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 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 2010-2011

FALL SEMESTER- AUGUST 30, 2010 – DECEMBER 18, 2010

Fall Semester Session 1 – 2010 - August 30, 2010 – October 23, 2010
Deadline to file Degree Conferral for Fall Semester Session 1 ................................................................. August 1
Graduate Comprehensive Examination Deadline to Apply............................................................................ July 16
First day of instruction................................................................................................................................... August 30
Tuition and other charges due........................................................................................................................ August 30
Deadline to file Degree Conferral for Fall Semester Session 2 ............................................................... October 1
Last day to add classes................................................................................................................................... September 5
Labor Day (Administrative Office closed) ......................................................................................................... September 6
Last day to drop classes without record of enrollment ............................................................................ September 12
Last day to withdraw from classes without receiving an "FW" ................................................................. October 10
Last day for change of grade option ............................................................................................................ October 10
All Grades due............................................................................................................................................... October 29
Degree Conferral Date................................................................................................................................... October 31

Fall Semester Session 2 – 2010 - October 25, 2010 – December 18, 2010
Deadline to file Degree Conferral for Fall Semester Session 2 ................................................................. October 1
First day of instruction................................................................................................................................... October 25
Tuition and other charges due........................................................................................................................ October 25
Last day to add classes................................................................................................................................... October 31
Last day to drop classes without record of enrollment ........................................................................... November 7
Graduate Comprehensive Examination Deadline to Apply........................................................................ November 19
Thanksgiving (Administrative Offices closed)............................................................................................ November 25-26
Deadline to file Degree Conferral for Spring Semester Session 1 ........................................................... December 1
Last day to withdraw from classes without receiving an "FW" ................................................................. December 5
Last day for change of grade option ............................................................................................................ December 5
Last day of instruction................................................................................................................................... December 18
All Grades due............................................................................................................................................... January 7, 2011
Winter Break (No classes)......................................................................................................................... December 20, 2010 - January 2, 2011
Degree Conferral Date................................................................................................................................... December 31
ACADEMIC CALENDAR 2010-2011


Deadline to file Degree Conferral for Spring Semester Session 1.......................................................... December 1
First day of instruction................................................................................................................................January 3
Tuition and other charges due................................................................................................................... January 3
Last day to add classes................................................................................................................................January 9
Last day to drop classes without record of enrollment ............................................................................. January 16
Deadline to file Degree Conferral for Spring Semester Session 2 ............................................................. February 1
Last day to withdraw from classes without receiving an "FW" ..................................................................... February 13
Last day for change of grade option ........................................................................................................ February 13
Last day of instruction............................................................................................................................... February 26
All Grades due................................................................................................................................................ March 4
Degree Conferral Date............................................................................................................................... February 28

Deadline to file Degree Conferral for Spring Semester Session 2 .......................................................... February 1
First day of instruction............................................................................................................................. February 28
Tuition and other charges due.................................................................................................................. February 28
Deadline to file Degree Conferral for Summer Session 1 ........................................................................ April 1
Deadline to submit Commencement Attendance Reply Form .................................................................. March 4**
Last day to add classes................................................................................................................................ March 6
Last day to drop classes without record of enrollment ............................................................................. March 13
Graduate Comprehensive Examination Deadline to Apply....................................................................... March 25
Last day to withdraw from classes without receiving an "FW" ................................................................. April 10
Last day for change of grade option........................................................................................................ April 10
Last day of instruction............................................................................................................................... April 23
Spring Break (no classes) .......................................................................................................................... April 25 – May 1
Graduate Comprehensive Examinations .................................................................................................... April 23
All Grades due ................................................................................................................................................ April 29
Degree Conferral Date............................................................................................................................... April 30

**Graduation Ceremony Participation – Students graduating at the end of Spring Semester Session 2 who wish to participate in this year’s commencement ceremony must submit their Degree Conferral Application by February 1, 2011. Students participating in the Northern and Southern commencement ceremonies must submit their Commencement Attendance Reply online by March 4, 2011.

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, 2011. Students participating in the Northern and Southern commencement ceremonies must submit their Commencement Attendance Reply online by March 4, 2011.
ACADEMIC CALENDAR 2010-2011


Summer Semester Session 1 – May 2, 2011- June 25, 2011
Deadline to file Degree Conferral for Summer Session 1 .................................................................April 1
Deadline to file Degree Conferral for Summer Session 2 .................................................................June 1
First day of instruction ..........................................................................................May 2
Tuition and other charges due ..................................................................................May 2
Last day to add classes .........................................................................................May 8
Last day to drop classes without record of enrollment ........................................May 15
Memorial Day (administrative offices closed) ..............................................................May 30
Last day to withdraw from classes without receiving an "FW" .........June 12
Last day for change of grade option ..................................................................June 12
Last day of instruction ........................................................................................June 25
All Grades due .....................................................................................................July 1
Degree Conferral Date ........................................................................................June 30

Summer Semester Session 2 - June 27, 2011 – August 20, 2011
Deadline to file Degree Conferral for Summer Session 2 .................................................................June 1
First day of instruction ........................................................................................June 27
Tuition and other charges due ................................................................................June 27
Last day to add classes .........................................................................................July 3
Independence Day (Administrative Offices closed) .........................................................July 4
Last day to drop classes without record of enrollment ........................................July 10
Graduate Comprehensive Examination Deadline to Apply .................................................July 22
Deadline to file Degree Conferral for Fall Session I .........................................................August 1
Last day to withdraw from classes without receiving an FW .........................August 7
Last day for change of grade option ..................................................................August 7
Last day of instruction ........................................................................................August 20
Graduate Comprehensive Examinations ........................................................................August 20
All Grades due .....................................................................................................August 26
Degree Conferral Date ........................................................................................August 31
GRADUATE COMPREHENSIVE EXAMINATION

Graduation Comprehensive Examination dates and application deadlines are as follows:

<table>
<thead>
<tr>
<th>Comprehensive Exam Dates</th>
<th>Deadline To Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 14, 2010</td>
<td>July 16, 2010</td>
</tr>
<tr>
<td>December 18, 2010</td>
<td>November 19, 2010</td>
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<tr>
<td>April 23, 2011</td>
<td>March 25, 2011</td>
</tr>
<tr>
<td>August 20, 2011</td>
<td>July 22, 2011</td>
</tr>
</tbody>
</table>

BRANDMAN UNIVERSITY DEGREE CONFERRAL APPLICATION

Brandman University Degree Conferral Application deadlines are as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Date</th>
<th>Conferral Dates</th>
<th>Application Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Session 1</td>
<td>08/30/2010 – 10/23/2010</td>
<td>10/31/10</td>
<td>08/01/10</td>
</tr>
<tr>
<td>Fall Semester Session 2</td>
<td>10/25/2010 – 12/18/2010</td>
<td>12/31/10</td>
<td>10/01/10</td>
</tr>
<tr>
<td>Spring Semester Session 1</td>
<td>01/03/2011 – 02/26/2011</td>
<td>02/28/11</td>
<td>12/01/10</td>
</tr>
<tr>
<td>Spring Semester Session 2</td>
<td>02/28/2011 – 04/23/2011</td>
<td>04/30/11</td>
<td>02/01/11</td>
</tr>
<tr>
<td>Summer Semester Session 1</td>
<td>05/02/2011 – 06/25/2011</td>
<td>06/30/11</td>
<td>04/01/11</td>
</tr>
<tr>
<td>Summer Semester Session 2</td>
<td>06/27/2011 – 08/19/2011</td>
<td>08/31/11</td>
<td>06/01/11</td>
</tr>
</tbody>
</table>
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, the Vice Chancellor of Marketing and Communications, and the Vice Chancellor of Military and Veterans Affairs. 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 12,000 students are enrolled in 25 academic campuses/sites throughout California and Washington.

Faculty
With 65 full-time faculty, 13 senior lecturers, and adjunct instructors and guest lecturers currently employed as professionals in the discipline. The average Brandman University class size is 12-14.

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 148-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.

Harassment
Brandman University is committed to providing an environment which is free from harassment, and every member of the University community must recognize that harassment of any type compromises the integrity of the University and the tradition of free and open inquiry among its members. Brandman also affirms its commitment to providing an environment in which each member of the University community feels free to comment on any issue or topic. It is the University's policy, therefore, to insist that all members of the University community are treated at all times with dignity and respect.

The University has a strict policy which prohibits harassment in any form. This includes, but is not limited to, harassment because of age, disability, race, religion, color, creed, ancestry, national origin, marital status, sex, or sexual orientation. The University will not tolerate any conduct which has either the purpose or the effect of interfering with the work or scholastic performance of any member of the University community or creating an intimidating or hostile living, learning, or working environment. The University will also not tolerate any conduct which has the purpose or effect of singling out any specific group within the University community in a manner which leads to harassment or which creates an offensive working or learning environment for that group.

It is a violation of University policy for anyone to engage in any form of harassment or to retaliate against a person who has initiated an inquiry or complaint. The right of confidentiality for any party involved in an alleged harassment incident, including the complainant and the accused, will be respected in so far as it does not interfere with the University's obligation to investigate allegations of misconduct and to take corrective action where appropriate. In keeping with its policies, Brandman University not only fully complies with all local, state, and federal laws concerning harassment, but also provides a means to assure fair treatment to any student or employee who believes the policy prohibiting harassment has been violated. It is the policy of the University that all charges of harassment be reviewed in a confidential, sensitive, and expeditious manner. For further information, please contact the Equal Opportunity Officer at (714) 997-6847.

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
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day Brandman University receives a request for access. Students should submit to the Campus Director or OneStop Services written requests that identify the record(s) they wish to inspect. The Campus Director or OneStop Services will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Campus Director or OneStop Services, the student shall be advised of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate. Students may ask Brandman University to amend a record that they believe is inaccurate. They should write the Campus Director or OneStop Services, clearly identify the part of the record they want changed, and specify why it is inaccurate. If Brandman University decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Brandman University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Brandman University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees/Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, Brandman University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Brandman University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

Release of student record information is generally not done at Brandman University without the expressed, written consent of the student. This includes release to parents or other significant others. As previously mentioned, there are however exceptions authorized by FERPA. For example, at its discretion Brandman University may release Directory Information without the student’s consent. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at Brandman University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses & dissertation titles/topics, photograph, full-time/part-time status, most recent previous school attended, date and place of birth. Students may withhold Directory Information by notifying the Campus Director or OneStop Services in writing or by submission of a “Request for Non-Disclosure of Directory Information” form available in the Forms Center.
Please note three important details regarding placing a "No release" on your record:

1. The University receives numerous inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the media, and others. Having a "No Release" on your record will preclude release of any directory information or acknowledgement you are a student, even to those people.

2. A "No Release" applies to all elements of directory information on your record. Brandman University does not apply a "No Release" differentially to the various directory information data elements.

3. A "No Release" request only pertains to release of directory information to those entities not falling within other exceptions authorized under FERPA, such as school officials.

Although the initial request must be filed during the first two weeks of the enrollment period, requests for non-disclosure will be honored by the University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually with the Campus Director or OneStop Services within the first two weeks of Session I of the fall semester.

Online Courses & Degree Programs
Brandman University is committed to increased access to high-quality education offering a wide selection of online courses as well as fully online degree programs. Dynamic, and rewarding, our online environment is the perfect choice for students who have competing life commitments allowing them to access their courses from anywhere in the world with an internet connection. Our online classes place students on the roadmap to career success. Students are encouraged to consult their academic advisor for guidance and restrictions. Online course programs and select course offerings are available through the main website at www.Brandman.edu/online. The online class schedule is also available through WebAdvisor.

Extended Education
Extended Education provides credit and non-credit bearing courses and programs providing opportunities for both individuals and corporate 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) is the starting point for accessing more than 350,000 items, including 10,000 E-books, 150 online databases, and 34,000 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 / (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 Chapman University in Orange, 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 Orange 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, notetakers, 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


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.

Servicemembers 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, SOCNV, 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.

Statement of Authorization

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.
FINANCIAL AID AND EXPENSES

The Financial Aid Office, located on the Chapman University campus, is responsible for awarding financial aid to all students attending classes within the Chapman University system. Information and application materials are available from Financial Aid Specialists at each Brandman University campus. The Specialists 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, 2011 for the 2011-12 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 2010-2011 academic year, the preferential filing date is March 2, 2010, for the 2011-2012 academic year, the date is March 2, 2011. 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

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 .............................................................. $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 Granted
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.
2. Official transcripts from ALL colleges and universities attended. Only credits from regionally 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.
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 One Stop Services within the first semester 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 other 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. Applications are available online. Failure to report any previous academic work at another college or university is 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 reviewers, the applicant may be invited for an interview. The reviewers will forward their recommendation to the Brandman admissions committee. The decision of the Brandman 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 semester or session specified by the applicant.
3. The degree posting date must be prior to the beginning of the semester 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 OneStop Services and the appropriate academic Schools.

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.

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 semester/session and is currently enrolled and attending in that semester, 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 OneStop 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:
- 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 on the Brandman website under Registrar/Brandman University Services/Transfer. 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 course from Brandman University Extended Education or Chapman 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 OneStop 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 semester are considered “full-time”. Students enrolled in 6-11.5 credits in a semester 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. Students who wish to register after the add deadline, must petition and pay a late registration fee if approved. See academic calendar for registration deadlines.

Add/Drop Procedure
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, students who wish to withdraw from a course must do so by the end of the seventh 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 seventh 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 has been dropped from the course by completing an Add/Drop form, or by dropping courses via WebAdvisor.

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 arrangements with the instructor prior to the first day of class. Contact may be made in-person, by mail, email, fax, telephone or WebAdvisor. 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 seventh 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 seventh week should contact the 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 transcripts of that coursework to the OneStop 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 OneStop 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 and it is not 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.

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. No grade points are assigned for P, or NP grades.

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
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 semester 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 a change of grading request via Brandman email to the OneStop Services at registrar@Brandman.edu by the end of the seventh week of the session. 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 semester 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 form to the OneStop Services by the end of the seventh 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 major portion of a course has been completed satisfactorily, and health or other emergency reasons prevent the student from finishing all requirements in the course. The Incomplete process may not be used for a student to improve a grade or receive extra time to complete requirements. During careful consultation with the student, the instructor will determine the deadline for all work to be completed and submitted, which shall be no longer than one year from the date the Incomplete was issued. The approved Incomplete and deadline will be recorded in the course grading system. 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 missing assignment(s) in the calculation of the final grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the initial grade issued, without the “I”, will become the grade of record. If the instructor determines that the student would
receive an “F” grade based upon the zero point calculation, then an “I” is entered as the final grade, with zero credit given and no grade points calculated. “I” grades will become “F” or “NP” if the agreed upon coursework is not completed in the period allotted. For final grades other than “I” (e.g. IC, ID+), students will receive credit for the course at the time the initial grade is entered. The initial grade is calculated in both the term and cumulative GPA, to be updated if and when the subsequent grade is submitted.

**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 is 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 Academic Integrity Committee Chair.
- 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 University Academic Integrity 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 Academic Integrity 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.

Procedures Concerning Student Classroom Behavior

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.
The faculty member should immediately report the matter to the 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 OneStop 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 Student Resources 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 Brandman Academic Standards Committee will review such cases and will make a recommendation to the Office of The Vice Chancellor of Academic Affairs. The decision of the Office of the Vice Chancellor of Academic Affairs will be final and binding.

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.

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 Brandman Academic Standards Committee. The Brandman Academic Standards Committee will review such cases and will make a recommendation to the Office of the Vice Chancellor of Academic Affairs. 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 Student Resources 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, graduation 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 twice. If a student should fail to complete requirements by the second 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 www.Brandman.edu/RegOffice/default.asp. 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. To be eligible for participation in the commencement ceremonies, students must have filed an Application for Degree Conferral prior to the deadline to submit the Commencement Attendance Reply. In addition, the student's official program evaluation must indicate that the student is on course to satisfactorily complete all degree requirements (including comprehensive examination, thesis/project, internships, and practicums) by the end of the summer 2nd session of that year. 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 OneStop Services or visit www.Brandman.edu/RegOffice/default.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 OneStop Services and the appropriate academic Schools.

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.

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 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 semester are considered "full-time." Students enrolled in 4.5-8.5 credits in a semester 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)

<table>
<thead>
<tr>
<th>Course Number Range</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-099</td>
<td>Non-Degree</td>
</tr>
<tr>
<td>100-299</td>
<td>Lower division coursework</td>
</tr>
<tr>
<td>300-499</td>
<td>Upper division level coursework</td>
</tr>
<tr>
<td>500-799</td>
<td>Graduate level coursework</td>
</tr>
<tr>
<td>800-999</td>
<td>Professional development credit</td>
</tr>
<tr>
<td>0001-0099</td>
<td>Professional coursework</td>
</tr>
<tr>
<td>8000-8999</td>
<td>Undergraduate level professional development credit</td>
</tr>
<tr>
<td>9000-9999</td>
<td>Graduate level professional development credit</td>
</tr>
</tbody>
</table>

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

**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 graduate level and/or accepted in a master's degree program. Correspondence and extension courses are not transferable.
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.
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 with the approval of the Dean for additional credits.

**Extended Education**
Approved academic course 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.

**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 who wish to register after the add deadline, must petition and pay a late registration fee if approved. See academic calendar for registration deadlines.

