variety of organizational settings. 3 credits.

**OLCU 613 Seminar in Organizational Dynamics**

Students use theories of individual, group and organizational behavior to analyze organizational problems and improve organizational performance. Students gain experience applying theories and factors that influence behavior to organizational situations using a step by step decision making process. 3 credits.

**OLCU 614 Leadership and Team Development**

This course focuses on leadership skills needed to develop and promote effective teamwork. Teams can be complex and challenging to lead, and change processes difficult to implement. Topics include assessing and improving team performance; managing the internal dynamics of teams (team decision making, diversity, conflict, and creativity); and leading the team within the larger organization. 3 credits.

**OLCU 615 Organization Development and Change**

Prerequisite: OLCU 613. This course examines the history and overview of the field of organization development. It examines change as a focused activity to bring about specific conditions, to re-direct action, or to implement a particular process, product, or system. Students examine the human side of change, including “resistance” to change. Introduces basic organization development concepts, principles, values, theories, and models. There is particular emphasis on application of theoretical concepts to actual organizational situations. 3 credits.

**OLCU 617 The Practice of Organization Development**

Prerequisites: OLCU 602, OLCU 615. This course provides an overview of key consulting models emerging best practices in consulting. It focuses on the fundamental steps in the consulting process, including client and consultant roles and responsibilities. Students examine how consulting models can be applied to achieve high impact outcomes. Differences between internal and external consulting roles and analysis of the role of ethics and professionalism are included. A project proposal is created in preparations for the practicum (OLCU 688). 3 credits.

**OLCU 618 Cultural Dimensions of Global Leadership**

This course is an examination of contemporary issues and recent theoretical and practical advances related to the cross-cultural aspects of organizational leadership. The course is designed to enable the student to become a global leader who can function in multicultural settings, both in the United States and abroad. The need for this is driven by many factors, including the rapid growth of foreign economics and the availability of technological and financial resources. An emphasis is placed on U.S. American organizations that contain a multicultural workforce and multinational organizations. Online only. 3 credits.

**OLCU 621 Frontiers of Public and Nonprofit Leadership**

This course provides exposure to contemporary issues and dilemmas in leadership as applied to nonprofit, voluntary, and non-governmental organizations (NGOs). Topics include civil society and professional ethics, collaboration, entrepreneurship, philanthropy, and technology and information. Online only. 3 credits.

**OLCU 625 Selected Topics in Leadership**

This course examines contemporary issues and recent theoretical and practical advances related to organizational leadership. The course offers opportunity to explore and develop competencies essential to organizational leadership. Topics vary. Courses that examine different topics may be repeated for up to six credits. Not all courses may be offered at all sites or in all sessions. 3 credits.

**OLCU 626 Dynamics of Public and Nonprofit Leadership**

Prerequisite: OLCU 621. This course exposes students to the fundamentals of leadership necessary for exceptional performance in nonprofit, voluntary, and non-governmental organizations (NGOs). Communications skills are developed in assessing constituency needs, interfacing with governmental and private organizations and other nonprofits, and negotiating the varying aims of stakeholders. Principled strategies for mobilizing volunteers are addressed. Online only. 3 credits.

**OLCU 630 Leadership Lives in Film**

This course provides a framework for students to observe examples of leadership in classic and contemporary films that are based upon true stories as the medium for an in-depth exploration of leadership. By comparing students' observations of leadership concepts in the films to the leadership literature, as well as to real world experiences, the course builds upon the basic concepts of leadership to investigate more complex and theoretical aspects of contemporary leadership theory. Examples of leadership will be analyzed to create an awareness of how leadership impacts goal behaviors and productivity. This course is offered online. Online only. 3 credits.

**OLCU 631 Contemporary Middle East and its Leadership**

This course will offer an opportunity to explore the rhetoric and practice of fundamentalist leaders who have used their motivational power and influence to achieve their personal and organizational goals. This course will offer an opportunity to examine various patterns of such leadership, its qualities, and transformational characteristics. Moreover, students will have an opportunity to examine the application and capabilities of the Western and non-Western theories of leadership in explaining the development of fundamentalist leaders and their organizational constructs. Online only. 3 credits.

**OLCU 632 Leadership and Innovation**

This course will explore and review the phenomena of creativity and innovation in effective leadership from the individual, organization, and societal perspective relating each level to leadership and enhanced leadership effectiveness. Students will come to understand the value of innovation in organization as well as society and will learn the factors that contribute to a more creative self, organization, and society. 3 credits.

**OLCU 639 Coaching in Organizational Settings**

Coaching in Organizational Settings covers the basics of organizational coaching and explores coaching from an evidence-based perspective. The course covers both a variety of researched theories that relate to the skills and practice of organizational coaching as well as the practice of coaching skills and competencies. No previous coaching experience is required. 3 credits.

**OLCU 641 Leadership in Military Communication**

Prerequisite: Dean approval. This course of study focuses on foundation and application principles of various forms of communication necessary for military leaders in field and garrison environments. Writing, listening and speaking, to include presentation skills, are the communication cornerstones in this course. (Designed for transfer of military coursework in the MAOL degree only.) 3 credits.

**OLCU 643 Military Operations Leadership**

Prerequisite: Dean approval. Students study and apply military operations principles and theory. Primary emphasis is placed on standard operational procedures for planning, conduct and evaluation of military operations in a variety of military scenarios. (Designed for transfer of military coursework in the MAOL degree only.) 3 credits.

**OLCU 680 Organizational Research**

This course provides students with an overview of the critical role of research and evaluation in identifying and solving management problems and in improving organizational performance. The course examines the fundamental principles of research and scholarly writing. The primary focus is on the practical application of research methods to improve organizational programs, policies, and performance. Taking this course early in the MAOL or MSHR programs of study is recommended. 3 credits

**OLCU 681 Leadership Capstone Seminar**

Prerequisites: OLCU 600, 601, 602, 613, 614, 615. This course provides the student with an opportunity to apply and integrate previous learning by the completion and presentation of a major, integrative paper, which will reflect an assessment of student's learning as well as their ability to integrate and apply leadership concepts and theories learned in the MAOL program. Graded on a Pass/No Pass basis. 3 credits.