Add/Drop Procedure
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 seventh 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 seventh 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 has been dropped from the course by completing an Add/Drop form, or by dropping courses via WebAdvisor.

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 arrangements with the instructor prior to the first day of class. Contact may be made in-person, by mail, email, fax, telephone or WebAdvisor. A student who stops attending classes part way through the semester but who do not officially withdraw via WebAdvisor, their home campus or the OneStop 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 seventh 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 seventh week should contact the 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 transcripts of that coursework to the OneStop 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,IB-,IC+,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 OneStop 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 and it is not 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.

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. No grade points are assigned for P, or NP grades.

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.

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 form to the OneStop Services by the end of the seventh 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 major portion of a course has been completed satisfactorily, and health or other emergency reasons prevent the student from finishing all requirements in the course. The Incomplete process may not be used for a student to improve a grade or receive extra time to complete requirements.

During careful consultation with the student, the instructor will determine the deadline for all work to be completed and submitted, which shall be no longer than one year from the date the Incomplete was issued. The approved Incomplete and deadline will be recorded in the course grading system. 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-). This grade is determined by including zero points for the missing assignment(s) in the calculation of the final grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the initial grade issued, without the “I”, will become the grade of record. If the instructor determines that the student would receive an “F” grade based upon the zero point calculation, then an “I” is entered as the final grade, with zero credit given and no grade points calculated. “I” grades will become “F” or “NP” if the agreed upon coursework is not completed in the period allotted.

For final grades other than “I” (e.g. IC-), students will receive credit for the course at the time the initial grade is entered. The initial grade is calculated in both the term and cumulative GPA, to be updated if and when the subsequent grade is submitted.

**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 is 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 Academic Integrity Committee Chair.

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 University Academic Integrity 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 Academic Integrity 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.

**Procedures Concerning Student Classroom Behavior**
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.

The faculty member should immediately report the matter to the 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 OneStop 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 Student Resources 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 Brandman Academic Standards Committee will review such cases and will make a recommendation to the Office of the Vice Chancellor of Academic Affairs. The decision of the Office of the Vice Chancellor of Academic Affairs will be final and binding.

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.

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 Brandman Academic Standards Committee. The Brandman Academic Standards committee will review such cases and will make a recommendation to the Office of the Vice Chancellor of Academic Affairs. 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 Student Resources 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 Director of Tutoring, Learning & Testing Center 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, graduation 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 twice. If a student should fail to complete requirements by the second 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 www.Brandman.edu/RegOffice/default.asp. 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 file a "Commencement Attendance Reply." To be eligible for participation, at the time of the application deadline students must have filed an "Application for Degree Conferral" prior to the deadline to submit the "Commencement Attendance Reply". In addition, the student's official program evaluation must indicate that the student is on course to satisfactorily complete all degree requirements (including comprehensive examination, project, internships, portfolios and practicums) by the end of the 2nd summer session of that year. Students receiving 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 OneStop 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 OneStop Services or visit www.Brandman.edu/RegOffice/default.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 62 credits is required.
   • Completion of basic skills (ENGU 103, ENGU 104 and MATU 104 or higher) and breadth requirements in General Education.
   • 15 credits in residence with a 2.0 minimum grade point average is required.
   • Degree requirements cannot be waived by the CSU or IGETC certification.

II. Graduation Requirements–Bachelor Degrees
   • A minimum of 124 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 student’s 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.

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. Certificates
• Coursework in all undergraduate certificate programs requires a minimum 2.0 cumulative GPA, with no course below a “C” or equivalent.

VI. 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.

VII. 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 64 credits in residence and a minimum total of 156 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 is based on a set of first principles that define the characteristics of a Brandman graduate. A Brandman graduate is expected to be competent in the following basic skills:

- Language expression (oral and written) and critical thinking
- Mathematical and quantitative reasoning
- The use of technology to access, organize, analyze and present information

Dedicated to the breadth that a liberal arts education provides, Brandman University also expects its graduates to achieve an understanding of the following concepts:

- Fundamental issues in ethics and morality and the use of ethical analysis and moral reasoning in the pursuit of a more just and humane world;
- The historical, philosophical and political wellsprings of contemporary American society;
- Other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact;
- The fundamental processes of nature and the methodologies of science by which humankind has come to understand these processes;
- The creative process in the fine and performing arts;
- Works of literature and the other humanities;
- The interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the general education core curriculum and electives;
- The competency required by a major field or discipline;
- The ability to integrate personal expectations and prior learning with degree planning and career objectives.

I. Basic Skills (12 credits)
Writing and Critical Thinking Skills: (6 credits)
ENGU 103
ENGU 104
Oral Expression or Critical Thinking: (3 credits)
Communication or a college level course in critical thinking
Quantitative Skills: (3 credits)
MATU 104 or higher or any statistics course

Using Technology:
(Embedded throughout the curriculum)

II. Breadth Requirements (30 credits)
Humanities (12 credits from a minimum of three areas)
English, Foreign Languages
Fine Arts
Humanities/Liberal Studies
Philosophy
Religious Studies
Natural Sciences (6 credits)
Social Sciences (12 credits from a minimum of three areas)
Economics/Organizational Leadership
History
Political Science
Psychology
Social Science/other related areas
Sociology/Criminal Justice

**III. Liberal Arts Core Foundations: (3 credits)**
LBSU 300

*Note: Students pursuing a Bachelor of Science Degree in Nursing please refer to the General Education Requirements as noted for that degree.*
SCHOOL OF ARTS AND SCIENCES

Faculty:
Pamela Monaco, Ph.D., Dean, Arts and Sciences
Jeremy Korr, Ph.D., Associate Dean, Arts and Sciences
Michael J. McGuire, Ph.D., Associate Dean, 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.
William Gibson, Ph.D.
David Long, J.D.
Michael Moodian, Ed.D.
Judy Matthews, Ph.D.
Trent Nguyen, Ph.D.
Isa Ribadu, Ph.D.
Kathleen Ringenbach, Ph.D.
William Sokoloff, Ph.D.
Jeffrey Stone, 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

Undergraduate Certificates:
Undergraduate Certificate in Nutrition and Wellness

Graduate Degree Programs:
Master of Arts in Psychology

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.

Applied Studies Learning Outcomes

- **Communication**: Demonstrate ability to write, speak, and listen effectively
- **Ethics and Social Responsibility**: Examine one's personal ethical position within an organizational context
- **Multicultural Awareness**: Compare and analyze the various cultural perspectives in the business environment
- **Self-Assessment and Inquiry**: Develop one's critical analysis skills as applied to the classroom and the workplace
- **Interpersonal Dynamics**: Assess relational strategies of leadership and supervision in actual and virtual situations

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 DANTES, 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSU 305</td>
<td>Frameworks of Understanding</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 350</td>
<td>Leadership and Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 421</td>
<td>Cross Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COMU 312</td>
<td>Group Dynamics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 487</td>
<td>Transdisciplinary Learning Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>
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

Total Units for the Bachelor of Arts in Applied Studies 36
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.

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.

Criminal Justice Learning Outcomes

- **Research**: Evaluate the quality of published research pertaining to criminal justice issues, problems, trends, and practices
- **Law**: Analyze the legal context within which criminal justice practitioners operate
- **Theory**: Apply a variety of appropriate theories to practical situations
- **Ethics**: Demonstrate an understanding of various ethical and moral dilemmas as they pertain to the field of criminal justice
- **Deviance**: Demonstrate knowledge of various forms of deviant behavior
- **Content Knowledge**: Define basic criminological and sociological terminology

**Basic Skills (12 credits):**

- SOCU 101 Introduction to Sociology 3
- SOCU 301 Social Research Design 3
- ENGU 303 Technical Writing 3
- OLCU 350 Leadership and Professional Ethics (or PHLU 304, Multicultural Ethics) 3

**Core Requirements (15 credits):**

- CJCU 250 Introduction to the Administration of Criminal Justice 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.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>45</th>
</tr>
</thead>
</table>

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.

**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.

<table>
<thead>
<tr>
<th>Minor Core: (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJCU 250</td>
</tr>
<tr>
<td>CJCU 380</td>
</tr>
<tr>
<td>CJCU 403</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Electives: (9 credits. At least one course must be upper division.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any three courses from the criminal justice major above.</td>
</tr>
</tbody>
</table>

| 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. Note: Students in this program may want to consider enrolling in the Undergraduate Certificate in Nutrition and Wellness.

Early Childhood Development Learning Outcomes

- **Research:** Create an early childhood professional portfolio
- **Application:** Interpret early childhood fieldwork observation data
- **Legal Knowledge:** Identify legal mandates for early childhood professionals
- **Theory:** Apply pedagogical theory to early childhood environments
- **Diversity:** Evaluate the effects of language, socio-economic background, and ethnicity on early childhood development
- **Content Knowledge:** Explain developmentally appropriate knowledge for early childhood professionals

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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 317</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 398</td>
<td>Pediatric Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 393</td>
<td>Child Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 399</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>
## Education (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 413</td>
<td>Student Health &amp; Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 414</td>
<td>Physical Education in Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUU 451</td>
<td>Educational Applications of Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

## Early Childhood Education (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 321</td>
<td>Developing Children's Cognitive Readiness in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 325</td>
<td>Observation, Developmental Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 330</td>
<td>Preschool First and Second Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 465</td>
<td>Research and Practice in Early Childhood Development (capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 315</td>
<td>Intercultural Communications</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 421</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 350</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

## Major Electives (6 credits from the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTU 450</td>
<td>Teaching the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 326</td>
<td>Infant and Toddler Care and Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 450</td>
<td>Literature of Children &amp; Adults</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 310</td>
<td>Music, Movement &amp; Drama</td>
<td>3</td>
</tr>
<tr>
<td>MATU 206</td>
<td>Math for Elementary School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MUSU 222</td>
<td>Musical Cultures of the World</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

Legal Studies Learning Outcomes

- **Theory:** Apply theory to practical legal situations
- **Methods:** Compare and contrast methodological research approaches
- **Legal Process:** Explain how a bill becomes a law in the American political system
- **Judicial Review:** Compare and contrast different approaches to constitutional interpretation
- **Legal History:** Outline the historical development of legal orders
- **Multiculturalism:** Compare and contrast the impact of diverse social movements on the legal order
- **Research:** Evaluate published research pertaining to a legal issue and/or problem

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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSU 110</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 450</td>
<td>Social and Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 494</td>
<td>Social Science Capstone Course</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSU 301</td>
<td>History of Political Philosophy I</td>
<td>3</td>
</tr>
<tr>
<td>POSU 302</td>
<td>History of Political Philosophy II</td>
<td>3</td>
</tr>
<tr>
<td>POSU 342</td>
<td>The Western Legal Tradition</td>
<td>3</td>
</tr>
<tr>
<td>POSU 344</td>
<td>Constitutional Rights</td>
<td>3</td>
</tr>
<tr>
<td>HISU 397</td>
<td>Social Movements in the Sixties</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 305</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>HISU 330</td>
<td>America and Its Revolution: The Bonfires of Change</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 496</td>
<td>Survey of Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 328</td>
<td>Social Inequality/ Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 380</td>
<td>Correctional Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 403</td>
<td>Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 440</td>
<td>Drugs and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 453</td>
<td>Sociology of Social Conflict, Analysis, and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 460</td>
<td>White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>POSU 499</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 42
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.

Liberal Studies Multiple Subjects Learning Outcomes

- American Politics: Explain the separation of powers as articulated in the US Constitution
- Application: Create an educational portfolio
- Multiculturalism: Evaluate the effects of multiculturalism in society
- Foundational Content: Explain content knowledge for elementary school teachers
- Human & Child Development: Compare and contrast the lifespan stages in developmental psychology
- Theory: Apply pedagogical theory to elementary classroom environments

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: (33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTU 450</td>
<td>Teaching the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 413</td>
<td>Student Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 414</td>
<td>Physical Education in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUU 451</td>
<td>Educational Applications of Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENGU 450</td>
<td>Literature of Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGU 471</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>HISU 372</td>
<td>California History</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 310</td>
<td>Music, Movement and Drama</td>
<td>3</td>
</tr>
<tr>
<td>LBSU 402</td>
<td>Ways and Rhetoric of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>MATU 206</td>
<td>Math for Elementary School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>POSU 110</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSU 343 /HISU 303</td>
<td>Constitutional Government</td>
<td></td>
</tr>
<tr>
<td>POSU 344 /HISU 324</td>
<td>Constitutional Rights</td>
<td></td>
</tr>
</tbody>
</table>

**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  
   - Advanced writing 200 level or higher  
   - COMU 315 Intercultural Communications

2. **Social Science:**
   - SOCU 101 Introduction to Sociology
   - Choose one course from the following:
     - HISU 105, 106, 304, 306, 323, 337, 355
   - Choose one additional upper division United States history or political science course (students may select one additional HISU course from the list above)

3. **Early Childhood Education:**
   - Choose nine credits from Early Childhood Education courses:
     - EDU 321, EDU 325, EDU 326, EDU 330, EDU 465
   - (These may be transferred in. ECE courses must be eligible for CSU/UC transferability.)

**Total Credits 42**

**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.

Liberal Studies Culture & Media 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 372 Electronic Media 3
**Cultural and Historical Studies (15 credits):**

One from the following:
- POSU 110  **Introduction to American Politics**  3
- or POSU 343 /HISU 303  **Constitutional Government**  
- or POSU 344 /HISU 324  **Constitutional Rights**  

One from the following:
- ENGU/HUMU/SOCU 347  **Society, Culture, and Literature**  3
- or ENGU / SSCU 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  

**Total Credits**  45
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.

Psychology Learning Outcomes

- **Application of Theory**: Create a project tying psychological theory to real life applications.
- **Human Behavior**: Apply theories of normal and abnormal human behavior from a physiological, environmental, and psychological 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 conception 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 (24 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 328 Abnormal Psychology 3
- PSYU 333 Physiological Psychology 3
- PSYU 351 History & Systems of Psychology 3
- PSYU 480 Psychology Capstone 3

**Electives in Psychology (24 credits, 18 credits must be upper division)**

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.

- PSYU 201 Critical Thinking in Psychology 3
- PSYU 302 General Psychology Seminar 3
- PSYU 317 Cognitive Psychology 3
- PSYU 322 Theories of Personality 3
- PSYU 323 Child Development 3
- PSYU 324 Adolescence 3
- PSYU 336 Social Psychology 3
- PSYU 391 Youth At-Risk 3
- PSYU 398 Pediatric Neuropsychology 3
- PSYU 421 Cross-Cultural Psychology 3
- PSYU 428 Introduction to Clinical Psychology 3
- PSYU 437 Spirituality and Mental Health 3
- PSYU 450 Introduction to Counseling 3
- PSYU 455 Family Systems and Dynamics 3
- PSYU 481 Organizational Psychology 3
- PSYU 492 Intern Program: Fieldwork Practicum in Psychology 1-3
- PSYU 496 Survey of Forensic Psychology 3
- PSYU 499 Independent Study 1-3

**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

**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.

Social Science 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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 301</td>
<td>Social Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCU 450</td>
<td>Social and Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>SSCU 494</td>
<td>Social Science Capstone Course</td>
<td></td>
</tr>
</tbody>
</table>

**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, social science, 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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First concentration (emphasis) area</td>
<td>15</td>
</tr>
<tr>
<td>Second concentration area</td>
<td>12</td>
</tr>
<tr>
<td>Third concentration area</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credits**: 51
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.

Sociology Learning Outcomes
• Statistics: Explain common sociological statistical techniques
• Methods: Compare and contrast sociological methodological approaches
• Diversity: Evaluate the effects of multiculturalism in society
• Theory: Apply major sociological theories to practical situations
• Research: Evaluate published sociological 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:

- PSYU 323 Child Development 3
- PSYU 324 Adolescence 3
- PSYU 450 Introduction to Counseling 3
- SOCU 328 Social Inequality/Stratification 3
- SOCU 345 Social Psychology 3
- SOCU 391 Youth-at Risk 3
- SOCU 393 Child Abuse 3
- SOCU 397 Social Movements in the Sixties 3
- SOCU 399 Sociology of Family 3
- SOCU 412 Victimless Crimes 3
- SOCU 426 Crime and Delinquency 3
- SOCU 440 Drugs and Society 3
- SOCU 453 Sociology of Social Conflict, Analysis, and Resolution 3

Total Credits 42
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

Total Credits 18
Undergraduate Certificates

Undergraduate Certificate in 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.

Admission to the certificate program is granted to individuals who meet the standards for regular undergraduate admission to Brandman University. Students enrolled in a credential program, graduate degree program, or graduate certificate program may not enroll concurrently in an undergraduate certificate program. At least nine credits in the certificate program must be taken at Brandman University. Coursework in the undergraduate Certificate in Nutrition and Wellness requires a minimum 2.0 cumulative GPA, with no course below a "C" or equivalent.

Certificate Core Requirements (9 credits):

- FSNU 200 Human Nutrition 3
- Two other FSNU courses 6
- Certificate Electives (6 credits): 6

Six credits from the following areas: FSNU, Kinesiology, Health, Physical Education (limit 4 credits), and the following Nursing courses:

- NURU 406 Improving Patient Health Care Outcomes
- NURU 407 Cultural and Spiritual Diversity in Health and Nursing

Total Credits: 15
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.

Psychology 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 and crisis management**: Apply diagnostic assessment techniques appropriate for crisis situations.
- **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.

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 term of enrollment. Students may not register for a second term until this requirement is met. Students are strongly encouraged to meet with full-time faculty prior to their first term 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 term.

Advancement to Candidacy
During the session before the student plans to begin the first practicum, he/she must apply to the Brandman University campus (does the local campus handle this?) 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.

**Comprehensive Exam**
After the student has successfully advanced to candidacy, he/she is eligible to take the comprehensive exam. Application deadlines are published in the catalog and posted at each local campus. Comprehensive exams will be administered four times per year. Application forms are available at Brandman University campuses.

The comprehensive examination will cover four primary program content areas presented in an essay format. The four content areas for MFT students are:

1. Ethical and Legal Issues;
2. Advanced Psychopathology and Individual Counseling;
3. Child/Adolescent Psychopathology;
4. Family Therapy, including Human Diversity.

Counseling Psychology students (Washington) are responsible for the following content area:

1. Advanced Psychopathology and Individual Counseling;
2. Ethical and legal Issues.

Students must receive a pass on all sections of the exam in order to pass the exam as a whole. If a student does not receive a pass on a specific section, the student can retake that section of the exam. A Comprehensive Examination Study Guide is available at each Brandman University campus. The guide contains information about the examination, study preparation ideas, and sample vignettes and questions.

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

**Marriage and Family Therapy Emphasis**

**Foundation courses (15 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 501</td>
<td>The Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 508</td>
<td>Life Span Development/Aging and Long session Care</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 511</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 532</td>
<td>Research &amp; Bibliographic Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 578</td>
<td>Ethical &amp; Professional Issues</td>
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### Marriage and Family Studies and Therapy (12 Credits)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYU 541</td>
<td>Clinical Theories and Techniques of Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 556</td>
<td>Family Systems &amp; Studies</td>
<td>3</td>
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<tr>
<td>PSYU 561</td>
<td>Marital Systems &amp; Studies and Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 613</td>
<td>Clinical Issues in Human Diversity</td>
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### Adult Counseling Core (6 Credits)

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</thead>
<tbody>
<tr>
<td>PSYU 570</td>
<td>Advanced Psychopathology &amp; Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 575</td>
<td>Advanced Individual Counseling</td>
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### Specialized Topics (12 Credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYU 533</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 565</td>
<td>Child/Adolescent Psychopathology and Child Abuse Reporting</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 581</td>
<td>Assessment and Treatment of Sexual Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 586</td>
<td>Assessment and Treatment of Substance Abuse</td>
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### Practicum (9 Credits)

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<tr>
<td>PSYU 688</td>
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</tr>
<tr>
<td>PSYU 689</td>
<td></td>
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</tr>
<tr>
<td>PSYU 690</td>
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</table>

### Total Credits 54

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**Counseling emphasis**

(Offered at Washington campuses only)

### Foundation Courses (15 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>PSYU 501</td>
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### Adult Counseling Core (6 Credits)

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### Marriage and Family Studies (6 Credits)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>PSYU 541</td>
<td>Clinical Theories and Techniques of Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 613</td>
<td>Clinical Issues in Human Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>
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, Business and Professional Studies

Walter L. Bunch, M.S.
Edward Chen, Ph.D.
Helen Eckmann, Ed.D.
Janet Cooper Jackson, Ph.D.
James V. Neblett III, D.B.A., SPHR, GPHR
Allison Pratt, M.B.A.
Ken Shakoori, Ph.D.
Jeffrey Stevens, Ph.D.
Fred Smoller, Ph.D.
Kurt Takamine, Ed.D.
Robert Tielman, D.B.A.

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 Certificate Programs
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.

Bachelor of Arts Organizational Leadership Learning Outcomes:
The program provides a curriculum which links theory and practice to promote six 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
MGTU 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
OLCU 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 372 Electronic Media: Theory, Resources, and Production 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:

MG TU 320 Strategies Across the Supply Chain 3
MG TU 321 Project Management and Supply Chain Leadership 3
HRCU 352 Labor Relations 3
OLCU/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
SSCU 449  Multicultural Perspectives 3
COMU 315  Intercultural Communications 3

Electives (6 credits):

Two of the following:
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 315  Organizational Information Systems 3
OLCU 320  Selected Topics in Organizational Leadership 1-3
OLCU 321  Leadership Lives in Film 3
OLCU 322  Leadership of Contemporary Iran 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

Business Administration Learning Outcomes
Graduates of the BBA program will be able to:

- Demonstrate effective oral and written communication skills in organizational and professional settings;
- Identify and evaluate ethical issues and formulate a defensible resolution in business environments;
- Understand cultural differences and diversity issues in for-profit global settings;
- Use technology to support decision making in businesses; and
- Comprehend the global business environment and functions.

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
- MGTU 301 Principles of Management 3
- MGTU 310 Legal Environment of Business 3
- MGTU 315 Operations Management 3
- MGTU 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTU 401</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTU 410</td>
<td>Financing the Small Business</td>
<td>3</td>
</tr>
<tr>
<td>ENTU 420</td>
<td>Entrepreneurship Action Learning Project</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 310</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 320</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 430</td>
<td>New Product Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select from one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 300</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 445</td>
<td>Human Resource Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

## Finance Emphasis (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINU 417</td>
<td>Intermediate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FINU 421</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FINU 430</td>
<td>Financial Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>

Select four courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 302</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 401</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 439</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 452</td>
<td>Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 460</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ENTU 410</td>
<td>Financing the Small Business</td>
<td>3</td>
</tr>
<tr>
<td>FINU 410</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINU 494</td>
<td>Selected Topics in Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

## 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 350</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 352</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 406</td>
<td>Legal Studies in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 415</td>
<td>Becoming an HR Strategist</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 430</td>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 445</td>
<td>Human Resource Studies (Management)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCU 351</td>
<td>Workforce Planning and Employment</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 353</td>
<td>Performance Improvement</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 425</td>
<td>Social and Technological Change</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 414</td>
<td>Team Building</td>
<td>3</td>
</tr>
</tbody>
</table>
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 372 Electronic Media: Theory, Resources and Production 3
Select two courses from Communication, Organizational Leadership, and/or Marketing. 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
Select two courses from Accounting, Communication, Entrepreneurship, Finance, Human Resources, Marketing, and/or Information Systems Management. 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
OLCU/CSCU 315 Organizational Information Systems 3
Select two courses (six credits) from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership.
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.

BSCT Learning Outcomes
Graduates of the BSCT program will be able to:
- Communicate effectively with oral and written skills; and
- Demonstrate college level skills in mathematics and logic reasoning; and
- Understand fundamental economics to function in the business world; and
- Describe professional Standards of Ethics; and
- Analyze, design, and implement IT-based solutions to meet the business needs (for BSCT students with an Information Technology emphasis); or
- Install, Test and Administrate networking systems with Data Security features (for BSCT students with a Systems Administration emphasis); or
- Plan, structure, and manage projects by applying Project Management and Quality Assurance skills in a variety of industries (for BSCT students with a Project Management emphasis).

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMU 410</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 220</td>
<td>Object-oriented Programming I (for BSCT major)</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 251</td>
<td>Introduction to Computing Systems Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 270</td>
<td>Information Systems Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCU/OLCU 315</td>
<td>Organizational Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 415</td>
<td>System Quality Assurance and Testing</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 498</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>ECNU 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Industrial Certification</th>
<th>Substitution Course(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSE, CCNP</td>
<td>CSCU 353; CSCU 453</td>
<td>Within 3 years; or Demonstrate Currency</td>
</tr>
<tr>
<td>Oracle DBA, MCDBA</td>
<td>CSCU 408, CSCU 453</td>
<td>Within 3 years; or Demonstrate Currency</td>
</tr>
<tr>
<td>A+</td>
<td>CSCU 251</td>
<td>Within 3 years; Demonstrate Currency</td>
</tr>
<tr>
<td>Network+</td>
<td>CSCU 453</td>
<td>Within 3 years; Demonstrate Currency</td>
</tr>
</tbody>
</table>
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.

MAOL 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:** Create a personal philosophy of leadership.
- **Assessment:** Analyze organizational behavior using a theory based approach.
- **Research:** Apply research findings to address organizational issues.
- **Systems:** Evaluate personal and organizational effectiveness using systems thinking principles.
- **Ethics:** Create a personal ethical decision making model.
- **Teaming:** Apply team building techniques to workplace activities.
- **Change:** Apply change management strategies to practical situations in organizations.
- **Self:** Develop sense of self as a leader

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.

A 6-credit Executive Certificate in Public and Non Profit Leadership, 15-credit Graduate Certificate in Organization Development, and 15-credit Graduate Certificate in Organizational Leadership are also offered.
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 x 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 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.

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 600</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 601</td>
<td>Democracy, Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 680</td>
<td>Organizational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 614</td>
<td>Leadership and Team Development</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
</tbody>
</table>

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. Courses OLCU 620 and OLCU 625 may be repeated for credit, providing the specific issues and competencies addressed vary. Not all courses may be offered at all sites or in all sessions. Consult with the Brandman campus nearest you.

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 an organizational leadership “Course Approval Form” along with the official university petition to transfer graduate work.

IV. Integrative Capstone (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLCU 681</td>
<td>Leadership Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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
**Emphasis in Military Studies**
This program was developed to acknowledge the military education of the members of the Armed Forces of the United States. Fifteen graduate transfer credits may be allowed toward the MAOL with Emphasis in Military Studies. The target audience for this program is active duty and reserve military officers who have completed a commissioning program and the officer basic course for their respective service. Non-Commissioned Officers, Warrant Officers and other military affiliates may qualify. Specific eligibility requirements follow.

**Military Emphasis Eligibility**

a. Officers must qualify for admission to the MAOL program (see Graduate Admission section of this catalog).

b. Officers must be graduates of a commissioning program for their service.

c. As a minimum, officers must have successfully completed the first officer basic course for their respective service.

d. Non-Commissioned Officers, Warrant Officers, veterans and Department of Defense employees with military schooling are encouraged to inquire about transfer credit. Their military programs of study will be evaluated on an individual basis for transfer eligibility toward the MAOL with Emphasis in Military Studies.

**Military Emphasis courses:**
OLCU 625 Developing Leadership Competencies in Military Communication 3
OLCU 625 Developing Leadership Competencies in Military Operations 3
HRCU 618 Career Management 3
HRCU 646 Training and Development 3

**Total Transfer Credits** 12

**Transfer Credits:**
The fifteen credit transfer can be fulfilled by allowing credit for the following or similar courses: OLCU 614, OLCU 625 (up to 6 credits), HRCU 618, HRCU 646
Graduate Certificate in 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.

Admission to the Certificate Program
Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.

Specific Requirements
The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0. No transfer credits may be used. All course prerequisites must be completed.

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 620  Contemporary Issues in Organizational Leadership  1-3
OLCU 621  Frontiers of Public and Nonprofit Leadership  3
OLCU 625  Developing Leadership Competencies  1-3
OLCU 626  Dynamics of Public and Nonprofit Leadership  3
OLCU 630  Leadership Lives in Film  3
OLCU 631  Contemporary Middle East and Its Leadership  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

Total Credits  15
Graduate Certificate in 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.

Admission to the Certificate Program
Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.

The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0 or above. No transfer credits may be used. All course prerequisites must be completed.

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

Total Credits 15
Executive Certificate in 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.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.
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.

MBA Learning Outcomes:
Graduates of the MBA program will be able to:

- **Business Functions/Processes**: Analyze and evaluate business functions and processes.
- **Strategy**: Formulate effective business strategies.
- **Sustainability/Ethics**: Integrate ethics, corporate social responsibility, and sustainability in decision-making.
- **Leadership**: Identify and evaluate the roles, characteristics and implications of effective leadership of a diverse workforce.
- **Innovation**: Apply the innovation process from creativity to solution design and implementation.
- **Global Perspectives**: Evaluate the impact of globalization and diversity on business policy and practices.

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 x 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.

**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 601 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:

<table>
<thead>
<tr>
<th>Certification</th>
<th>Substituted Course</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHR</td>
<td>HRCU 645</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SPHR</td>
<td>HRCU 645</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>GPHR</td>
<td>HRCU 670</td>
<td>Certification or recertification within 3 years</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 602</td>
<td>Financial Reporting and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 610</td>
<td>Data Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 620</td>
<td>Economic Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 630</td>
<td>Business Process Analysis and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 640</td>
<td>Business Strategy and Competitive Advantage Capstone</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 650</td>
<td>Corporate Responsibility: Ethics and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>FINU 607</td>
<td>Finance Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 645</td>
<td>Human Resource Systems</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 605</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 632</td>
<td>Leadership and Innovation</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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.

### MBA Emphases (12 credits)

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

#### Accounting Emphasis (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 620</td>
<td>Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 625</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCU 640</td>
<td>Strategic Cost Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*Plus one course from Finance.*

#### Entrepreneurship Emphasis (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTU 610</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTU 620</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Finance Emphasis (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINU 615</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINU 620</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FINU 630</td>
<td>Capital Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

*Plus one course from Accounting.*
Health Administration Emphasis (12 credits)
HAUU 601 Health Care Policy, Organization and Delivery 3
HAUU 621 Innovations in Health Care Administration 3
HAUU 641 Law, Ethics and Health Services 3
HAUU 651 Quality Management in Health Care 3

Health Risk and Crisis Communication Emphasis (12 credits)
HRCCU 601 Health Risk and Crisis Communication 3
HRCCU 610 Health 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
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTU 624</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 630</td>
<td>Seminar in New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 635</td>
<td>Seminar in Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MKTU 640</td>
<td>Seminar in International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCU 615</td>
<td>Information Technology Development and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 641</td>
<td>Internet Based Systems Analysis and Development</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 683</td>
<td>Project Management for Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSCU 695</td>
<td>e-Business Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Certificate in 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.

Admission to the Certificate Program
Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0 or above. No grade below a “C” will be accepted towards the certificate.

Specific Requirements
The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0 or above. 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

Total 15
Graduate Certificate in 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.

Admission to the Certificate Program
Admission to the certificate program is granted to individuals who meet the standards for admission to a Brandman University graduate program. See Admission Requirements to the Program and Prerequisites for additional general admission requirements.

Specific Requirements
The Graduate Certificate in Business Sustainability consists of five courses. The certificate will be awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0 or above (with a minimum “B” or better). The five courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU 630</td>
<td>Green Accounting and Financial Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 630</td>
<td>Business Process Analysis and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 650</td>
<td>Corporate Responsibility: Ethics and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>BUSU 660</td>
<td>Sustainability Business Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 602</td>
<td>Self, Systems and Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
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.

MPA Learning Outcomes:
Graduates of the MPA program will be able to:

- People: Create a personal philosophy for managing and leading people.
- Policy: Assess and conduct research on a public policy topic.
- Politics: Analyze the political sources of public policy and political behavior.
- Principles: Apply ethical standards and relevant law to the policy process and personal behavior.

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 x 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.

<table>
<thead>
<tr>
<th>MPA Specific Requirements</th>
<th>27 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives/Emphasis</td>
<td>9 Credits</td>
</tr>
<tr>
<td>Total</td>
<td>36 Credits</td>
</tr>
</tbody>
</table>

MPA Core (27)

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

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**

The **local government emphasis** is for students who wish to pursue careers in city and county government, especially elected offices.
The **judicial administration emphasis** prepares students for careers in the court system.
The **criminal justice emphasis** is for students who plan to pursue a career in law enforcement.
The **organizational leadership emphasis** 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

**Criminal Justice Emphasis**
- CJCU 500 Foundations of Criminal Justice 3
- CJCU 501 Trends in Criminal Justice 3
- CJCU 514 Management Issues in Criminal Justice 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
Graduate Certificate in 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.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.

Specific Requirements

The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0. No transfer credits may be used. All course prerequisites must be completed.

15 credits:

OLCU 600  Foundations of Organizational Leadership
PADU 622  Labor Relations and Collective Bargaining
PADU 650  Foundations of Judicial Administration
PADU 655  Court Governance and Operations
PADU 660  Emerging Issues in Judicial Administration
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.

**MSHR 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 feedback instruments and other tools for enhance interventions.
- Global Perspectives: Evaluate the impact of globalization on business policy and practices.
- Ethics: Integrate ethics and sustainability in 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 x 200) > 1000.

3. Complete the application form for graduate admission, including a Statement of Intent essay.

4. Submit two letters of recommendation from individuals familiar with the applicant’s academic or professional abilities.

5. Option Four: Students may apply for admission under Option Four. Option Four criteria 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 and other activities 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 programmatic 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:**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Substituted Course</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>PHR</td>
<td>HRCU 645</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>SPHR</td>
<td>HRCU 645</td>
<td>Certification or recertification within 3 years</td>
</tr>
<tr>
<td>GPHR</td>
<td>HRCU 670</td>
<td>Certification or recertification within 3 years</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRCU 630</td>
<td>Conflict and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 644</td>
<td>Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 645</td>
<td>Human Resources Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 646</td>
<td>Training and Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Electives Courses (9 credits)
The student may choose among human resources graduate courses as well as graduate courses in health administration or organizational leadership.

Total Credits 36

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 HRCU 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.)

Graduate Certificate in 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. Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.