**OLCU 688 Practicum in Organization Development**

Prerequisites: Completion of OLCU 617. Students carry out a supervised organization development project. The seminar-style course provides classroom analysis of the fieldwork practicum focusing on reflective, double-loop

learning. This course serves as the capstone experience for students completing the Graduate Certificate in Organization Development. Graded on a Pass/No Pass basis. 3 credits.

**OLCU 690 Leadership Internship Program**

Prerequisites: Dean approval. One of the following courses: OLCU 600, 601, 602; and one of the following courses: OLCU 613, 614, 615, and compliance with university internship procedures. Provides students with an opportunity to apply the skills and concepts they have learned during their course of study to existing issues within organizations. A written contract is developed by the students, approved by the client organization, and supervised by a faculty member before work on the internship begins. Students may not receive credit for working at their current jobs. Each unit of credit equals 40 hours of total effort (including work, preparation, study, meetings, journals, and papers.) Graded on a Pass/No Pass basis. 1-3 credits.

**OLCU 699 Independent Research in Organizational Leadership**

Prerequisite: Approval of instructor and Dean. Supervised independent study or research on a special topic related to organizational leadership. May be repeated for a maximum of 6 credits. 1-3 credits.

## PHILOSOPHY

**PHLU 301 History of Political Philosophy I**

(Same as POSU 301) An introduction to the early political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from Plato to the Enlightenment. It places special emphasis on examining and understanding the growing debate of separation of church and state and the rising voice of individual, social and civil liberties through this period. Online only. 3 credits.

**PHLU 302 History of Political Philosophy II**

(Same as POSU 302) An introduction to the later political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from the Enlightenment until today. This course places special emphasis on examining and understanding Fascism, Communism, Democracy, Anarchism and the rising voices of previously under-represented populations. Online only. 3 credits.

**PHLU 304 Multicultural Ethics**

An inquiry into the promises and perils of a multicultural society. Main topics include ethical theory from international perspectives, the nature of prejudice, and the culture wars. Online only. 3 credits.

**PHLU 329 Experimental Topics in Philosophy**

An examination of selected topics in philosophy relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

**PHLU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## POLITICAL SCIENCE

**POSU 110 Introduction to American Politics**

Students master the basic concepts and analytical methods used by political scientists in their attempts to address these questions: What are the fundamental components of the national government of the United States? How do they transform citizen opinion, interest group pressures, and economic imperatives into social policy? This course satisfies the State of California Credential requirement in American History and Government. Online only. 3 credits.

**POSU 240 Introduction to Law**

Law is a force for maintaining social order. This course critically examines various aspects of law and the legal system, seeking an understanding of its strengths and weaknesses, its promise and its peril. Online only. 3 credits.

**POSU 301 History of Political Philosophy I**

(Same as PHLU 301) An introduction to the early political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from Plato to the Enlightenment. It places special emphasis on examining and understanding the growing debate of separation of church and state and the rising voice of individual, social and civil liberties through this period. Online only. 3 credits.

**POSU 302 History of Political Philosophy II**

(Same as PHLU 302) An introduction to the later political thoughts that shaped and dominated Western European development. This course traces the concepts of power, social order and proper governance from the Enlightenment until today. This course places special emphasis on examining and understanding Fascism, Communism, Democracy, Anarchism and the rising voices of previously under-represented populations. Online only. 3 credits.

**POSU 321 American Diplomatic History and Foreign Policy**

(Same as HISU 340) Students focus on the origin and development of United States foreign policy. Important areas of study include the role of ideology in foreign policy, economics and foreign affairs, isolationism, American dominance of the Western hemisphere, and the consequences of increasing international interdependence. Also considered are the influences of public opinion, the media, corporations, the Congress, the bureaucracy, and the presidency in shaping American policy. Online only. 3 credits.

**POSU 329 Experimental Topics in Political Science**

An examination of selected topics in Political Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

**POSU 342 The Western Legal Tradition**

(Same as HISU 323) Law is a product of history, and an understanding of the law cannot be complete without an examination of its historical roots. This course surveys the history of Western law and legal institutions from the Code of Hammurabi to the American Revolution. Special attention will be focused on the rise and evolution of English common law. Online only. 3 credits.

**POSU 343 Constitutional Government**

By examining the Federalist Papers, the Constitution, and case law this course examines the growth of the national government, the changing nature of federalism, and other themes: What does the Constitution say about the separation of powers? Does it provide for three coequal branches of government? 3 credits.

**POSU 344 Constitutional Rights**

Students analyze the following questions and examine competing theories of civil rights and civil liberties. Did the founders really believe that the United States Congress should make no law abridging freedom of speech or of the press? What does the Constitution say about the rights of the criminal, and what does this mean for "victims' rights" movements? What is the constitutional right to abortion? 3 credits.

**POSU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

## PSYCHOLOGY

**PSYU 101 Introduction to Psychology**

Introduction to the processes, principles, and problems and applications of psychology. Topics include the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, social psychology and psychopathology. 3 credits.

**PSYU 105 Resiliency and Human Potential**

Built upon research on resiliency and developed by a team of psychologists, the course focuses on the physical, psychological, and social systems of resiliency, with particular application to learning. The course includes ungraded writing, formal writing, discussions, and reading. Because the course is a gateway to other courses, an emphasis will be placed on developing critical thinking and writing skills. Focus will be on Whole Task Objectives that link PSY 105 and LBSU 115. Enrollment restricted to current military personnel or Veterans. 3 credits

**PSYU 201 Critical Thinking in Psychology**

Study methods of empirical and theoretical evaluation of psychological facts, assertions, research studies and theories. Development of a discrimination model setting the appropriate standards to be applied to differing forms of psychological assertions. Study of common fallacies misleading students of psychological processes and development of a critical thinking paradigm reducing the probability of common errors in thinking. 3 credits.

**PSYU 203 Statistics for the Behavioral Sciences**

(MATU 203 meets this requirement). An introduction to statistics for the behavioral, social and health sciences. Both the calculation and interpretation of statistical indices and the application of these measures are emphasized. Course includes an introduction to descriptive and inferential statistics, the rationale of hypothesis testing and a survey of the common parametric and nonparametric statistical tests. 3 credits.