Specific Requirements
The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0. No transfer credits may be used. All course pre-requisites must be completed.

Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. No transfer credit may be used. All course prerequisites must be completed.

- HRCU 647 Compensation 3
- HRCU 648 Legal Issues in Human Resources 3
- HRCU 650 Strategic Management of Human Resources 3
- HRCU 653 Benefits 3
- HRCU 680 Organizational Research 3
The 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 "C" or higher for each course. Student must maintain a cumulative grade point average of 3.0 or higher.

All master's degree requirements must be completed in a seven year period.

**Course Substitutions:**

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</tr>
<tr>
<td>GPHR</td>
<td>HRCU 670</td>
<td>Certification or recertification within 3 years</td>
</tr>
</tbody>
</table>

**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.

**Requirements (15 credits):**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Human Resources Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 646</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 651</td>
<td>Human Resource Development Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 613</td>
<td>Seminar in Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 615</td>
<td>Organization Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 618</td>
<td>Career Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 648</td>
<td>Legal Issues in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 614</td>
<td>Leadership and Team Development</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 617</td>
<td>The Practice of Organization Development</td>
<td>3</td>
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</tbody>
</table>

*And one course from the following:*

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>HRCU 618</td>
<td>Career Management</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 648</td>
<td>Legal Issues in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 614</td>
<td>Leadership and Team Development</td>
<td>3</td>
</tr>
<tr>
<td>OLCU 617</td>
<td>The Practice of Organization Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 18

**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.

**Requirements (15 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>HRCU 645</td>
<td>Human Resources Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 646</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>HRCU 647</td>
<td>Compensation</td>
<td>3</td>
</tr>
</tbody>
</table>
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 in 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.

Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program. 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.

Specific Requirements
The certificate is awarded upon successful completion of all coursework (15 credits) with an overall grade point average of 3.0. No transfer credits may be used. All course pre-requisites must be completed. All master's degree requirements must be completed in a seven year period.

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
SCHOOL OF EDUCATION

Faculty:
Christine Geranios Zeppos, Ed.D., Dean
David Sloan, Ed.D., Associate Dean
Mindy Sloan, Ph.D., Associate Dean

Sandee Bonura, Ed.D.
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.
Ann Hagmaier, Ph.D.
William Hale, Ph.D.
Annie Hough-Everage, Ed.D.
Raymond Hurst, Ed.D.
Martinrex Kedziora, M.S.
Lynn Larsen, Ph.D.
Meredith Larson, Ph.D.
Peggy Laughlin, Ed.D.
Sharri LePage, M.A.
James Liese, Ph.D.
Betty McEady, Ed.D.
Glen Newman, 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
Jill Saulque, Ph.D.
Douglas Sexton, Ed.D.
James Spence, Ed.D.
Michael Stuckhardt, Ed.D., Professor Emeritus
Care Terkelson, Ed.D.
Kathryn Theuer, Ed.D.
Joseph Walsh, Ph.D.
Lena Williams, Ph.D.

Credential Programs in Education
- Special Education Preliminary
  - Mild/Moderate
  - Moderate/Severe
  - Mild/Moderate/Severe
- Education Specialist
- Level II Mild/Moderate & Moderate/Severe
• Level II Moderate/Severe
• Level II Mild/Moderate
• 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 Certificate and 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
• Reading Certificate

Graduate Degree Programs in Education
• Master of Arts in Education (MAE) in:
  - Curriculum and Instruction
  - Educational Leadership and Administration
  - Instructional Technology
  - Leadership in Early Childhood Education
  - Professional Learning Community
  - Professional Teaching Standards
  - Reading Education
  - Teaching and Learning
• Master of Arts in Educational Leadership and Administration with Administrative Services Credential, Tier I
• Master of Arts in Special Education:
  - Option #1, Select Emphasis
  - Option #2 with Level II Credential
  - Professional Learning Community
• Master of Arts in School 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 and Certificate Programs in Education.
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 two Preliminary programs can be taken together with either the 2042 Multiple Subject or the 2042 Single Subject Credential. These 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 can 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 and Administration. A Master of Arts (MA) in Educational Leadership and Administration with an Administrative Services Credential, Tier 1 is also offered.

For those interested in school counseling or school psychology, Brandman University offers the Pupil Personnel Services Credential and the Master of Arts degree in School 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 offered with emphases in Curriculum and Instruction, Reading, Educational Leadership and Administration, Instructional Technology, Professional Teaching Standards, 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, and 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. Finally, the Reading Certificate is available at some campuses.

**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 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, in order to meet the No Child Left Behind guidelines, must prove subject matter competency in order to be considered “highly qualified” teachers. 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). At this time, candidates seeking a Preliminary Education Specialist credential will need to take the CSET In the subject matter competency area you 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 given 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 “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 Education faculty at campus and 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.
Class Attendance
School of Education policy stipulates that a candidate who misses three class sessions in any course must either withdraw from the course or receive a failing grade.

Scholarship
The School of Education has scholarship requirements that supersede the Academic Policies of Brandman University. (For Brandman University graduate policies, please refer to the Academic Policies and Procedures section in this catalog.) A grade of "B-" or higher must be earned for EDUU 510. 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. In order for a candidate to qualify for directed teaching, the candidate needs to have completed all credential coursework with the exception of one class while maintaining a 3.0 GPA.

Candidate Dismissal
A credential candidate (Multiple Subject, Single Subject, Education Specialist, Administrative Services or PPS) may be dismissed from the program who:
1. Receives a grade of "C+" or below in more than one course;
2. Earns below a "B-" in EDUU 510 or a "No Pass" in Supported or Directed Teaching;
3. Receives a grade of "C-" or below in any class.
4. Does not adhere to the Brandman University’s School of Education’s Code of Conduct.

According to the Commission on Teacher Credentialing (CTC) Common Standard Six (6), Advice and Assistance, "Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession." In response to that standard, Brandman University has adopted the following policy for Student Retention and Dismissal:

A student may be dismissed from any Education program at any time if, in the professional judgment of the faculty, the candidate is deemed not well suited to a career as a classroom teacher, school administrator, school psychologist, or school counselor. Inadequate performance in course work or field work, poor oral and/or written communication skills or interpersonal skills, evidence of a negative attitude, unprofessional conduct, or a lack of commitment to public education may be given as adequate reasons for dismissing a student from the program. The education faculty member who coordinates the program at a campus, in consultation with the campus Education Team, can recommend dismissal to the Dean and the Office of the Vice Chancellor of Academic Affairs.

Once a candidate has been recommended for dismissal, the procedures for dismissal outlined under "Graduate Academic Policies and Procedures" and the Brandman University's School of Education's Code of Conduct 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.
**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.

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.

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 CTC for his/her earned credential through the Teacher Accreditation Department in the School of Education for Brandman University.

INTERNSHIP CREDENTIAL PROGRAMS- Multiple Subject, Single Subject or 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 card submitted for the CBEST;
3. A passing score card 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 (41-IHE Application).
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.

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. See a faculty 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
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 and exit interviews.
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. Participate in intake and exit interviews.
7. Meet the U.S. Constitution requirement by completing appropriate coursework with a grade of “C” or better or by passing an approved examination.
8. 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.
9. 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.

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
Directed Fieldwork (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) 34

* A waiver of the technology requirement may be granted based on successful completion of the CSET 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

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 and exit interviews.
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.

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)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 510</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 512</td>
<td>The Art and Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 542</td>
<td>Evaluating Teaching Performance Expectations</td>
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### Content Area Block (12 credits)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDSU 530</td>
<td>Theories, Methods and Materials for Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 531</td>
<td>Secondary Instructional Strategies for Language/Culturally Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 532</td>
<td>Effective Literacy Instruction for Single Subject Candidates</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 533</td>
<td>Content Specific Strategies for Single Subjects (Series)</td>
<td>3</td>
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</table>

### Capstone Course (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 540</td>
<td>Wisdom Through Practice</td>
<td>3</td>
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</table>

### Fieldwork (9 credits from the following)

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<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>EDSU 590***</td>
<td>Supported Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 592**</td>
<td>Directed Teaching I</td>
<td>3-6</td>
</tr>
<tr>
<td>EDSU 593**</td>
<td>Directed Teaching II</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Credits (not including prerequisites) 34

* 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).

** 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.
SPECIAL EDUCATION-PRELIMINARY EDUCATION SPECIALIST

Brandman University offers special education teaching credentials (Education Specialist) in two areas of exceptionality (Mild/Moderate and Moderate/Severe). A candidate may enroll in either a special education-only credential program or a special education and general education credential program at the same time. The special education program, once completed, authorizes the holder to teach in special education. The special education credential program once completed (before or after the special education credential) authorizes the credential holder to teach in general education.

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 EDUU 510 and EDUU 512. 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 obtain the 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 7-12 setting single subject placements 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 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 RICA Examination prior to applying for the credential. Candidates who hold a valid California Multiple or Single Subject Credential are exempted from this requirement.
5. Participate in intake and exit interviews.

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 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 (for Interns) 3
EDTU 591 Supported Teaching, Moderate/Severe (for Interns) 3
EDTU 592 Directed Teaching, Mild/Moderate 3-6
EDTU 593 Directed Teaching, Moderate Severe 3-6

Note: Traditional candidates will take a minimum of 1 session 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 seeking both a Mild/Moderate and Moderate/Severe Credential will be required to complete at least 2 terms 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 an Supported Teaching will be needed to ensure candidate success.

Interns may not waive Supported or Directed Teaching units. However, traditional candidates may waive up to 3 units of Directed Teaching based on at least 1 year of documented full-time teaching experience in the respective credential area.

**Total Program Credits (not including prerequisites)** 33-57

* 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.
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 (6-9 credits) in Mild/Moderate setting for those seeking a Mild/Moderate Credential
EDTU 590 Support Teaching, Mild/Moderate 3
EDTU 592 Directed Teaching, Mild/Moderate 3-6

Fieldwork/Student Teaching (6-9 credits) in Moderate/Severe setting for those seeking a Moderate/Severe Credential
EDTU 591 Support Teaching, Moderate/Severe 3
EDTU 593 Directed Teaching, Moderate/Severe 3-6

Total Credits (not including prerequisites) 6-15

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.

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 (6-9 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 3-6

Fieldwork/Student Teaching (6-9 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 3-6

Total Credits (not including prerequisites) 9-15
SPECIAL EDUCATION — LEVEL II EDUCATION SPECIALIST PROFESSIONAL CREDENTIAL, 1997 CTC STANDARDS

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 be employed as a full-time teacher for two years after receipt of their Preliminary Level I credential in the disability area (Mild/Moderate or Moderate/Severe) authorized by their Level I credential to be eligible to file for the Level II Credential. Teaching experiences accrued prior to completion of the Level I credential cannot be counted toward the Level II Professional Credential. The teaching experience requirement for Level II begins when the candidate starts teaching under a Level I credential.

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. 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 687/688   Professional Induction Planning and Assessment (First Enrollment is in EDUU 687.  3,3
This course is taken twice. 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
and/or
EDUU 660 Seminar in Instructional Supports for Persons with Moderate/Severe Disabilities  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 650 Transitions Across the Life Span  3
EDUU 687/688 Professional Induction Planning and Assessment (Second Enrollment is in
EDUU 688).

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

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. Valid, CTC "basic" Credential
2. Two recent letters of recommendation
3. Current resume
4. Intake interview
5. Passing score on the CBEST (Candidates who received a teaching credential after 1983 will have passed CBEST. Those who hold life credentials may not have passed the CBEST and will have to take the test. And pass the test prior to being recommended for the tier I credential)
6. Grade point average of 2.75 calculated over the most recent 30 graded semester (or 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 earned prior to application and must be from a regionally accredited institution.
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. Graduate Record Examination (GRE): any 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.
   b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
   c. Subject Matter Competency Examinations: successfully complete one of the California Subject Examinations for Teachers (CSET).

*Administrative Services 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 “exceptional admit.”

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.
3. 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 while completing the Administrative Services Credential, Tier I are required to take an additional three credits of EDAU 691. This course will provide the support needed to help ensure the candidates’ success in their administrative assignment. A University Supervisor will assist the candidate as he/she develops a Professional Development Plan that is appropriate for the candidate and the assigned duties.

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 to continue in the program. 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. Candidates who have completed 12 credits or more from the following courses, EDUU 609, EDAU 670, EDAU 672, EDAU 674, EDAU 675, EDAU 676 and EDAU 678, should meet with their faculty advisor to determine the extent to which an additional 3 credits of EDAU 691 will be needed to ensure candidate success.

**Prerequisite**

EDUU 511 Collaboration for Inclusive Schooling (or an equivalent course or Multiple or Single Subject California Professional Clear Teaching Credential) 3

**Required Courses**

- EDUU 609 Seminar in Curriculum Studies 3
- EDAU 670 Organizational Leadership and Development 3
- EDAU 672 Management of Personnel, Resources and Operations 3
- EDAU 674 Supervision and Assessment of Instruction 3
- EDAU 675 Policy, Politics and Educational Governance 3
- EDAU 676 Educational Law and Finance 3
- EDAU 678 Leadership for Diversity, Equity and Community 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. Hold a Preliminary Administrative Services Credential - Tier I;
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;
5. Hold a current position as an administrator in an approved setting (Form CL 41);
6. Grade point average of 2.75 calculated over the most recent 30 graded semester (or 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 earned prior to application and must be from a regionally accredited institution;
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. Graduate Record Examination (GRE): any 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.
   b. Miller Analogies Test (MAT): achieve a minimum scaled score of 403.
   c. Subject Matter Competency Examinations: successfully complete one of the California Subject Examinations for Teachers (CSET).

*Administrative Services 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 “exceptional admit.”

Program Requirements
1. Two years of full-time administrative service under a Tier I credential at the time of filing;
2. Exit interview.

Required Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAU 710</td>
<td>Professional Clear Mentoring of Candidates II</td>
<td>3</td>
</tr>
<tr>
<td>EDAU 720</td>
<td>Professional Clear Assessment of Candidate Competence II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUU 552</td>
<td>Using Technological Tools in Teaching - Level Two</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 513</td>
<td>Student Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration for Inclusive Schooling</td>
<td>3</td>
</tr>
</tbody>
</table>

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 CERTIFICATES AND 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:

- taking EDMU 521 and/or passing RICA examination;
- taking EDMU 522 or 523;
- demonstrating subject matter competency by passing the CSET Multiple Subject exam.

Single Subject Authorization

A candidate who has 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.

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 526</td>
<td>Theories of Language Structure and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 527</td>
<td>English Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 528</td>
<td>Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 570</td>
<td>Voice, Diversity, Equity and Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

All of these courses are available online through the Brandman University Blackboard Platform.

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, children’s center instructional permit or children’s center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive or classes primarily organized for adults except the following:
- 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).

Professional Reading Certificate
This program provides credentialed teachers the opportunity to earn the CTC authorized Professional Reading Certificate.

Admission Requirements
Candidates entering this program must meet the admission standards for a Brandman University Teacher Credential Program (see above) and hold a valid California Teaching Credential. Prior to filing for the certificate, the candidate must have completed three years of teaching experience in any grade preschool through adult exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.

Prerequisites
EDMU 520 or EDMU 521 or an approved equivalent, and
EDSU 532 or an approved equivalent

Required Courses
EDUU 619 Literacy Assessment and Evaluation I 3
EDUU 620 Children’s Literature and Family Literacy 3
EDUU 622 Seminar in Program Design 3
EDUU 623 Reader Leader I: Planning Delivery 3
EDUU 610 The Teacher as Scholarly Practitioner: Action Research 3

Total Credits (not including prerequisites) 15

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 575</td>
<td>Introduction to Autism Spectrum Disorders: Causes and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 675</td>
<td>Educational Planning Issues for the Education of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 676</td>
<td>Autism Spectrum Disorders: Assessment and Strategies for Success, I</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 677</td>
<td>Autism Spectrum Disorders: Assessment and Strategies for Success, II</td>
<td>3</td>
</tr>
</tbody>
</table>
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 eight emphasis areas lead to a license or credential for in the K-12 education system with the exception of the Reading Education emphasis, if the candidate meets the program and credential requirements for the Reading Certificate. All students complete six MAE core courses. In addition, candidates complete one emphasis area. Eight emphasis areas are offered: curriculum and instruction*, reading, professional teaching standards, educational leadership and administration, 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.

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 and Administration 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
Candidates for the Master of Arts in Education degree with an emphasis in Curriculum and Instruction or Educational Leadership and Administration must successfully take a written comprehensive examination. The examination will cover both the required core courses and the emphasis area(s) selected by the candidate. Candidates may sit for the examination upon completion of all prerequisites, the six core courses, and at least two of the elective courses. Also, students must be currently enrolled in their remaining two elective courses. Students must have a cumulative GPA of 3.0 or better for all of the courses completed. It is necessary to register for the examination prior to the deadlines posted at each campus.
Candidates for the Master of Arts in Education degree with an emphasis Professional Teaching Standards must successfully pass the Core Portion of the MAE Comprehensive Examination. The successful preparation of a National Board for Professional Teacher Standards portfolio is required for demonstration of mastery for the emphasis area.
Candidates for the Master of Arts in Education degree with an emphasis in Reading Education must complete and present an Action Research Project. Candidates submit their project upon completion of all prerequisites, the six core courses and the elective courses. A cumulative GPA of 3.00 or better must be maintained for all of the courses completed.
Candidates for the Master of Arts in Education degree with an emphasis in Teaching and Learning must successfully take a written comprehensive examination covering the required core courses only. Candidates may sit for comprehensive exams upon completion of the six core courses. A cumulative GPA of 3.0 or better must be maintained for all of the courses completed.
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. Candidates A cumulative GPA of 3.0 or better must be maintained for all of the courses completed.

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. A cumulative GPA of 3.0 or better must be maintained for all of the courses completed.

**Core Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 605</td>
<td>Democracy, Education and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
</tr>
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<td>EDUU 607</td>
<td>Seminar in Comparative Education</td>
<td>3</td>
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<tr>
<td>EDUU 608</td>
<td>Seminar in Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 609</td>
<td>Seminar in Curriculum Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUU 570</td>
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<tr>
<td>EDUU 526</td>
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<td>and/or</td>
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<tr>
<td>one course from the following: EDUA 670, 672, 674, 675, 676, 678</td>
<td>6</td>
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<td>and/or</td>
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<tr>
<td>one course from the following: EDUA 519, 560, 602</td>
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</table>

**Master of Arts in Education- Educational Leadership and Administration (12 credits)**

*Prerequisite: Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner.*

Take four courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 670</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 672</td>
<td>Management of Personnel, Resources and Operations</td>
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<td>EDUA 674</td>
<td>Supervision and Assessment of Instruction</td>
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<td>EDUA 675</td>
<td>Policy, Politics and Educational Governance</td>
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<td>EDUA 676</td>
<td>Educational Law and Finance</td>
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<tr>
<td>EDUA 678</td>
<td>Leadership for Diversity, Equity and Community</td>
<td>3</td>
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</tbody>
</table>

**Master of Arts in Education- Reading Education (12 credits)**

*Prerequisite: Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner. Candidates must take:*
EDMU 520 or 521 or an approved equivalent
and
EDSU 532 or an approved equivalent

Required Courses
EDUU 610 The Teacher as Scholarly Practitioner: Action Research 3
EDUU 611 Action Research Development 3

Emphasis Courses (6 credits)
Select two courses from the following:
EDUU 619 Literacy Assessment and Evaluation 3
EDUU 620 Children's Literature and Family Literacy 3
EDUU 622 Seminar in Program Design I 3
EDUU 623 Reader Leader: Planning and Delivery I 3

Master of Arts in Education- Professional Teaching Standards (12 credits)
Prerequisite: Candidates must have held or currently hold a valid teaching credential or take EDUU 515 - Teaching the Adult Learner.

One elective from the Curriculum and Instruction emphasis area
and
EDUU 646 Foundations in Standards and Propositions for National Board Certification and Portfolio Development 3
EDUU 647 Assessing and Analyzing the Teaching and Learning Process for National Board Certification 3
EDUU 648 Curriculum Implementation and Performance Assessments for National Board Certification 3

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

Note: Demonstration of Mastery is considered met by earning a B or better in EDUU 566

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 or must take or have taken EDUU 325 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

Master of Arts in Education-Teaching and Learning (12 credits)

Prerequisite: 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.

Note: There is no time limit for pre-requisites for the MAE

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

Total Credits 30

Master of Arts in Education - Professional Learning Community

This degree program is designed for a group of educators who have created a learning community defined as a group who:

- 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
Same as for all MAE degrees

Core Courses (24 credits)
MAE Core Course Requirements (see above) 18
Plus EDUU 610 The Teacher as Scholarly Practitioner: Action Research 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.

Total Credits 36

Candidates must progress through the program as a cohort, with candidates completing their coursework and demonstration of mastery at approximately the same time.

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 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.

Admission Requirements

Admission to this MA program includes admission to the Administrative Services Credential, Tier 1. Students who already hold the Administrative Services Credential, Tier 1, are not eligible for admission to this program. Admission to the program may be achieved by meeting the following requirements:

1. Satisfactorily fulfill graduate admission requirements for Brandman University as stated in this catalog (see the Graduate Admission section).
2. Applicants using the BRANDMAN UNIVERSITY Admission Option #2 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 this 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. Complete the EDUU 511 prerequisite for the program. The prerequisite will have been met if the applicant holds a valid basic credential or has previous coursework that meets this requirement. If this course is not completed at the time of admission, it must be completed within the first two sessions of enrollment and prior to enrollment in any 600-level coursework. Candidates who have successfully completed any Brandman University Preliminary Credential programs and have passed the CSET, MSAT, SSAT, or PRAXIS examination automatically qualify for admission to this program.
5. Submit a passing score card for the CBEST. Candidates who received a California teaching credential after 1983 will have passed the CBEST. Those who hold a life credential may not have passed the CBEST and will have to take the test.
6. Two letters of recommendation from individuals who are familiar with the applicant's academic/professional ability to undertake graduate study.
Program Requirements

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 filed 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 must: 1. Submit a Professional Portfolio that will be completed in EDAU 691 and; 2. Pass a written comprehensive examination. The examination is based on the California Professional Standards for Educational Leaders. Candidates may sit for the examination upon completion of all courses. It is necessary to register for the examination prior to the deadlines posted in the catalog.

Prerequisite
EDUU 511  Collaboration for Inclusive Schooling (or an equivalent course or California Multiple or Single Subject California Professional Clear Teaching Credential)  

Core Courses (12 credits)
EDUU 600  Research and Evaluation Methods (should be taken in first or second term of enrollment)  
EDUU 606  Seminar in Learning Theory  
EDUU 608  Seminar in Social Foundations of Education  
EDUU 609  Seminar in Curriculum Studies

Content Courses (18 credits)
EDAU 670  Organizational Leadership and Development  
EDAU 672  Management of Personnel, Resources and Operations  
EDAU 674  Supervision and Assessment of Instruction  
EDAU 675  Policy, Politics and Educational Governance  
EDAU 676  Educational Law and Finance  
EDAU 678  Leadership for Diversity, Equity and Community

Capstone Course (3 credits)
EDAU 691  Directed Fieldwork in Administrative Services

Total Credits (not including prerequisite) 33
**Administrative Services Preliminary Credential Requirements**

Upon completion of the Master of Arts in Educational Leadership and Administration degree, students may be eligible to apply for a California Administrative Services Certificate of Eligibility or Credential, Tier 1 with these additional requirements:

1. Valid, CTC “basic” Credential
2. Passing Score on the CBEST (Candidates who received a teaching credential after 1983 will have passed CBEST. Those who hold life credentials may not have passed the CBEST and pass in order to be recommended for the AS1 preliminary credential.
3. Complete and pass all program course work with at least a B- or higher
4. Complete the fieldwork component (Internship Credential holders must have at least 6 units of EDAU-691 to have completed fieldwork and be recommended for the AS1 preliminary credential.
5. A minimum of three years of verified full-time employment under a “basic” CTC credential at the time of being recommended for the AS1 preliminary credential.
6. Exit Interview
7. Exit Survey.

**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 under an Internship Credential are required to take an additional three credits of EDAU 691. This course will provide the support needed to help ensure the Candidate’s success as she or he develops a Professional Development Plan that is appropriate for the Candidate and her or his assigned duties.

**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 (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 SCHOOL COUNSELING AND PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING (PPSC)

Brandman University offers a Master of Arts in School 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 school 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 School Counseling program requires 48 units of coursework. Students entering the School 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 School 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).

School Counseling Course Requirements

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSPU 500</td>
<td>Introduction to Counseling and Intervention</td>
<td>3</td>
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<tr>
<td>CSPU 511</td>
<td>Introduction to Ethical Practice of School Counseling</td>
<td>3</td>
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<tr>
<td>CSPU 512</td>
<td>Advanced Counseling and Intervention</td>
<td>3</td>
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<td>CSPU 513</td>
<td>Group Leadership and Intervention</td>
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<td>CSPU 514</td>
<td>Cultural and Community Issues in Counseling</td>
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<td>CSPU 515</td>
<td>Practicum in School Counseling</td>
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<td>CSPU 516</td>
<td>Children and Youth In Developmental Context</td>
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<td>CSPU 616</td>
<td>Leadership and Systems Change</td>
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<td>CSPU 617</td>
<td>Transition to Work and Career</td>
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<td>CSPU 618</td>
<td>Best Practices in School Counseling</td>
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<td>CSPU 620</td>
<td>Supervision and Mentoring in School Counseling I</td>
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<td>CSPU 621</td>
<td>Supervision and Mentoring in School Counseling II</td>
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<tr>
<td>CSPU 640</td>
<td>Consultation and Indirect Intervention</td>
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<td>EDUU 511</td>
<td>Collaboration for Inclusive School Counseling</td>
<td>3</td>
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<td>Course</td>
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<td>Credits</td>
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<tr>
<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 602</td>
<td>Positive Behavioral Supports</td>
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**Total Credits** 48
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)

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 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:
   - 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.
   - 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.
   - A current resume which includes experiences working with children.
   - 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 (#0400).

Specific School Psychology Course Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPU 500</td>
<td>Introduction to Counseling and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 510</td>
<td>Introduction to the Ethical Practice of School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSPU 512</td>
<td>Advanced Counseling and Intervention</td>
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<td>CSPU 513</td>
<td>Group Leadership and Intervention</td>
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<td>CSPU 514</td>
<td>Cultural and Community Issues in Counseling</td>
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<tr>
<td>CSPU 516</td>
<td>Children and Youth in Developmental Center</td>
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<tr>
<td>CSPU 534</td>
<td>Practicum in School Psychology I</td>
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<td>CSPU 535</td>
<td>Practicum in School Psychology II</td>
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<tr>
<td>CSPU 622</td>
<td>Supervision and Mentoring in School Psychology I</td>
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<td>CSPU 623</td>
<td>Supervision and Mentoring in School Psychology II</td>
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<td>CSPU 624</td>
<td>Supervision and Mentoring in School Psychology III</td>
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<td>CSPU 625</td>
<td>Supervision and Mentoring in School Psychology IV</td>
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<tr>
<td>CSPU 636</td>
<td>Cognitive and Neuropsychological Assessment for Intervention</td>
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<tr>
<td>CSPU 637</td>
<td>Psychoeducational Assessment I</td>
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<tr>
<td>CSPU 638</td>
<td>Psychoeducational Assessment II</td>
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<tr>
<td>CSPU 639</td>
<td>Advanced Positive Behavioral Supports</td>
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<tr>
<td>CSPU 640</td>
<td>Consultation and Indirect Intervention</td>
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<tr>
<td>CSPU 641</td>
<td>Best Practices in School Psychology</td>
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<tr>
<td>EDUU 519</td>
<td>Strategies: Mild and Moderate</td>
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<tr>
<td>EDUU 600</td>
<td>Research and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 601</td>
<td>Assessment and IEP Development</td>
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</tr>
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<td>EDUU 602</td>
<td>Positive Behavioral Supports</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 69
MASTER OF ARTS IN SPECIAL EDUCATION

This degree program is designed primarily for individuals seeking a career or advancement opportunities in special education. It should be noted that candidates completing Option #1 will not have met the requirements for the Education Specialist curriculum" or “Education Specialist Program” or “Education Specialist Credential”.

Candidates completing Option #2 will meet the course requirements for the Level II Credential. Additional requirements for both the Preliminary and Level II credentials can be found under the specific credential programs provided elsewhere in this catalog. Candidates should discuss program options with their academic advisor.

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 and 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

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 601 Assessment and IEP Development 3
EDUU 602 Positive Behavior Supports 3

Core Courses (9 credits)
EDUU 519 Teaching Students with Mild/Moderate Disabilities 3
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. Please consult with an advisor to discuss requirements for specific authorizations.

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 - Comprehensive Examination
Candidates must pass a computer administered comprehensive examination covering required coursework. Candidates who have a cumulative GPA of 3.0, and have completed all prerequisites and 30 credits in the program are eligible to sit for the comprehensive examination. (See the Graduate Academic Policies and Procedures section for additional guidelines.)

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.

Core Courses (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 519</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>or EDUU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 511</td>
<td>Collaboration for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 600</td>
<td>Research &amp; Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 601</td>
<td>Assessment and IEP Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 602</td>
<td>Positive Behavioral Supports</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 603</td>
<td>Instructional Supports for Communication, Language, and Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>
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)
select from the following:
CSPU 639 Advanced Positive Behavior Support 3
EDUU 650 Transitions Across the Lifespan 3
EDUU 661 Collaborative and Cooperative Teaching 3
EDUU 687/688 Professional Induction Planning and Assessment 6
EDUU 638 Advanced Assessment & Instructional Support for Persons with Mild/Moderate Disabilities 3
or EDUU 660 Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities 3

Total Credits (not including prerequisite) 39

Demonstration of Mastery - Comprehensive Examination
Candidates must pass a computer administered comprehensive examination covering required coursework. Candidates who have a cumulative GPA of 3.0, and have completed all prerequisites and 30 credits in the program are eligible to sit for the comprehensive examination. (See the Graduate Academic Policies and Procedures section for additional guidelines.)
MASTER OF ARTS IN SPECIAL EDUCATION - PROFESSIONAL LEARNING COMMUNITY

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

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.

Total Credits  30

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
The School of Education has scholarship requirements that supersede the Academic Policies of Brandman University. (For Brandman University, graduate policies, please refer to the Graduate Academic Policies and Procedures section in this catalog.) A grade of "B-" or higher must be earned for EDUU 510. 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. In order for a candidate to qualify for directed teaching, the candidate needs to have completed all credential coursework with the exception of one class while maintaining a 3.0 GPA.
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

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

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: Action Research    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 the CSET 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.

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**Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential**

**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

**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)

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDUU 600</td>
<td>Research and Evaluation</td>
<td>3</td>
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<tr>
<td>EDUU 606</td>
<td>Seminar in Learning Theory</td>
<td>3</td>
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<tr>
<td>EDUU 609</td>
<td>Seminar in Curriculum Studies &amp; Assessment</td>
<td>3</td>
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<tr>
<td>EDUU 610</td>
<td>Teacher as Scholarly Practitioner: Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 611</td>
<td>Action Research Development</td>
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</table>

**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 the CSET 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.

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### Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild/Moderate and/or Moderate/Severe Credential(s)

#### Prerequisites (11 credits)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUU 395</td>
<td>Education Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYU 323</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 413/513</td>
<td>Student Health and Safety</td>
<td>2</td>
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<tr>
<td>EDUU 551</td>
<td>Educational Application of Computers I</td>
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#### Core Courses (24 credits)

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<td>EDUU 510</td>
<td>Introduction to Teaching</td>
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<tr>
<td>EDUU 511</td>
<td>Collaboration for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 512</td>
<td>The Art and Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 649</td>
<td>Data-Based Decision Making in Special Education</td>
<td>3</td>
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<tr>
<td>EDUU 602</td>
<td>Positive Behavior Supports</td>
<td>3</td>
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<tr>
<td>EDUU 603</td>
<td>Instructional Supports for Communication, Language, and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 655</td>
<td>IEP Development and Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>EDMU 520</td>
<td>Literacy and Language in K-8 Classrooms I</td>
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#### Literacy Content (3 credits)

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<tr>
<td>EDMU 521 or</td>
<td>Literacy and Language in K-8 Classrooms I</td>
<td>3</td>
</tr>
<tr>
<td>EDSU 532</td>
<td>Effective Literacy for Single Subject Candidates</td>
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#### Emphasis Course (3-6 credits)

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<tr>
<td>EDUU 519 and/or</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 560</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
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 (for Interns) 3
- EDTU 591 Supported Teaching, Moderate/Severe (for Interns) 3
- EDTU 592 Directed Teaching, Mild/Moderate 3-6
- EDTU 593 Directed Teaching, Moderate Severe 3-6

**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, Action Research 3
- EDUU 611 Action Research Development 3

Note: Traditional candidates will take a minimum of 1 session 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 seeking both a Mild/Moderate and Moderate/Severe Credential will be required to complete at least 2 terms of Directed Teaching.

Interns may not waive Supported or Directed Teaching units. However, traditional candidates may waive up to 3 units of Directed Teaching based on at least 1 year of documented full-time teaching experience in the respective credential area.

**Total Program Credits (not including prerequisites)** 48-72
SCHOOL OF NURSING AND HEALTH PROFESSIONS

Faculty:
Renee McLeod, Ph.D., APRN, CPNP, Dean, Nursing and Health Professions
Mary Z. Mays, Ph.D., Associate Dean of Nursing and Health Professions

Kelli L. Fuery, Ph.D.
Tyke Hanisch, DNP, APRN, FNP-C
Judith Connell, Dr.P.H.
Heather Ross, DNP, ANP-BC, FHRS

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 advance their professional role in a dynamic health care environment. This degree builds on the nursing practice skills and experience that each student brings and integrates these skills while providing new and innovative ways to think about the health care system. Emphasis will be placed on patient-centered care, use of technology, improving outcomes, innovative leadership, and using evidence to base practice.

Mission:
To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing health care system.

Bachelor of Science Degree in Nursing Learning Outcomes:

Graduates of the BSN program will:

- **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 (Spring 1).