**PSYU 301 Scientific Writing in Behavioral and Social Sciences**

This course introduces students to effective writing skills in the field of social and behavioral sciences. Emphasis will be placed on scholarly scientific writing, American Psychological Association (APA) format, summarizing current research findings in written form, and critical analysis of research. 3 credits.

**PSYU 304 Research Methods for the Behavioral Sciences**

Prerequisites: PSYU 101, PSYU 203. May be taken concurrently with PSYU 203, 301. An introduction to the principles and procedures involved in behavioral sciences research. The scientific method and its application to psychological inquiry are emphasized. A student successfully completing this course will possess: (1) a broad understanding of the process and outcomes of psychology; (2) an appreciation of the strengths and limitations of psychological science; (3) an understanding of the ethical considerations inherent in psychological science; and (4) the ability to consume and communicate the process and outcomes of psychological science using the publication format of the American Psychological Association. 3 credits.

**PSYU 312 Leadership Principles and Practice**

Prerequisites: PSYU 105 and LBSU 115. The goal of the leadership course is to provide an introduction to the effects of knowledge, behavior, social influence and decision making related to leadership. The research-based curriculum introduces a broad range of readings addressing practical and theoretical leadership principles. Individuals will be expected to critically examine readings and associated videos/movies. Students will complete written and other activities, participate in discussions on research and readings, and apply principles from the course to a field project that emphasizes enhancing self-awareness and leadership capabilities through documenting the development and assessment of the field project. Enrollment restricted to current military personnel or veterans. 3 credits.

**PSYU 317 Cognitive Psychology**

A survey of the discipline of cognitive psychology, the study of mental processes and their underlying biology. Students examine attentional processing, encoding, memory, mental imagery and decision-making processes. Other topics addressed include consciousness, creativity, and methods for measuring information processing. 3 credits.

**PSYU 320 Human Development through the Lifespan**

This course covers physical, cognitive and psychosocial development from conception through old age. Death and dying are also addressed. Research and theories related to the entire life span are reviewed. 3 credits.

**PSYU 322 Theories of Personality**

This course provides an evaluative review of the major theories of personality, emphasizing the structure, dynamics, behavior and development of the normal and abnormal personality. Theories include Freudian, neo-Freudian, cognitive, somatic, social learning, and humanistic explanations for individual differences. 3 credits.

**PSYU 323 Child Development**

This course covers physical, cognitive and psychosocial development from conception to adolescence. Both theoretical and applied aspects of development, parenting and teaching children are emphasized. 3 credits.

**PSYU 324 Adolescence**

This course presents the major theoretical models of adolescent development and biological maturation, while addressing the issues of identity, peers, family, school, sexuality, morality, substance abuse and psychological problems. The historical nature of adolescent experience is contrasted with the experience of today's teenager. 3 credits.

**PSYU 328 Abnormal Psychology**

A systematic study of emotional disturbance and the major classifications of mental illness from the perspective of symptoms/behaviors, etiology, diagnosis and treatment. 3 credits.

**PSYU 333 Physiological Psychology**

Prerequisite: PSYU 101. An investigation of the relationship between brain and behavior. Students will study the structure and function of the nervous system, including the biological bases of psychopathology and normal function. 3 credits.

**PSYU 336 Social Psychology**

Discussion and analysis of the relationship between culture, group life, social structure, and human behavior; emphasis upon the dialogue between the individual and the social collective. Topics include group behavior, attitudes, stereotypes, nonverbal communication, health psychology, aggression, social perceptions, relationships and helping behavior. 3 credits.

**PSYU 351 History and Systems of Psychology**

Discussion and evaluation of psychology's historical roots and the influences and the people that have contributed to its present form. 3 credits.

**PSYU 398 Pediatric Neuropsychology**

An introduction and overview of pediatric neuropsychology emphasizing brain-behavior relationships in children. Biological, environmental, psychological, and developmental variables that affect neurobehavioral outcomes will be addressed. The following childhood disorders will be covered: Hydrocephalus, epilepsy, Tourette's syndrome, brain tumors, closed-head injury, meningitis, diabetes, leukemia, sickle cell disease, autism, and human immunodeficiency. 3 credits.

**PSYU 421 Cross-Cultural Psychology**

An introduction to major issues and terminology used in cross-cultural psychology, an interdisciplinary approach that uses models and research methods from psychology, anthropology, and sociology. The course emphasizes a comparative approach. 3 credits.

**PSYU 428 Introduction to Clinical Psychology**

Overview of the profession and practice of clinical psychology. The course will survey the field's history, clinical training, assessment procedures, therapeutic interventions, research approaches, ethical and legal issues, areas of specialization (i.e. forensic, behavioral medicine and child), and current issues and trends. Online only. 3 credits.

**PSYU 437 Spirituality and Mental Health**

A systematic study of the participation of religion and spiritual practices in the cultural construction of mental health, illness, diagnosis, and treatment. The course will present various models of consciousness and examine the reductionist, humanistic, dualistic, and monistic paradigms for mental health. Psychosomatic effects of spiritual systems and practices such as Shigion, Buddhism, Taoism, Vedanta, Yoga, Zen etc., will be analyzed in the context of the emerging reform in counseling and community mental health. Online only. 3 credits.

**PSYU 450 Introduction to Counseling**

An introduction and overview of professional counseling. Selected theories will be evaluated briefly and methods of their application to specialties such as group, family, marriage, child chemical dependence and crisis intervention will be emphasized. Attention will be given to specific communicative skills in counseling, to ethical and legal issues and to strategies for counselor self-care. 3 credits.

**PSYU 455 Family Systems and Dynamics**

An exploration of a variety of theoretical orientations in the study of family systems. The theoretical foundations of such approaches to family counseling as structural, strategic, transgenerational, experiential and behavioral are studied. 3 credits.

**PSYU 480 Psychology Capstone**

Prerequisites: PSYU 101, PSYU 203, PSYU 301, PSYU 304. Senior standing in psychology major or approval of the instructor. This course is designed to provide a capstone experience for the undergraduate psychology degree. Students will create a final assessment portfolio which will include artifacts documenting academic/professional growth and personal reflections. Students will explore current issues in the field and integrate psychology theory and research. The class will include eight hours of fieldwork or focused interviews with current professionals and agencies in the field with respect to their research issues and career goals. 3 credits.