Application Deadline:

1. Priority Application Deadline for Fall 1, 2010 Admission is May 14, 2010
2. The Final Admission Deadline for Fall 1, 2010 Admission is August 15th, 2010.
3. Priority Application Deadline for the Spring 1, 2011 Admission is October 30th, 2010
4. The Final Admission Deadline for Spring 1, 2011 Admission is December 15th, 2010

Admission Requirements:

1. Complete a School of Nursing and Health Professions RN to BSN application package including references and self evaluation. Applications are available online at 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.
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)
   - Chemistry with a lab (4 credits)
   - MATU 203 Introduction to Statistics or equivalent (3 credits)
   - Human Growth and Development Across the Lifespan (3 credits)
   - Humanities (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 classes start. NCLEX must be passed for enrollment in classes with application for license pending.
8. Unencumbered Registered Nurse (RN) license from the state where you plan to do your internship hours or date for NCLEX scheduled before classes start. NCLEX must be passed for enrollment with application for license pending.
9. Proof of a negative TB Skin Test or equivalent proof that will be current at the time of acceptance.
10. Proof of completion of Hepatitis A and B immunization or titer.
11. Proof of two doses of MMR or appropriate titer.
12. Proof of Tetanus/Diphtheria (Td or DTap) immunization within the past 10 years.
13. Proof of Chicken Pox (Varicella) immunity by titer.
15. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
17. Annual Flu Immunization is required before starting the internship.
18. Additional laboratory tests/and or immunizations, or documentation may be required for clinical courses by certain health care agencies.

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: (124 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 124 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 45 general education credits. Credits are satisfied with the following:

Course (12 Credits)

Basic Skills
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
MATU 104 or higher or any statistics course

Using Technology:
(Embedded throughout the curriculum)

**Breadth Requirements (33 Credits)**

<table>
<thead>
<tr>
<th>Humanities:</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science:</td>
<td>16</td>
</tr>
<tr>
<td>Social Sciences:</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total General Education Credit Requirements** 45

Students are not required to take Liberal Studies 300

**Foundation Courses (16 credits). These credits may be embedded in block transfer**

- ENGU 104 Writing about Literature or equivalent 3
- Chemistry with a lab 4
- MATU 203 Introduction to Statistics or equivalent 3
- Human Growth and Development Across the Lifespan 3
- Humanities (Foreign Language or Sign Language preferred) 3

**Total** 16

**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** 88

- **Block Transfer (72 credit hours)**
- **Foundation Credits/Electives (16 credit hours)**

**Total Credit Hours for the Degree** 124

* Students in these courses are required to attend the 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 124 hours.

Certificate Program:

**Maharishi Ayur-Vedic Medicine™: Mother-Baby Health Care Certificate (Part-time)**

The 14 credit undergraduate certificate in Maharishi Ayur-Vedic Medicine™: Mother-Baby Health Care is designed for the registered nurse working with mothers and babies, or who wants to learn effective, natural approaches to prevention and treatment of imbalances as the basis of disease using elements missing from current nursing education.

Admission to the certificate program is granted to individuals who meet the standards for regular undergraduate admission to Brandman University. Verification that the applicant has completed a course in Transcendental Meditation may be used to waive NURU 420. No other transfer credits will be accepted. The required GPA for the certificate is 2.5. NURU 420 is taken as a pass/fail course. All other courses will be graded with a letter grade when taken for credit. Students enrolled in a credential program, graduate degree program, or graduate certificate program may not enroll concurrently in an undergraduate degree certificate program for credit but this certificate may be taken concurrently for continuing education credit.

Ayurveda® means "the science of life" and comes from the ancient Vedic tradition of India, where it has been practiced for more than 5,000 years. Centuries of neglect led to a decline in Ayurveda® until 1980, when Maharishi Mahesh Yogi, founder of Transcendental Meditation, gathered the foremost living exponents of ayurveda to enliven this age-old knowledge in its completeness and original purity.

Maharishi Ayurveda™ is the world's most ancient and complete science of natural medicine. It provides a wealth of knowledge and time tested therapies to promote health in both mind and body. The purpose of this certificate is to provide registered nurses with the knowledge and skills to assist women through pregnancy, post-partum, and the first year of an infant’s life with a focus on disease prevention, maintaining a balance in life, the basis of good health, and providing a foundation for a healthy lifestyle for children and families. This can be used as an addition to current practice or as a home care treatment program for new mothers.

**Required Courses (14 credits):**

* NURU 420 Transcendental Meditation (Prerequisite or Co-requisite with Good Health Through Prevention or may be waived for students certified in the TM program) 2
* 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

*Courses may be taken alone for credit or CEU without taking the rest of the certificate

Please see the Undergraduate Section of the Catalog for related Certificate in Nutrition and Wellness.
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.

MHA 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
Courses are taken in a full time or part-time format, one or two courses each eight-week term. The courses are delivered using a blended format. The face-to-face time is conducted during two required immersion sessions a year from 3–4 days each held at the beginning of the program.
Admission to the Program
Admission into the MHA is twice a year in August (Fall 1) and January (Spring 1).

Application Deadline:
- Priority Application Deadline for Fall 1, 2010 Admission is May 14, 2010.
- The Final Admission Deadline for Fall 1, 2010 is August 15, 2010.
- Priority Application Deadline for Summer 1, 2011 Admission is October 30, 2010.
- The Final Admission Deadline for Summer 1, 2011 Admission is December 15, 2010.

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 x 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, however, 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.)

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 must be taken as the first course in the degree or certificate.

Required Core Courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HAUU 601</td>
<td>Health Care Policy, Organization, and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 602</td>
<td>Innovations in Technology and Information Access</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 621</td>
<td>Innovations in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 631</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 641</td>
<td>Law, Ethics, and Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 645</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 651</td>
<td>Quality Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HAUU 696</td>
<td>Health Services Strategic Planning Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 credits):
Twelve credits from 500/600-level courses in various disciplines including: health administration, human resource management, organizational leadership, health risk and crisis communication, and/or business administration courses. Students may personalize and strengthen their program of study by using elective credits to pursue one or more graduate certificates.

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 emphasis 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.

Health Administration Certificate
The School of Nursing and Health Professions offers graduate certificate programs in health administration and gerontology. These certificate programs allow 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 either health administration or gerontology and receive a graduate certificate. Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program.
No transfer credit may be used for either certificate program. The required GPA for either certificate is 3.0.

**Required Courses (12 credits):**

- HAUU 601 Health Care Policy, Organization and Delivery 3
- HAUU 621 Innovations in Health Care Administration 3
- HAUU 631 Health Care Finance 3
- HAUU 641 Law, Ethics, and Health Services 3

Students who wish to pursue the Master of Health Administration degree program may use all of the above credits if the following requirements are met:

1. All certificate coursework applied to the master’s program must be completed with a grade of “B” or higher.
2. All master’s degree requirements must be completed within a seven-year period.

**Gerontology Certificate**

Health professionals with at least a baccalaureate degree from a regionally accredited college or university may opt to pursue a non-degree curriculum in either health administration or gerontology and receive a graduate certificate. Admission to the certificate program is granted to individuals who meet the standards for admission to a graduate program.

No transfer credit may be used for either certificate program. The required GPA for either certificate is 3.0.

**Required Core Courses (9 credits)**

- HAUU 670 Health Care and Aging 3
- HAUU 672 Geriatric Health Care and Public Policy 3
- HAUU 674 Understanding Death and Dying 3

**Electives. Choose one of the following (3 credits):**

- HAUU 671 Issues in Aging 3
- HAUU 675 Geriatric Mental Health 3

**Total Credits 12**

Students who wish to pursue the Master of Health Administration degree program may use all of the above credits if the following requirements are met:

1. All certificate coursework applied to the master’s program must be completed with a grade of "B" or higher.
2. All master’s degree requirements must be completed within a seven-year period.
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, 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:

- Describe factors that contribute to effective public health communication, with specific emphasis on risk and emergency contexts.
- Identify culturally appropriate health communication strategies for interpersonal relationships within public health.
- Explain the efficacy of new technologies in risk and crisis contexts as a means of successful health communication.
- Demonstrate critical analytical skills by evaluating various positions and solutions in the implementations of health risk and crisis communication.
- Develop and evaluate effective health communication campaigns that communicate with the public from multiple perspectives.
- 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 using a blended format. The face-to-face time is conducted during two required immersion sessions a year from 3–4 days long held at the beginning of the program, and at the end of the program for students completing the program full time in one calendar year.
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 (Summer 1).

Application Deadline:
- Priority Application Deadline for Fall 1, 2010. Admission is May 14, 2010.
- The Final Admission Deadline for Fall 1, 2010 is August 15, 2010
- Priority Application Deadline for Summer 1, 2011. Admission is February 15, 2011
- The Final Admission Deadline for Summer 1, 2011 Admission is April 15, 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 x 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 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 Credit Policy

Up to 6 transfer credits may be accepted toward the Master's in Health Risk and Crisis Communication. Please see the Transfer Credits and Concurrent Enrollment section of the catalog for a complete description of transfer requirements.

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 610 Health Communication must be taken as the first course in the degree or certificate.

Required Courses (21 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCCU 601</td>
<td>Health Risk and Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 610</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 671</td>
<td>Health Communication Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 681</td>
<td>Computer Mediated Communication</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 691</td>
<td>Health Literacy</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 698</td>
<td>Community-Based Health Communications Capstone</td>
<td>3</td>
</tr>
<tr>
<td>HRCCU 699</td>
<td>Independent Study in Health Risk and Crisis Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
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 670 Health and Aging 3
HAUU 672 Geriatric Healthcare and Public Policy 3
HAUU 674 Understanding Death and Dying 3
HRCCU 677 Nutrition and Wellness Campaigns 3
HAUU 675 Geriatric Mental Health 3

Total Credits 30

Graduate Certificate in 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.

The student must possess a baccalaureate degree from a regionally accredited college or university and complete the admission requirements for full graduate standing to pursue the graduate certificate. No transfer credit may be used.

A grade of “C” 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.

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.

HRCCU 610 Health Communication must be taken as the first course in the certificate.

Required Certificate Courses (12 credits)

HRCCU 601 Health Risk and Crisis Communication 3
HRCCU 610 Health Communication 3
HRCCU 671 Health Communication Campaigns 3
HRCCU 691 Health Literacy 3

Total Credits 12
DOCTOR OF NURSING PRACTICE (DNP) DEGREE IN NURSING

The Doctor of Nursing Practice Degree (DNP) is designed for the registered nurse or advanced practice nurse who is ready to enhance their leadership role as an advanced practice registered nurse in a dynamic health care environment. 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 think about the health care system. An innovative, technology-enriched, educational approach will be used to create advanced practice clinical nursing experts who base decisions upon 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 to base practice.

Mission:
To provide dynamic education that focuses on inquiry and innovative practice relevant to an ever changing health care system.

Doctor of Nursing Practice Learning Outcomes
Graduates of the DNP Program will:

- **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 two 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 wants to move into advanced practice in one of five specialties. The specialties offered will be an Adult Acute Care Nurse Practitioner (ACNP), a Pediatric Nurse Practitioner- Acute Care (PNP-AC), a Neonatal Nurse Practitioner (NNP), a Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and a Gerontological Nurse Practitioner (GNP).

The third entry option is for the registered nurse who has a Master of Science Degree in Nursing (MSN) and is not an advanced practice nurse who wants to move into advanced practice in one of five specialties. This option is also available for the advanced practice nurse who wants to add one of the five specialties.
students will apply as if they are a BSN to DNP student, and an individualized program of study will be
developed after admission. Courses from the MSN will be transferred in after review by the School of Nursing
and Health Professions Petition Committee.

The Post Master’s to Doctor of Nursing Practice (DNP) Entry Option

Course Delivery
The Post Master’s to DNP program is designed for the working advanced practice nurse. Students take 1
course per 8 week term and complete the program in 1.5 years.

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; 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 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 Post Master’s Degree to DNP is twice a year in August (Fall 1) and January (Spring 1).

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 BSN to DNP option. Students will only
be admitted once a year in the January under this option. 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
• Priority Application Deadline for Fall 1, 2010 Admission is May 14, 2010
• The Final Admission Deadline for Fall 1, 2010 Admission is August 15, 2010
• Priority Application Deadline for the Spring 1, 2011 Admission is October 30, 2010
• The Final Admission Deadline for Spring 1, 2011 Admission is December 15, 2010

Admission Requirements
1. Complete a School of Nursing and Health Professions application package including references and
self evaluation. Applications are available online at 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. 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. 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 vitae
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 California Registered Nurse (RN) license (may have a temporary license)
11. Current Advanced Practice RN license in state where you plan to do your clinical hours. Current 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.
12. Interview (by phone or in person) as needed.
13. Proof of a negative TB Skin Test that will be current at the time of acceptance.
14. Proof of completion of Hepatitis A and B immunization or titer.
15. Proof of two doses of MMR or appropriate titer.
16. Proof of Tetanus/Diphtheria (Td or Dtap) immunization within the past 10 years.
17. Proof of Chicken Pox (Varicella) immunity by titer or immunization.
19. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.
20. Additional laboratory tests/and or immunizations, or documentation may be required for clinical hours by certain health care agencies if you are not an employee.
21. Annual Flu Immunization is required before starting clinical.

**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 Master’s 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 Bradman University. This program is designed following the guidelines and DNP essentials as set forth by the American Association of Colleges of Nursing (AACN).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>DNP Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNPU 700/HAUU 601</td>
<td>Health Care Policy, Organization and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 701</td>
<td>Biostatistics for Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 702/HAUU 602</td>
<td>Innovations in Technology and Information Access</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 703</td>
<td>Leading Through Innovation</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 704</td>
<td>Evidence-based Thinking for Scholarship and Practice III</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 705/HRCCU 601</td>
<td>Health Risk and Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 706</td>
<td>Transforming Health Care Through Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 707</td>
<td>Clinical Residency I (255 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 708</td>
<td>Application of Evidence-based Thinking Capstone</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 709</td>
<td>Clinical Residency II (255 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (500 or 600 level course approved by advisor)</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Nursing to Doctor of Nursing Practice Entry Option:
(73 credits)

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 become an advanced practice nurse in a dynamic health care environment. Students have the option of enrolling in a full-time or part-time program of study.

Full-time students take 2 courses per 8-week term and complete the program in 2 years.

Part-time students complete the program in 3 years: the first 2 years as part-time study, taking 1 course per 8-week term and the third year as full-time study, taking 2 courses per 8 week term.

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. 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 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 BSN to DNP is once a year in January (Spring 1).

Application Deadline
- Priority Application Deadline for Spring 1, 2011 Admission is October 30, 2010
- The Final Admission Deadline for Spring 1, 2011 Admission is December 15, 2010

Admission Requirements
1. Complete a School of Nursing and Health Professions application package including references and self evaluation. Applications are available online at 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.
3. Students can be admitted to this degree program under Option One or Option Three only (see Requirements for Admission policy in the Graduate Catalog).
4. Official transcripts from the regionally accredited Baccalaureate degree granting institution.
5. 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.

7. Current and detailed resume or curriculum vitae.

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. Proof of a negative TB Skin Test that will be current at the time of acceptance.

13. Proof of completion of Hepatitis A and B immunization or titer.

14. Proof of two doses of MMR or appropriate titer.

15. Proof of Tetanus/Diphtheria (Td or DTap) immunization within the past 10 years.

16. Proof of Chicken Pox (Varicella) immunity by titer or immunization.


18. Copy of current CPR “Level C” Certification (Health Care Provider) that will not be expiring in the next 12 months.


20. Additional laboratory tests and or immunizations, or documentation may be required for clinical courses by certain health care agencies.

21. Annual Flu Immunization is required before starting clinical.

Transfer Credit
A maximum of 12 graduate credits may be transferred per the Transfer Credit policy (see Graduate Catalog).

Degree Requirements for the Bachelor of Science in Nursing to Doctor of Nursing Practice entry option: (73 credits)

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).