**PSYU 481 Organizational Psychology**

The application of psychological methods and techniques to understand, evaluate, and maximize human behavior in industrial and other organizations. Online only. 3 credits.

**PSYU 492 Intern Program: Fieldwork Practicum in Psychology**

Prerequisites: Approval of academic advisor and internship supervisor, and University contract must be signed prior to enrollment in internship. Supervised experience in an approved setting where psychological services are provided. Additional meetings, assigned readings and written evaluations of related readings and the field experience are required. Graded pass/no pass. A student may take a maximum of 6 credits. 1-3 credits.

**PSYU 496 Survey of Forensic Psychology**

This course introduces the student to the complex field of forensic psychology. The course focuses upon how the law has affected the practice of psychology, psychological research on legal issues and processes, and the functioning of psychology in a legal environment. The student will learn fundamental distinctions between psychology and law in areas such as epistemology, behavioral causation, methodology, criteria, principles, and expert approach to data. Numerous landmark cases will be reviewed that demonstrate the psychologist's role as expert witness, consultant, and amicus curiae. Special sections will focus upon the law in mental health practice as well as assessment of simulation and deception. Online only. 3 credits.

**PSYU 499 Independent Study**

Prerequisites: Approval of instructor, academic advisor, and Dean. Supervised independent study or research on a special problem or in a selected area of psychology. Open to junior and senior psychology majors who have a 3.0 GPA. A student may take a maximum of 6 credits. 1-3 credits.

**PSYU 501 The Counseling Process**

A professionally supervised experience in counseling and related activities. Experience also includes correlated reading, workshops, lecture, and group activities. 3 credits.

**PSYU 508 Life Span Development/Aging and Long Term Care**

Theories related to the entire life span from conception through childhood, adolescence, young adulthood, middle age, and late adulthood are reviewed. Students focus on issues of healthy development at different ages in domains such as play, school, relationships, parenting, work and retirement. Students also focus on issues that are salient to the aging population, including long-term care. In depth interviewing of one developmental stage is required. Meets legal requirements for Aging and Long Term Care (10 hours). 3 credits.

**PSYU 511 Psychological Assessment**

This course provides a study of the theory and practice of psychological assessment. Students will be introduced to several instruments used to assess intelligence, achievement, aptitude, personality and relationship satisfaction. Basic test construction, interviewing techniques and testing procedures will be addressed as well as report writing and interpretation guidelines. Experiential opportunities will allow students an opportunity to see how various instruments are used to assist in diagnostic assessment. Fee \$25. 3 credits.



**PSYU 532 Research and Bibliographic Methods**

Students learn and practice the appropriate scientific methods of research leading to a bibliographic research in individual counseling and marriage and family therapy, culminating in a formal research proposal. 3 credits.

**PSYU 533 Psychopharmacology**

An in-depth examination of the behavioral and central nervous system effects of pharmacologic substance use and abuse and the application of such substances to the prevention and treatment of psychopharmacological and psychopathological dysfunction. 3 credits.

**PSYU 541 Clinical Theories and Techniques of Marriage and Family Therapy**

This graduate marriage and family therapy course is designed to study the major theoretical approaches to individual, marriage and family therapy. A major focus on family systems theory and therapy will be emphasized. In addition, students will study therapy from cognitive, behavioral and psychodynamic approaches, with a focus toward integration of these approaches in the conduct of therapy as a marriage and family therapist. 3 credits.

**PSYU 556 Family Systems and Studies**

This graduate marriage and family studies course provides fundamental introduction to the study of marriage and family systems theory. Theories and techniques of family therapy will be reviewed and practical application discussed. Major family therapy models will be studied in depth. Theoretical perspectives are presented through readings, lectures, videotapes, classroom presentations and student demonstrations. 3 credits.

**PSYU 561 Marital Systems and Studies and Domestic Violence**

This marital systems and studies course is designed to focus upon the systems approach to marriage therapy. Major marriage therapy theories will be studied and discussed. The structure of the marital therapy process, the role of the therapist, and techniques of marital therapy will be studied. The relation between marital dysfunction and other forms of psychopathology will be studied with particular emphasis placed on the unique assessment strategies necessary for conjoint evaluation and treatment. Clinical strategies, assessment, and intervention techniques for working with domestic violence will be studied. Students will master systems theory, assessment and treatment of marital dysfunction, diagnostic and treatment planning techniques. Meets legal requirements for Domestic Violence Training (15 hours). 3 credits.

**PSYU 565 Child/Adolescent Psychopathology and Child Abuse Reporting**

An examination of psychopathology in childhood and adolescence, with consideration of the major types of disturbances, assessment techniques and treatment approaches with children and adolescents. Behavioral observations, clinical-development interviews, non-directive and cognitive therapies, and techniques for family systems therapy are reviewed for each major category of psychopathology. Meets legal requirements for Child Abuse Assessment and Reporting (7 hours). 3 credits.

**PSYU 570 Advanced Psychopathology and Diagnosis**

Students take an empirical approach to the etiology and diagnosis of psychopathological disorders. 3 credits.

**PSYU 575 Advanced Individual Counseling**

Prerequisite: PSYU 570 or instructor's approval. A comprehensive overview of assessment strategies, counseling techniques, and behavioral strategies typically used in the individual counseling setting. Lecture topics include intake evaluations, treatment plan, proficient listening and counseling skills and effective behavioral and cognitive interventions. Video demonstrations will also be presented to enhance student understanding of applications and relevance to the counseling process. 3 credits.

**PSYU 578 Ethical and Professional Issues**

This course examines ethical, legal and professional issues relevant to the practice of marriage and family therapy. Ethical responsibilities, legal responsibilities and liabilities are discussed within the context of relevant state regulations, professional ethical codes and the importance of interdisciplinary cooperation. Ethical decision-making, commitment to the profession, and other socialization issues are emphasized. 3 credits.

**PSYU 581 Assessment and Treatment of Sexual Disorders**

Students examine normal sexual functioning and common types of sexual dysfunction and deviation which would be disclosed within a psychotherapy framework. Students learn counseling techniques effective in the development of satisfactory sexual functioning within a committed relationship. The criteria for appropriate choice of technique and appropriate professional consultations are particularly emphasized. 3 credits.

**PSYU 586 Assessment and Treatment of Substance Abuse**

An overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of alcoholism and other chemical dependencies. Students review current research and program design from a clinical perspective with the goal of increasing professional awareness and skills in treating the chemically dependent individual and/or family. 3 credits.

**PSYU 613 Clinical Issues in Human Diversity**

An advanced study of multicultural counseling emphasizing understanding and respect for the diversity of human beings, particularly with regard to matters of race, ethnicity, gender, socioeconomic status, and sexual orientation. The course will analyze the cultural context of family, behavior, psychopathology, cultural strengths, assessment and psychotherapy. Utilization of mental health services by culture-specific groups will be addressed. Critical analysis will be given to ethnocentrism, racism, sexism, and heterosexism in society, psychology and traditional culture-bound assessment and psychotherapy approaches. The course features knowledge, skills and experiential components. 3 credits.

**PSYU 617 Transition to Work and Career**

This course focuses upon the process of career choice, mid-life career changes, employment projections and the problems unique to the underemployed. Links will be made to “marginalized workers” and employees with mental health problems. 3 credits.

**PSYU 652 Theory and Practice of Group Counseling**

Individually supervised master’s thesis research students study the theory and procedures used in group therapy. Several major contemporary models will be examined, and both heterogeneous and homogenous therapy groups will be addressed. Both experiential and didactic methods will be used as instructional procedures. 3 credits.

**PSYU 688/689/690 Practicum I, II, III**

Prerequisites: Candidacy standing in the MFT or Counseling degree program and instructor’s approval. The clinical experience of the master’s degree candidate with an MFT or counseling emphasis. It is intended as the final preparation for entry into a career in the mental health field at the master’s level. A total of 80 supervised direct counseling hours are required for each practicum. In 688 the student may elect to begin the Capstone Case Study. Work on the case study will continue through the remaining practicum courses. The case study requirement will be fulfilled after passing a written and oral presentation. The practicum courses are graded on a pass/no pass basis. 3/3/3 credits.

**PSYU 699 Independent Study**

Advanced supervised independent study or research on a special problem or in a selected area. 1-3 credits.

## **PUBLIC ADMINISTRATION**

**PADU 600 Introduction to Public Administration**

Historical development of public administration as a field, with a focus on operations and function of administration. Political interactions, management theory, planning, allocation of resources, and decision-making are explored. 3 credits

**PADU 605 Public Finance**

This course examines the various ways in which public services are financed, objects of public expenditures, and the problems of fiscal administration. Emphasis will focus on fundamental accounting and budgeting concepts as they relate to the basic financial statements of government. 3 credits.

**PADU 607 Public Policy Analysis**

An examination of how public policies are proposed, adopted, implemented and evaluated. Topics include the structures and processes of public policymaking in the U.S., major substantive policy areas, as well as the historical and contemporary explanations for policymaking. 3 credits.

**PADU 612 Local Government Leadership**

This course will be taught by a local elected official or city manager. It will focus on the day to day budget, legal, organizational, and other challenges they face, and their strategies for getting things done. The course

will have a substantial number of guest lectures by local government leaders who will discuss their achievements, blunders, and other “tales from the trenches.” It is specifically for students who wish to pursue a career in local government, but others may find it useful. 3 credits.

**PADU 615 Professional Development Seminar**

Students will participate in a faculty approved internship in a local or state government agency. The student will meet on a regular basis with a faculty member to compare, interpret, and scrutinize theory and practice. In addition, public administrators will assist and advise fellows in their transition from academic life into professional political careers. Portfolio development is designed to direct the learning of students in this professional development experience, as well as in defining and guiding their career aspirations. Courses that cover different internship experiences may be repeated up to six credits. This course is graded on a Pass/No Pass basis. 3 credits.

**PADU 620 Contemporary Issues in Public Administration**

These “Special Topics” courses allow the MPA program to offer specialized courses or courses covering emerging fields of study. In these courses, examination of contemporary issues and recent theoretical and practical advances related to public administration will be explored. Topics vary. Courses that examine different themes may be repeated up to six credits. 3 credits.

**PADU 630 Local Government**

This course focuses on local government and politics in the U.S. Students will be introduced to the basics of local politics, including the structure and organization of local government, intergovernmental relations, and nongovernmental elements (voters, interest groups, media, private power holders, race, and class. To the extent maximum possible, this will be done using the surrounding area as a learning laboratory. 3 credits.

**PADU 633 Local Government Law**

This course examines key aspects of local government law that affect candidates for office, elected officials, and local government entities. 3 credits.

**PADU 645 Land Use Planning**

This course examines the methods and tools by which local, state, and federal governments control the use of land and contemporary growth and land use management techniques, as well as the review of related capital facilities and service planning. 3 credits.

**PADU 650 Foundations of Judicial Administration**

The purpose of this course is to provide students with knowledge about the historical foundations of the judicial branch and the formation of judicial administration, thus providing the context for the role and responsibilities of the courts in contemporary American society. 3 credits.

**PADU 655 Court Governance and Operations**

This course provides students with an opportunity to study the essential management infrastructure of court operations; to analyze the intersections of court operations and constitutional mandates related to issues of judicial independence, interdependence, and accountability; and to situate the role of the courts within the communities they serve. 3 credits.

**PADU 660 Emerging Issues in Judicial Administration**

This course will examine emerging issues confronting the courts in the 21st century as identified by the National Center for State Courts ([www.ncsc.org](http://www.ncsc.org)). 3 credits.

**PADU 688 Action Learning Project**

Prerequisites: Successful completion of all MPA Core courses (one MPA core course may be taken concurrently). Students will be engaged in a faculty supervised and approved project that is contoured to their particular career objectives. The format is flexible but should have a major paper of approximately 20 pages in length that goes through several drafts, or other approved project. The project may include one or more of the following program themes: (1) People: an analysis of the organizational challenges the agency faces, including a critical analysis of the leadership philosophy of the organization's leaders; (2) Politics: examination of major political influences on the behavior of an organization or the development and implementation of a policy; (3) Policy: An in depth analysis of a particular social problem and the efforts to solve it, including efforts by other government entities; (4) “Pennies” an analysis and forecast of an agency's budget and an assessment of the organization's behavior under various budget scenarios (that is, increases or decreases in the organization's

budget); (5) Principles: discussion of ethical issues that confront elected leaders and public sector professionals. Alternatively, the action learning project could be an experiential project or a learning portfolio, or video accompanied by a shorter paper. 3 credits.