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 Acute Care Nurse Practitioner
- Family Psychiatric & Mental Health Nurse Practitioner
- Gerontological 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

### Course Graduate Science Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NURU 600</td>
<td>Theoretical Foundations of Evidence-based and Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 701</td>
<td>Biostatistics for Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 704</td>
<td>Evidence-based Thinking for Scholarship and Practice III</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 601</td>
<td>Transitions in Practice: The Advanced Practice Nurse as DNP</td>
<td>3</td>
</tr>
<tr>
<td>NURU 602</td>
<td>Developmental, Cultural and Spiritual Care Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits for Graduate Science Core** 15

### Course Advanced Practice Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NURU 603</td>
<td>Advanced Health Assessment Across Lifespan and Cultures</td>
<td>4</td>
</tr>
<tr>
<td>*NURU 604</td>
<td>Clinical Practicum (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURU 605</td>
<td>Advanced Pathophysiology for Neonates, Pediatrics and Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

Students will take only one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 606</td>
<td>Advanced Pharmacology for the Neonate, Child and Adolescent</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURU 607</td>
<td>Advanced Pharmacology for the Adult and Family</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 609</td>
<td>Genetics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 610</td>
<td>Synthesis of Advanced Practice Management, Role and EBP</td>
<td>3</td>
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</tbody>
</table>

**Total Credits For Advanced Practice Core** 19

### Course DNP Essentials Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNPU 700/HAUU 601</td>
<td>Health Care Policy, Organization and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 702/HAUU 602</td>
<td>Innovations in Technology and Information Access</td>
<td>3</td>
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<tr>
<td>DNPU 703</td>
<td>Leading Through Innovation</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 705/HRCCU 601</td>
<td>Health Risk and Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 706</td>
<td>Transforming Health Care through Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>DNPU 707</td>
<td>Clinical Residency I (255 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>*DNPU 708</td>
<td>Application of Evidence-based Thinking Capstone</td>
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</tr>
</tbody>
</table>

| Elective                  | Elective (500 or 600 level course approved by advisor) | 3       |

**Total DNP Essentials Credit Hours** 24
### Neonatal Nurse Practitioner Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 651</td>
<td>Embryology</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 652</td>
<td>Management in Neonatal Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 653</td>
<td>Practicum for Neonatal Acute Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 654</td>
<td>Complex and Chronic Problems in Neonates</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 655</td>
<td>Practicum for Complex and Chronic Problems in Neonates (255 Clinical Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Neonatal Nurse Practitioner Credit Hours** 15

### Pediatric Nurse Practitioner: Acute Care Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 651</td>
<td>Embryology</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 622</td>
<td>Management in Pediatric Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 623</td>
<td>Practicum in Pediatric Acute Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 624</td>
<td>Complex and Chronic Problems in Pediatric Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 625</td>
<td>Practicum for Complex and Chronic Problems in Pediatric Acute Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Pediatric Nurse Practitioner: Acute Care Credit Hours** 15

### Adult Acute Care Nurse Practitioner Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 631</td>
<td>Palliative Care and Pain Management</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 632</td>
<td>Management in Adult Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 633</td>
<td>Practicum in Adult Acute Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 634</td>
<td>Complex and Chronic Problems in Adult Acute Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 635</td>
<td>Practicum for Complex and Chronic Problems in Adult Acute Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Acute Care Nurse Practitioner Credit Hours** 15

### Family Psychiatric Mental Health Nurse Practitioner Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 641</td>
<td>Psychopharmacology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 642</td>
<td>Management in Family Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 643</td>
<td>Practicum in Psychotherapeutic Treatment Modalities (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 644</td>
<td>Complex and Chronic Problems in Family Psychiatric Care</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 645</td>
<td>Practicum for Complex and Chronic Problems in Family Psychiatric Care (255 Clinical Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Family Psychiatric Mental Health Nurse Practitioner Credit Hours** 15
## Course Gerontological Nurse Practitioner Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURU 631</td>
<td>Palliative Care and Pain Management</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 662</td>
<td>Management of Common Problems in the Aging Adult</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 663</td>
<td>Practicum in Care of the Aging Adult (255 Clinical Hours)</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 664</td>
<td>Management of Complex and Chronic Problems in the Aging Adult</td>
<td>3</td>
</tr>
<tr>
<td>*NURU 665</td>
<td>Practicum for Complex and Chronic Problems in the Aging Adult (255 Clinical Hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gerontological 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 Luxembourg, Director
Kathleen Wilson, Director
Kathryn Blacklock, Financial Analyst
John (Rocky) Hewitt, Outreach and Faculty Liaison

Program Support
Judith Deen
Ezra Huang
Mary Keeten
Jill Keizer
Caroline Gottschling
Judy Pine
Mary Shelton
Carla Wiesmuller

Extended Education
Extended Education provides credit and non-credit bearing courses and programs providing opportunities for both individuals and corporate 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.

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 their 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.

- 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 575 Introduction to Autism Disorders: Causes and Characteristics
  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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUU 526</td>
<td>Theories in Language Structure and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 527</td>
<td>English Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 528</td>
<td>Content-based Instruction &amp; Assessment for Linguistic Minority Students: SDAIE</td>
<td>3</td>
</tr>
<tr>
<td>EDUU 570</td>
<td>Voice, Diversity, Equity and Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

• **BTSA Partnership opportunities**  
  Extended Education partners with school districts throughout California to provide graduate level professional development credit for BTSA work. A portfolio of BTSA work evidencing abilities and competencies in defined areas may be awarded up to three units of credit toward specific Brandman degree programs.

• **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.

• **ED/B 967B: 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.

• **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.

• **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.

- **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 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.

**Human Resources**

Human Resources programming includes academic credit opportunities, professional development, 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. Certification of Completion and 2.4 continuing education units

- **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 transcripted 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. Certification 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. Certification of Completion and 1.5 continuing education units

- **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:
  
  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. Certification 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.

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. Samples of programs available follow. More programming is detailed at www.brandman.edu/exed.

Leadership NOW
A monthly two hour interactive workshop focuses 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. Monthly topics and registration are at 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. Individualized leadership challenges based on real life scenarios are the utilized to provide practical, real life learning. 36 hours/3.6 CEUs
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, leading teams, the power of cultural competence, and coaching principles and practice. Participants work in learning teams to develop and implement an individual Development Plan focused on specific leadership development issues. 45 hours/4.5 CEUs

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

XLSU 0004: Coaching Skills for Leaders
Coaching within an organization guarantees leadership at every level. Coaching skills provide the tools to develop, motivate and inspire employees and improve organizational effectiveness. This program provides participants with coaching principles and practice. Modules focus on coaching ethics and applications, the coach’s role in leadership and management, talent development, conflict resolution, change management and team development. 28 hours/2.8 CEUs

Powerful Presentation Skills
This eight week course, designed by ASTD-Orange County, builds the delivery skills of business professionals who are tasked with making presentations during team meetings, to clients or customers, at conferences or special events, or in the classroom. The five core modules include: basic presentation skills, engaging your audience, structuring your presentation, planning and preparation and how to handle challenging participants and situations. Additional modules provide skills development in effective storytelling and facilitating both individual and group activities. This highly interactive course is structured with lots of time for practice and feedback. Both instructors and practice session leaders are learning and development experts. For the Capstone, participants develop and deliver a 30-minute presentation or training session that incorporates the skills they have learned during the course.

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.

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.


FSNU 335  Obesity and Body Weight Regulation  3

A course satisfying requirements of the undergraduate Nutrition and Wellness Certificate. Course description can be found in the course description section of this catalog.

Maharishi Ayur-Vedic Medicine: Mother-Baby Health Care Certificate

An undergraduate nursing school certificate program that provides professional development CEU as well as academic credit. Admissions requirements and further descriptive information can be found in the School of Nursing section of this catalog. Course descriptions can be found in the course description section of this catalog.

NURU 420  Transcendental Meditation  3
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

NURU 651  Embryology

A course satisfying elective and prerequisite requirements in the School of Nursing degree programs. Course description can be found in the course description section of this catalog.

General Education Offerings

Extended Education assists in rounding out the Brandman University Extended Education offerings providing academic credit for such courses as the following:

MATU 115  Calculus I For Math, Science, and PreMed Focuses  3

A course satisfying general education requirements. Course description can be found in the course description section of this catalog.
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. 3 credits.

ACCU 302 Intermediate Accounting II
Prerequisites: ACCU 201 and ACCU 202. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. Lecture, discussion and field trips to area museums. 3 credits. (Online only)

**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. Lectures, discussion, field trips to area museums. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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.

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**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**
Same as PADU 610 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 610, 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 105 Chemistry
Designed for the non-science major—no mathematical or scientific background is necessary. Lectures range over a wide variety of topics, which may include but are not limited to, the environment, drugs, pollution, food preservatives, pesticides, and brewing. Guest lecturers, tours of local industries, and video aids may be incorporated into the lecture. 3 credits. (Online only)

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. This course may also be offered online. 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. 3 credits.

CSCU 210 Intro to Programming –Visual BASIC
This is a basic course in computer programming. Students will be introduced to problem-solving for programming in the context of Visual Basic.NET. The emphasis will be on learning programming as a transferable skill, to that end the focus will be on control structures, error handling and debugging and is
suitable for undecided students who wish to consider careers in computing. Some visual components will be included in the course. 3 credits.

**CSCU 218 C++ for Java Programmers**
Prerequisite: programming background in Java at the 231 level or above. This course is offered for programmers who want to become familiar with another object-oriented language. It will emphasize pointers, the differences between the syntaxes of the language, and C++ libraries. This course may also be offered online. 1 credit.

**CSCU 219 Java for C++ Programmers**
Prerequisite: programming background in C++ at the 230 level or above. This course is offered for programmers who want to become familiar with another object-oriented language. It will emphasize objects, the differences between the syntaxes of the language, and commonly used Java classes. 1 credit.

**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 230 Computer Programming I**
Prerequisite: MATU 110 or CSCU 210. Students are introduced to problem-solving methods and algorithm development in a high-level object-oriented programming language. The course emphasizes good design, coding, debugging, and documentation, as being fundamental to the discipline. 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 250 Assembly Language Programming**
Prerequisite: CSCU 230 or equivalent. Students learn basic programming and program structure in an assembly language, to provide experience with machine language instruction, execution, addressing and representation of data, macros, subroutines, linkages, and recursive routines. 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 252 Computer Architecture I**
Prerequisite: CSCU 210 or CSCU 230. Students learn the organization and structuring of the major hardware components of computers, to understand the mechanics of information transfer and control within a digital computer system, and to provide the fundamentals of logic design. 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. 3 credits.

**CSCU 315 Organizational Information Systems**
(Same as OLCU 315) 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 230 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 350 Data Structures
Prerequisite: CSCU 330. Students develop and use data structures such as stacks, queues, lists and trees to understand techniques such as hashing, dynamic storage allocation, and garbage collection. 3 credits.

CSCU 352 Computer Architecture II
Prerequisite: CSCU 250. Topics to be covered are the design and analysis of instruction set processors, memory management, paging, segmentation, I/O system design, multi-processors, networks, high level language computers, object-based architecture and data flow systems. 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 354 Programming Languages
Prerequisites: CSCU 230. Students develop an understanding of the organization and design of programming languages through the formal study of programming language specifications and analysis. 3 credits.

CSCU 355 Graphical User Interface Design
Prerequisite: CSCU 230. Students gain experience in designing applications for different GUIs (Graphical User Interfaces). Students investigate various application frameworks using object oriented component reuse techniques. Several windowing systems are explored and evaluated. 3 credits.

CSCU 360 Computer Graphics
Prerequisite: CSCU 330. The fundamental concepts of graphics software, hardware, and standards are examined. This course gives special emphasis to three-dimensional graphics and provides an introduction to graphical user interfaces. 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
Prerequisites: CSCU 252 or CSCU 350. 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. 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 390 Artificial Intelligence
Prerequisites: CSCU 330. Students study the tools, techniques, and applications of artificial intelligence. Students will be introduced to the programming techniques utilized in artificial intelligence applications. 3 credits.

CSCU 402 Compiler Construction
Prerequisites: MATU 250, CSCU 350, CSCU 354. Students examine the techniques involved in the analysis of source-language statements and the generation of object code. 3 credits.

CSCU 406 Algorithm Analysis
Prerequisites: MATU 211, MATU 250, CSCU 350. 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 411 Software Engineering
Prerequisites: CSCU 410. Overview of software engineering, software quality issues, software requirements, software design, software reuse, OOAD, and project management. This will serve as the course to demonstrate mastery of the program. This course will have a significant team project. 3 credits.

CSCU 415 Systems Quality Assurance and Testing
Prerequisites: CSCU 315 and/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. 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, CSCU 453, or CSCU 455. 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 491 Cooperative Education
1-6 credits.

CSCU 498 Capstone Project
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: 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.

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
The 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 2010-2011)

**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. 3 credits. (Online only)

**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 2010-2011)

**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 2010-2011)

**COMU 312 Group Dynamics and Leadership**
This course is designed to provide the student with the skills necessary to participate effectively in problem solving groups. Instruction includes theory and technique. Competencies in group communication are developed through in-class exercises, case studies. 3 credits. (not offered in 2010-2011)

**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)

**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 351 Business Presentations**
Provides insight into the corporate world and the communication skills and techniques, including creating computer-generated graphics, needed to be successful in today's business environment. A practical look at organizing and creating visual communication for the board room, trade show, and business meeting. 3 credits. (not offered in 2010-2011)

**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 2010-2011)

**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 2010-2011)

**COMU 372 Electronic Media: Theory, Resources and Production**
New digital media constitute a cultural revolution of the first magnitude and promise. Widespread and democratic access to treasure troves of intellectual and artistic works as well as the opportunity for anyone to reach a global audience on his or her own terms. The primary purpose of this course is to demonstrate specific ways of learning, critically appraising and utilizing electronic media resources so that students can participate in digital media's evolution. 3 credits. (Online only)

**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
Prerequisites: CSPU 510 or 511 and/or approval of the program coordinator. 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 coursework 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 session or 10 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 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, complete their program portfolios, and complete their capstone project as part of this course.

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
(Same as SOCU 380) 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 391 Youth At-Risk
(Same as PSYU 391 and SOCU 391) 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.
CJCU 403 Police and Society  
(= Same as SOCU 403) 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  
(= Same as SOCU 411) 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  
(= Same as SOCU 412) 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. 3 credits. (Online only)

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 2010-2011)

CJCU 420 Sociology of Deviant Behavior  
(= Same as SOCU 420) 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.

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. 3 credits. (Online only)

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. (available Spring 2011)

CJCU 460 White Collar Crime  
(= Same as SOCU 460/CJCU 560) 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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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.

**CJCU 500 Foundations of Criminal Justice**
This course provides an overview of the process and relationships between the components of the criminal justice system. Discussion areas include an evaluation of theoretical and applied criminal justice models, as well as pertinent contemporary issues. Discussions also may include interactions between the criminal justice system practitioners and defendants, victims, witnesses, the media, and the public. 3 credits.

**CJCU 501 Trends in Criminal Justice**
This course examines present and future trends in crime patterns, control, and justice administration. Students will examine and evaluate the sources of crime data, crime statistics and trends. Discussions also may address such vital topics as media effects, policy-making, legal issues, health care, technological advances, emergent crimes, and novel approaches to social control and punishment. 3 credits.

**CJCU 514 Management Issues in Criminal Justice**
This course examines management concerns pertinent to the internal and external operating environments of criminal justice system agencies. Discussions may involve such topics as administrative responsibility; affirmative action; liability; sexual harassment; stress; private sector management of criminal justice; and agencies, employee and community relations. 3 credits.

**CJCU 560 White Collar Crime**
(Same as SOCU/CJCU 460, but with additional graduate-level work required.) 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. 3 credits.

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**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)
All EDAU courses have a prerequisite of candidates must have held or currently hold a valid teaching credential or take EDUU-515- Teaching the Adult Learner.

EDAU 670 Organizational Leadership and Development
The purpose of an educational organization, such as school, is for people to join together to create good work that results in powerful learning for all children. This course covers group dynamics, the change process, and facilitative leadership models that support positive interdependence and worthwhile change. Effective leaders practice ethical decision-making, capacity-building, and critical reflection for themselves, others and the system. In authentically aligning words and work, they will learn how to inspire collaboration, and the creation of dynamic and democratic communities of learners. 3 credits.

EDAU 672 Management of Personnel, Resources and Operations
To 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 effect personnel will also be reviewed as well as the relationships between the Board of Education, employees, and the superintendent. 3 credits

EDAU 674 Supervision and Assessment of Instruction
Candidates study various theoretical paradigms and the historical content of teaching as well as multiple styles of learning. Assessment models are reviewed as they relate to current policies, laws, and standards. Candidates construct alternative models to current practices in the supervision of instruction or assessment. 3 credits

EDAU 675 Policy, Politics and Educational Governance
Effective and principled leadership requires a consciousness of power and influence and the capacity to deal with conflicts of interest in public education. Candidates 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. 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 unrestrictive funds, audit requirement, the impact of demographics on school district operations. 3 credits.

EDAU 678 Leadership for Diversity, Equity and Community
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. 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 100 clock hours. 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 will serve as a guide for acquiring a 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 have a valid preliminary Administrative Services (Level 1) credential. 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. Candidates must be accepted into Brandman’s Professional Clear Administrative Services Credential Program as specified in the catalog, must work closely with a faculty mentor/supervisor from the university and mentor/supervisor from the educational site. Under supervision, candidates will design and implement a Professional Development Plan (PDP). 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 Development Plan (PDP), 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, the university program advisor 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 all members of the triad (candidate, university, site). A culminating assessment brings closure to this process and establishes direction for continuing growth and professional development. 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 540/541. 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 and may enroll in EDUU 540/541. 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 pre-requisite 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.

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**EDSU 533-02 Effective Art Instruction for Single Subject Candidates**
Prerequisites: EDUU 510 and EDUU 512. The course provides candidates an opportunity to study teaching and learning in the Art, Music, Theatre, or Dance content areas. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom. They will design and present selected lessons that are aligned with the California K-12 Art, Music, Theatre, or Dance standards and Visual and Performing Arts Framework and reflect mastery of specific content area pedagogy. 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 533-04 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 533-17 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 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 533-10 Effective Music Instruction for Single Subject Candidates
Prerequisites: EDUU 510 and EDUU 512. The course provides candidates an opportunity to study teaching and learning in the Art, Music, Theatre, or Dance content areas. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom. They will design and present selected lessons that are aligned with the California K-12 Art, Music, Theatre, or Dance standards and Visual and Performing Arts Framework and reflect mastery of specific content area pedagogy. 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 533-18 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 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 533-19 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 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 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 EDSU 540/541. 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 EDSU 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 (for interns)
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 (for interns)
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: 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. 3-6 credits.