## RELIGIOUS STUDIES

### **RELU 110 Religion and Values**

This course is a thematic study of religious values as they come to expression within the Abrahamic traditions (Judaism, Christianity, and Islam). Students explore the basic beliefs and practices of these religions with a view to understanding how each tradition approaches key contemporary ethical issues: the ecological crisis, economic justice, war, capital punishment, abortion, euthanasia, gender, and sexual orientation. Online only. 3 credits.

### **RELU 301 Introduction to the New Testament: Gospels and Acts**

This course is an introduction to the history, beliefs, and ethics of the Christian Scriptures (the New Testament) and to the methods and principles that have been developed for their interpretation. This course will focus on the four canonical Gospels and the Acts of the Apostles. Online only. 3 credits.

### **RELU 329 Experimental Topics in Religious Studies**

An examination of selected topics in religious studies relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

### **RELU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## SOCIAL SCIENCE

### **SSCU 329 Experimental Topics in Social Science**

An examination of selected topics in Social Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

### **SSCU 350 Human Diversity**

This course examines the causes and consequences of the American racial and ethnic structure and the role of economic and political factors in the formation, reproduction, and change of this structure. Examines the interrelationship between social class, race and ethnicity, the ways in which gender roles are defined and practiced within different groups in America, as well as the experiences of gays and lesbians, who are also minorities. Online only. 3 credits.

### **SSCU 494 Social Science Capstone Course**

Prerequisites: SOCU 301, senior standing, or by approval of instructor. This course provides an opportunity for students to demonstrate that they have achieved the goals for learning for their respective major degree programs. Students reflect upon and apply the skills and knowledge from their previous coursework, and learn new research and writing skills. Assignments include use of library databases, development of a critical annotated bibliography of scholarly articles, and intensive interviews of professionals tied to each student's respective field of study. The course culminates in a formal research proposal on which students work incrementally throughout the term, with the choice of topic and research method made in conjunction with the instructor.

### **SSCU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

## SOCIOLOGY

### **SOCU 101 Introduction to Sociology**

An examination of the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Discovery of how social patterns are created, how they become organized and established, and how they change. 3 credits.

### **SOCU 293 Introduction to Social Work**

This course will provide an introduction to the ecological perspective of the social work profession. The focus of the course will be on the various levels of social work practice: individual and group casework, community organization, cultural diversity and policy-making practice arenas with an emphasis on the interaction between human behavior and the social environment. 3 credits.

### **SOCU 301 Social Research Design**

Learn how sociologists carry out investigations of social life. Students will learn how to design and conduct surveys, experiments, and do participant observation. Equal attention will be given to the needs of students as consumers of social research, trying to make sense out of daily reports on sociological findings in newspapers, television, and magazines. 3 credits.

### **SOCU 311 Society and Mass Communications**

An analysis of mass communications media as a social institution. The course employs an interdisciplinary approach asking what are the origins, history, evolution, and social functions of the mass media; the impact of the media on the social self; the transitions from oral to print to electronic media; the view that the medium is the message. Strong emphasis on electronic media and the impact of media on the social construction of reality. Online only. 3 credits. (not offered 2011-12)

### **SOCU 328 Social Inequality/Stratification**

Inequality among members of the American and international community. Theoretical emphasis on class, racial/ethnic, occupational, age, and sexual inequality. Students examine the social/structural bases of inequality and theories to explain the creation of systems and ideologies of subordination. 3 credits.

### **SOCU 329 Experimental Topics in Sociology**

An examination of selected topics in sociology relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

### **SOCU 390 Socialization Through the Life Span**

A comprehensive birth through old age study of human growth and behavior tracing the psychosocial development stages. Students survey the social and environment factors including the influences of society, culture, small groups, and the family on development of the person. 3 credits.

### **SOCU 391 Youth-at Risk**

This course will introduce students to various models, theories, and intervention of children and adolescents considered "at-risk". Topics covered include, but may not be limited to the following: a) socio-cultural factors in defining and influencing behavior; b) psychological models both biological and ecological that interact to shape behavior; c) types of at-risk categories including school dropouts, substance use and addiction, teenage pregnancy, antisocial behavior, delinquency, gangs, school shooters, and youth suicide; and d) specific types of clinical abnormal behavior including anxiety, mood, and impulse control disorders; e) theoretical and practical considerations related to community and school interventions. 3 credits.

### **SOCU 393 Child Abuse**

An introduction to and overview of the phenomena of child abuse as it relates to the helping professional. This class will examine the definition and cause of child abuse from sociological, cultural, and psychological perspectives. The legal and child welfare systems will be studied in addition to treatment and prevention aspects of the child abuse issue. 3 credits.

**SOCU 399 Sociology of the Family**

This course engages a critical, in-depth analysis of the ways in which families are seen by society and the ways in which they see themselves. Topics to be covered include family politics, division of labor, child care, economics, health, leisure, and the politics of the family. Online only. 3 credits.

**SOCU 415 Sociology of Organizations and Institutions**

How and why are organizations created? What are their purposes? How does the need for organizational survival come to supersede whatever human purposes lay at its origins? Course will look at organizations through numerous metaphors: as machines, as organisms, as antipoetic systems, etc. 3 credits.

**SOCU 420 Sociology of Deviant Behavior**

This course examines why societies label behavior deviant and explores the distinction between behaviors considered “socially unacceptable” and those considered “criminal.” Theories of deviance, as well as the amount, distribution and patterns of deviance are considered. Discussions may also include political influence, social change, and selected types of deviant activity. 3 credits.

**SOCU 426 Crime and Delinquency**

(Same as CJCU 426) Crime and delinquency are integral parts of human society. This class scrutinizes the causes of crime, crime prevention and control, and the treatment of criminals. Emphasis on the sociological causes, extent, constraint and deterrence of juvenile delinquency and juvenile crime. Topics include bio/psycho/sociogenic causation, youth criminalization, professional versus amateur criminals, violence and sexual crimes, victims and juvenile punishment alternatives. Online only. 3 credits.

**SOCU 440 Drugs and Society**

(Same as CJCU 440) Study of drug use from a sociological perspective. Discussion will include the effects and toxicity of legal drugs such as alcohol, nicotine, caffeine, and over-the-counter pharmaceuticals, as well as illegal drugs such as marijuana, cocaine, ecstasy, and heroine. Course topics include the integration of drugs with everyday life, the prescription drug industry as a social problem, addiction, recovery as the trope of popular culture, drug-testing, HIV/AIDS and intravenous drug use, criminal behavior and drug use, drug legalization debates and other policy issues. 3 credits.

**SOCU 450 Social and Political Theory**

How is society possible? How does society change? How are political, social and economic power distributed? Critical study of contributions of social and political philosophers and contemporary theorists to these questions. Emergence and evolution of sociology and political science as systematic disciplines. Emphasis on macro structural theory. Reading of more recent critical theorists, black theorists, feminist theorists and post-moderns. 3 credits.

**SOCU 453 Sociology of Social Conflict, Analysis, and Resolution**

Social conflict is evident in the news each day. For many of us it is a part of our personal experiences and daily lives. This course focuses on the analysis of conflict from an interdisciplinary perspective. What is conflict? How do we develop and change our identities, attitudes, emotions, and behavior regarding conflict? How do these processes vary across social groups? To answer these questions, this class will present a variety of ways that third parties and organizations intervene in an attempt to de-escalate conflict. Theories of conflict, methods of conflict management, and an examination of case studies and historical interventions will provide the student with tools for analysis of conflicts in his or her personal life and on the international front. Through simulations, role-playing and skills-training, each student will experience the basic concepts, principles, and methods of conflict resolution. Towards the end of this upper division course, the student should be able to map out and analyze conflict situations, using theoretical concepts and frameworks. 3 credits

**SOCU 490/491 Independent Internship/Cooperative Education**

Prerequisite: Requires completion of Student Qualification Form and Brandman University Field site Contract to register. May also need to pass hosting organization screening and background check prior to placement. Students begin supervised fieldwork in a human service agency concentrating on the practical application of skills and techniques in case planning and organizational analysis. This course also provides classroom analysis of the fieldwork practicum focusing upon establishing basic casework and organizational skills and techniques of the social work profession. 3 credits.

**SOCU 492 Social Work Field/Practicum**

Prerequisite: Requires completion of petition to register. Students begin supervised fieldwork in a human service agency concentrating on the practical application of skills and techniques in case planning and organizational analysis. This course also provides classroom analysis of the fieldwork practicum focusing upon establishing basic casework and organizational skills and techniques of the social work profession. 3 credits.

**SOCU 499 Independent Study**

Prerequisites: Instructor's approval and approval of petition. Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

## **THEATRE**

**THDU 155 Creative Application**

Skills involved in any type of performance are skills important in life: active listening, empathy, living in the moment, responding honestly, and being committed. This class will enable students to learn these and other skills through monologue development, dramatic readings, paired exercises, and learning how to prepare a role.

## DIRECTORIES

### Board of Regents – Brandman University

The Board of Regents, appointed by the Board of Trustees, is composed of fourteen members, one-third of whom are elected annually for a for three-year term. The president of Chapman University serves as regent ex-officio.

#### Officers

David A. Janes	Chairman
James B. Roszak	Secretary

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Charles D. Martin  
Vera M. Martinez  
S. Paul Musco  
Ronald E. Soderling  
Ralph Stern

### Board of Trustees – Chapman University

The Board of Trustees is composed of forty-two regular members, one third of whom are elected annually for a three-year term. In addition, the president of the University and the presidents of the Board of Governors, Alumni Association, and Town and Gown, as well as the regional ministers of the three regions of the Christian Church (Disciples of Christ) to which the university is related serve as trustees ex-officio.

#### Officers

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Doy B. Henley	Executive Vice Chairman
David Pyott	Vice Chairman
David A. Janes	Vice Chairman
Scott Chapman	Secretary
Zelma Allred	Assistant Secretary



**Chancellor's Office****Rosemary Booth, M.B.A.**

Executive Assistant to the Chancellor, 2003

**Gary Brahm, M.B.A.**

Chancellor, 1994

**Linda Dixon**

Associate Vice Chancellor of Advancement, 2009

**Stuart Pompel, B.A.**

Senior Project Analyst, 1992

**Academic Affairs****Becky Ballestero, M.S.**

Director of Academic Support and Curriculum, 1998

**Charles A. Bullock, J.D.**

Vice Chancellor of Academic Affairs, 2008

**Maria Cesario, Ph.D.**

Associate Vice Chancellor of Academic Administration, 1978

**Vi Champa**

Executive Assistant to the Academic Deans, 1982

**Laurie G. Dodge, Ph.D.**

Associate Vice Chancellor of Institutional Assessment and Planning, 1994

**Rachel Fruchtmann, M.Ed.**

Administrative Assistant to Nursing and Health Professions, 2010

**Christine Geranios Zeppos, Ed.D.**

Dean of Education, 2010

**Kimberly Greene, Ed.D.**

Director of Center for Innovative Instruction, 2011

**Angela Haugh, B.A.**

Director of Credential Services, 2003

**Renee McLeod, Ph.D., APRN, CPNP**

Dean of Nursing and Health Professions, 2009

**Kerri Melnikoff, B.A.**

Executive Assistant to the Vice Chancellor of Academic Affairs, 2010

**Pamela Monaco, Ph.D.**

Dean of Arts and Sciences, 2009

**Nancy Salzman, J.D.**

Dean of Extended Education, 2009

**Twyla Tanaka, M.A.**

Director of Accreditation and Assessment, 2009

**Jennifer Tucker Klein, Ph.D.**

Assistant Vice Chancellor of Institutional Research and Planning, 2009

**Glenn Worthington, Ed.D.**

Dean of Business and Professional Studies, 2000

**Finance and Administration****Cristi Kim, B.A.**

Director of Budget and Finance, 2001

**Jan Legoza, M.P.A.**

Vice Chancellor of Finance and Administration and CFO, 2009

**Jan Merideth, M.A.**

Assistant Vice Chancellor of Human Resources, Learning and Development, 2009

**Connie Moise, M.B.A.**

Chief Information Officer (CIO) and Associate Vice Chancellor of Information Technology, 2011

**Marilyn Potts**

Executive Assistant, 2005

**Doug Renner, M.B.A.**

Assistant Vice Chancellor and Controller, 2011

**Jay Warner, M.B.A.**

Assistant Vice Chancellor of Real Estate and Facilities, 1992

**Enrollment and Student Affairs****Greg Ball, M.S.**

Associate Vice Chancellor of Financial Aid, 1997

**Annette Ceccotti**

Director of Admission, 1993

**Ruth Claire Black, J.D.**

Associate Vice Chancellor of Military Education, 2002

**Jim Coburn**

Executive Assistant, 2007

**Jennifer Dean, B.F.A.**

Coordinator, Strategic Partnerships, 2007

**Thomas Horstmann, M.Ed.**

Southern Regional Director, 2010

**Saskia Knight, M.P.A.**

Vice Chancellor of Enrollment and Student Affairs, 1988

**Shelly Neal, Ph.D.**

Associate Vice Chancellor of Strategic Business Development 2006

**Sean Nemeth, M.B.A.**

Assistant Vice Chancellor of Advising and Retention Services, 2008

**John Snodgrass, B.S.**

Associate Vice Chancellor of Student Services, 2000

**Patricia Steinhaus Hammer, M.A.**

Northern Regional Director, 1982

**Marketing and Communications****Rey Aldaco, B.A.**

Sr. Graphic Designer, 2011

**Sarah Barber, B.A.**

Marketing Coordinator, 2011

**Jennifer Buildt, M.B.A.**

Associate Marketing Manager, 2007

**Denise Godreau, M.B.A.**

Vice Chancellor of Marketing and Communications, 2009

**Sandra Henao, M.B.A.**

Assistant Vice Chancellor of Marketing and Communications, 2010

**Annabelle Ortiz-Mitschrich, A.A.B**

Executive Assistant/Project Coordinator, 2009

**Breana Schwarm, B.A.**

Web Content and SEO Copywriter, 2010

**Stacy Stanislaw, B.A.**

E-Mail Marketing Analyst, 2010

**Kim Vilardi**

Sr. Graphic Designer, 2011

**Rita Wilds, M.P.W.**

Director Public Relations & Advancement, 2010

### **Regional Directors**

**Patricia Steinhaus-Hammer**, M.A.

Northern Regional Director, 1982

**Thomas Horstmann**, M.Ed.

Southern Regional Director, 2010

### **Campus Directors**

**Flavius Akerele**, M.B.A., M.Ed.

San Diego, 2010

**Norma Contreras**, M.P.A.

Antelope Valley, 2002

**Al DiStefano**, M.Ed.

Ontario, 1989

**Jerry Edelen**, M.A., M.B.A.

Monterey, 2003

**Patricia Graham**, M.B.A.

Santa Maria, 1994

**Sonia Gutierrez-Mendoza**, M.A.

Visalia, 2009

**Susanne Hamilton**, M.S.

Walnut Creek, 1987

**Jan Hartz**, M.A.

Irvine, 2002

**Linda Montenegro**, M.B.A.

Fairfield, Travis, 2004

**Glen Parsons**, Ed.D.

Hanford, Lemoore, 1982

**Kristin Plapis**, B.B.A.

Moreno Valley, 2010

**Bonita Roznos**

Sacramento Valley, 2009

**Niki Santo**, M.A.

Modesto, 2007

**Cynthia Flores**, M.Ed.

Coachella Valley, 2010

### **Site Directors**

**Barbara Bockman**, M.S.

Whidbey Island

**Margo Deegan**, Ph.D.

Lacey, 2005

**Vicki DeVore**, M.B.A.

Yuba City, 2004

**Michael Hill**, M.P.A.

Travis AFB, 2008

**Kevin Keith**, M.A.

Temecula, 2006

**James Maine**, M.P.A.

Ft. Lewis/McChord AFB, 1996

**Diana Schmidt**, M.A.

Folsom, 2003

**Sherri Sousa, M.Ed.**

Lemoore, 2005

**Jan Williams, M.A.**

Bangor, 2004

### **Business Development Project Manager**

**Donna Fearnside, Ed.D.**

Monterey, 1997

### **Interactive Sales Outreach Coordinator**

**Lindsay Smith, B.A.**

Irvine, 2010

### **Directors of/for New Business Development and Community Outreach**

**Barbara Bartels, M.B.A.**

Walnut Creek, 2009

**Estella Chavous, M.B.A.**

Irvine, 2010

**Chermaine Harrell, B.A., Sgt. Maj. (ret)**

Irvine, 2010

### **Community and Corporate Relations Managers**

**Steve Ashton, M.A.**

San Diego, 2010

**Jalin Brooks, M.B.A.**

Moreno Valley, 2008

**Nicole Campbell, B.A.**

Victor Valley, 2009

**Stephanie Dement, M.B.A.**

Roseville, 2011

**Alex Hamilton, M.B.A.**

Visalia, 2010

**Wendy Hinand, M.A.**

Lacey, 2010

**Kitty Hogan, B.A.**

Antelope Valley, 2008

**Mandy Jenkins, B.A.**

Modesto, 2009

**Melodie Lane, B.S.**

Walnut Creek, 2010

**Annica Meza-Dawe, M.P.A.**

Coachella Valley, 2010

**Leslie Miller, M.A.**

Santa Maria, 2010

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**Coachella Valley****Fairfield**

Travis AFB

Hanford

Lemoore NAS

**Irvine****Modesto****Monterey****Moreno Valley**

Temecula

**Ontario****Sacramento Valley**

Roseville

Folsom

Yuba City

**San Diego****Santa Maria****Victor Valley****Visalia****Walnut Creek****Washington State**

Bangor NSB

Ft. Lewis

Lacey

McChord AFB

Whidbey Island NAS