**EDTU 593 Directed Teaching: Moderate/Severe**
Prerequisites: 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. 3-6 credits.

**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.

**EDUU326: 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
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. Each unit of credit requires 20 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). The field experience hours in this course may be combined with prior experience to total 60 hours of field experience. Candidates who complete this course for one credential will need to repeat the course for 1 credit if entering a second credential program. Must be completed in first session of credential coursework. Graded on a Pass/No Pass basis. 1 - 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’ caregivers. 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 two tasks prior to completing content courses and the final two 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 10 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: EDUU 401 or 510 and EDUU 571 or 511. 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: Action Research
Prerequisites: Acceptance in the Master of Arts in Teaching program, the MAE/professional Learning Community emphasis, the MAE/Reading emphasis or the Reading Certificate program, a cumulative grade point average of “B,” and EDUU 600. 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 of action research and to apply those 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,
MAE/Professional Learning Communities candidates and MAE/Reading emphasis candidates must complete an action research proposal, paper and presentation as part of their Demonstration of Mastery for the degree. Reading emphasis and Reading Certificate candidates must complete an action research proposal, paper and presentation that address instructional practices in reading and/or diagnostic and remediation techniques in individual and small group tutoring assignments. The proposal may also address providing leadership in the organization and maintenance of the reading/literacy program at the building or school system level. 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 619 Literacy Assessment and Evaluation
Prerequisites: EDMU 520 or 521 and EDSU 532. A study in the assessment of oral and written language and reading, and ways to make instructional decisions based upon assessment. Reviews informal and formal assessments relevant to a balanced, comprehensive literacy program and the research basis for the provisions of effective assessment of literacy teaching and learning with student from varied cognitive, linguistic, and cultural backgrounds. Examines individual and group assessments for English Only and English Language Learners in grades K-12 and learns to select and administer such assessments to plan and deliver an educationally sound instructional program to improve fluency, comprehension, and academic language based upon the results of the assessments, and to communicate that information through informal means and professional reports. Participants are required to complete a minimum of 20 hours of supervised field experiences, which give the opportunity to combine theory with practice. 3 credits.

EDUU 620 Children’s Literature and Family Literacy
Prerequisites: EDMU 520 or 521 and EDSU 532. The study of the criteria and evaluation of quality literature, genres, reader response theories, and literary theory. Investigates family literacy issues as well as ways of bringing families and schools together to support literacy development of all students. Participants are required to complete a minimum of 20 supervised field experience hours, which provides the opportunity to connect theory and practice. 3 credits.

EDUU 622 Seminar in Program Design I
Prerequisites: EDMU 520 or 521 and EDSU 532. A study about issues related to understanding the needs and ways of learning about reading/language arts relevant to students from varied backgrounds. Examines
research and theory that form the basis of effective programs and interventions. Clinical field experience, a minimum of 20 hours, provides the opportunity to apply theory in practice. 3 credits.

EDUU 623 Reader Leader: Planning and Delivery I
Prerequisites: EDMU 520 or 521 and EDSU 532. A study of the teacher’s leadership role in the planning and delivery of reading instruction from goal setting, program planning, decision-making, problem solving, program supervision, and program evaluation for students from varied cultural and linguistic backgrounds. All participants are required to complete a minimum of 20 hours of supervised field experience related to program planning and delivery in an elementary, middle, or secondary public school. 3 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
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
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
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. 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 in lieu of the MAE comprehensive exam. 3 credits.

EDUU 646 Foundations in Standards and Propositions for National Board Certification and Portfolio Development
Prerequisites: Valid teaching credential and three or more years of successful teaching experience. This course is the first of a series designed to support students in the preparation process for National Board Certification. The National Board for Professional Teaching Standards (NBPTS) and propositions that define the knowledge, skills, dispositions, and commitments of accomplished teaching will be examined. National Board Certification Portfolio assessment requirements and evaluation criteria will be reviewed as well as specific documentation related to the professional leadership, parent and community partnership standards. Reflective Practice will be required using analytic, reflective and descriptive writing. 3 credits.

EDUU 647 Assessing and Analyzing the Teaching and Learning Process for National Board Certification
Prerequisites: Valid teaching credential and 3 years successful teaching experience. This course is the second in a series designed to support students in the preparation process for National Board Certification. Videotaping methods of classroom pedagogy and analysis for portfolio entry requirements will be reviewed. Instructional analysis of small group and whole class lessons will be examined to evaluate instruction based on National Board for Professional Teaching Standards (NBPTS). Learners’ academic progress, pedagogical practice, and classroom learning environment will be assessed and analyzed. 3 credits.

EDUU 648 Curriculum Implementation and Performance Assessments for National Board Certification
Prerequisites: Valid teaching credential and 3 years successful teaching experience. This course is the third in a series designed to support students in the preparation process for National Board Certification. Knowledge of academic content and appropriate usage of instructional resources in portfolio development based on the National Board for Professional Teaching Standards (NBPTS) will be examined. Portfolio entries, documentation and videotape segments will be appraised for final submission. Issues related to content and pedagogical assessment will be reviewed. 3 credits.

EDUU 649 Data-based decision making in special education
PREREQUISITES EDUU 410/510 and 511Students 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 510 and ECSE Methods. 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 510 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 510 and 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 EDUU 510 and 511. 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 help 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 575Z 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 10 hours of observation of a child with autism. 3 credits.

EDUU 676 Autism Spectrum Disorders: Assessment and Strategies for Success, I
PREREQUISITES EDUU 575Z and EDUU 675Z 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 20 hours of supervised field experience specific to her/his area of study. 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 575Z, EDUU 675Z, and 676Z 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 20 hours of supervised field experience specific to his/her area of study. 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 8,000 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 6,000 words. 3 credits.

**ENGU 303 Technical Writing**
Prerequisite: ENGU 104. Intensive practice in writing for students who wish to work in technical or professional fields: reports, specifications, proposals, visuals, documentation. 3 credits. (Online only)

**ENGU 305 Business Writing**
Prerequisite: ENGU 104. This course focuses on the various areas of writing for business, industry, and government: business reports, job descriptions, résumés, abstracts, letters, and memoranda. Emphasis may be placed on the formal report and attention will be given to international and intercultural business communication. 3 credits. (Online only)

**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 musings 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. 3 credits. (available Spring 2011)

**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 347 Society, Culture, and Literature**
(Same as HUMU 347/SOCU 347) An exploration of the sociological and/or anthropopolitical 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. 3 credits. (Online only)

**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 readings 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. 3 credits. (available Spring 2011)
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. 3 credits. (available Spring 2011)

ENGU 431 Shakespeare's Greatest Hits
Prerequisite: ENGU 104. This course studies a selection of Shakespeare's greatest tragic, comic, satiric and historical plays framed by the theatrical milieus of Elizabethan and Jacobean England and contrasted with their modern media productions. This course will begin by viewing box-office hit, film versions of his plays and proceed back in time to distinguish Shakespeare's artistic intent from his modern interpreters'. 3 credits. (Online only)

ENGU 449 Multicultural Perspectives
(Same as SSCU 449) 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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

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 Obesity and Bodyweight Regulation
Prerequisite FSNU 200 or equivalent course. 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. 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. 3 credits. (Online only)

FSNU 349 The Ethical and Ecological Dimensions of Food
This course focuses on the ethical and ecological dimensions of food, with special attention to intersections with politics and economics. It examines a variety of viewpoints concerning the morality and ethics of the production, distribution, and consumption of food, and explores and evaluates alternatives for the future. 3 credits. (not offered in 2010-2011)
FOREIGN LANGUAGE

Spanish

SPNU 101, 102 Elementary Spanish I, II
Prerequisite for SPNU 102: C- or higher in 101 or instructor’s approval. 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. 3/3 credits.

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, scare 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 670 Health Care and Aging
This course provides an overview and foundation of both normal and abnormal changes in the aging process. Students focus on physiological and psychosocial changes, cognitive functioning, common pathological conditions and health and wellness strategies. 3 credits.

HAUU 671 Issues in Aging
This course examines the non-physical aspects of aging and reviews demographics trends, psychological theories and sociological concerns. It addresses specific issues including historical perspectives, myths and stereotypes, personality, coping with life’s transitions, social adjustment to retirement, impact on the family, and available community resources. 3 credits.

HAUU 672 Geriatric Health Care and Public Policy
This course provides an in-depth analysis of current health care policies that affect the elderly population in general and specialized populations such as the elderly in correctional institutions. This course will address topics such as historical policy events, basic health needs, Social Security, Medicare/Medicaid, seamless continuum of care, legislative initiatives (federal and state), special interest advisory groups, research, competitive medical plans and future implications. 3 credits.

HAUU 674 Understanding Death and Dying
This course is designed to provide students with an opportunity to explore and examine issues our culture traditionally avoids; however, most must deal with in a very personal way. Issues involving coping with death and grief will be discussed as well as theoretical and philosophical considerations. Topics to be addressed are: death defined, stages of dying, the health care system and death, Hospice, euthanasia, organ donation, the grieving process, funerals burial, cremation and experiences and questions in the weekly discussions. 3 credits.

HAUU 675 Geriatric Mental Health
This course will focus on the systematic study of the clinical mental health issues of aging. An emphasis will be placed on the multidimensional and multicultural aspects of the elderly mental health client that will increase the student’s awareness of the complexity of social and cultural factors that influence psychological, spiritual, and the physical well being of the older adult. 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 Services Strategic Planning Capstone
Prerequisite: Completion of all core courses, HAUU 601, 602, 621, 631, 641, 645, and 651. 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 601 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. 3 credits.

HRCCU 610 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 671 Health Communication Campaigns
Prerequisite, Successful completion of all of the following: HRCCU 610
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
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 601, 610.
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 601, 610
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 698 Community-Based Health Communications Capstone
Prerequisite, Successful completion of all of the following: HRCCU 601, 610, 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.

HRCCU 699 Independent Study in Health Risk and Crisis Communication
The purpose of independent study is to provide an in-depth examination of various important issues in society around health and risk communication. Students may use this course to work with a mentor in the field of health risk and crisis communication to develop a project, may undertake analytical research or may take on an independent project that encompasses a charity, political or an organization in the public domain. The student will work with the instructor to develop a suitable independent study project in the first week and after a fourth week check-up will be expected to submit the independent project in the final week. 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. 3 credits. (Online only)

**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? 3 credits. (Online only)

**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. 3 credits. (Online only)

**HISU 106 The Rise of World Civilizations II**
This course presents diverse perspectives and personalities in modern world history by examining critical global themes, physical geography, and the rise of modern nationalism since 1500. The course examines politics and the economy of the world, religious diversity, technological change, ethnic and racial questions, feminist issues, and national-geographic reconfigurations since early modern times in a comparative, international context. Specifically, this course addresses major centers of modern civilization in Africa, Europe, the Far East, Latin America, and the Indian Subcontinent. 3 credits. (Online only)

**HISU 303 Constitutional Government**
(Same as POSU 343) 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.

**HISU 304 The Ancient World**
(Same as RELU 304) 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
HISU 306 The Middle Ages
(Same as RELU 306) 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. 3 credits. (Online only)

HISU 324 Constitutional Rights
(Same as POSU 344) 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.

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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

HISU 397 Social Movements in the Sixties
(Same as SSCU 397/SOCU 397) 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. 3 credits. (Online only)

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. 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. 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. 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. 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. 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. 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. 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. 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. 3 credits.

**HRCU 486 Research Project I**  
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**  
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**  
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 613 Seminar in Organizational Dynamics**  
(Also as OLCU/PADU 613) Students use theories of individual, group and organizational behavior to analyze organizational problems and improve organizational performance. Students are taught the diagnostic method of problem-solving and gain experience applying these theories to organizational situations. 3 credits.

**HRCU 615 Organization Development and Change**  
(Also as OLCU 615). Prerequisite: HRCU/OLCU 613 or instructor's approval. 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.

**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. 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. 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. 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. 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. 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.3 credits.

HRCU 680 Organizational Research Methods
( Same as OLCU 680) 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. 3 credits

HRCU 690 Internship Program
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
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: approval of associate dean or dean. 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. 3 credits. (Online only)

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. 3 credits. (Online only)

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/adapter, medium chosen and publisher/producer/promoter. 3 credits. (Online only)

HUMU 347 Society, Culture, and Literature
(Same as ENGU 347/SOCU 347). 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. 3 credits. (Online only)

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 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. (degree program requirements are generally not listed in course descriptions). 3 credits. (Online only) (available Spring 2011)

**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. 3 credits. (Online only) (available Spring 2011)

**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 weaknesses, 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.

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**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. 3 credits. (Online only)

**MATU 115 Calculus I for Math, Science, and Premed Focuses**
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. 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, examples from the social sciences and the natural sciences. 3 credits.

**MATU 206 Mathematics for Elementary School Teachers**
This course focuses on preparing future elementary school teachers for effective mathematics instruction. Topics include problem-solving strategies, number theory, fractions, decimals, proportions and their applications to geometry, basic geometry, and probability. Conceptual understanding is emphasized. In presenting the material, several instructional techniques will be modeled. These techniques may be incorporated when preparing your own lesson plans. 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. 3 credits. (Online only)

MUSU 222 Musical Cultures of the World
A survey of nonwestern musical traditions with focus on Africa, Asia and Latin America. 3 credits. (Online only)

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.

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. It will examine 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 and NURU 401
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 rapidly changing world of health care technology. Electronic medical records, patient care, decision support, RFID, work flow, robotics, and point of care technologies will be evaluated. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the area of management and access of information, and related health technologies to promote interprofessional collaboration to improve patient safety and quality outcomes. 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 a population-based healthcare system and its delivery in diverse healthcare settings for patients across the lifespan. Students will develop the expertise in interventions aimed at health promotion and disease prevention that shape a communities 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**
Perquisite: 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 (TM) technique, scientific research, and its applications to 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. This course is open to all majors. 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 Maharishi 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 advance 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 advance 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 from an evidence-based perspective. This course is taken concurrently with a track-specific health assessment laboratory/practicum course. This course requires face to face immersion. 4 credits.

NURU 604 Clinical Practicum: Advanced Health Assessment across the Lifespan and Cultures
Corequisite: 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. Graded on a Pass/No Pass basis. 3 credits.

NURU 605 Advanced Pathophysiology for Neonates, Pediatrics and Adults
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. Theories, 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 Pharmacology for the Neonate, Child and Adolescent
The focus of this course for advanced practice neonatal and pediatric nurses is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts and principles across the neonatal, childhood, and adolescent 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 neonatal and pediatric role. 3 credits.

NURU 607 Advanced Pharmacology for the Adult and Family
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 for adults 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 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 diseases across the lifespan will be analyzed in depth. Questions regarding genetics and ethics in health care in a time of genomic health will be explored. This course requires students to attend face to face immersion. 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 precepted 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 precepted 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 care 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 the infant and child in various acute and primary care environments and with a variety of healthcare conditions. This course stresses critical thinking and decision-making in clinical settings based on these concepts. This course requires students to attend the face to face immersion. 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. This course requires students to attend the face to face immersion. 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 in the theory courses. The student will be involved in assessing premature and high-risk neonates with common alterations (high incidence) in health status most frequently related to the transition from the intrauterine environment. Skills developed will include the refinement of physical, behavioral and developmental assessment modalities. Integration of developmental care theories and current research findings in clinical practice will be addressed. 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 requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.
NURU 654 Complex and Chronic Problems in Neonates
Co-requisite 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. 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. 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)
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 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 in the theory courses. The student will be involved in assessing premature and high-risk neonates with common alterations (high incidence) in health status most frequently related to the transition from the intrauterine environment. Skills developed will include the refinement of physical, behavioral and developmental assessment modalities. Integration of developmental care theories and current research findings in clinical practice will be addressed. 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 requires students to attend the face to face immersion. This course is graded on a Pass/No Pass basis. 3 credits.

NURU 662 Management of Common Problems in the 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 aging adults. Course content builds upon information in previous courses related to the principles of assessment and development issues in the aging adult. 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 663 Practicum in the Care of the Aging Adult
Co-requisite: NURU 662
This course is a precepted clinical practicum focusing on the management of common and acute problems of the aging adult. Learners will participate in a variety of primary, 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 long term care, skilled nursing, retirement villages, or with one of the services i.e. cardiac, infectious disease, surgery, and hematology-oncology. Students will focus on coordinating care, and managing patients on multiple medications. Working as a member of a team a student may give 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. This course is graded on a Pass/No Pass basis. 3 credits.
NURU 664 Management of Complex and Chronic Problems in the Aging Adult
Co-requisite NURU 665
This course is second part of content designed to provide students with the knowledge necessary for the management of the vulnerable, chronically and critically ill aging adult. Course content builds upon information in previous courses related to the principles of assessment and development issues and common and acute problems in adults. Issues such as elder abuse will be explored. A portion of the course includes information necessary for the care and management of geriatric 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 665 Practicum for Complex and Chronic Problem in the Aging Adult (255 Clinical Hours)
Co-requisite: NURU 664
This course is the second precepted clinical practicum focusing on the management of complex and chronic problems of the aging adult. Learners will participate in a variety of primary, 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 long term care, skilled nursing, retirement villages, or with one of the specialty services i.e. cardiac, infectious disease, surgery, and hematology-oncology. Students will focus on coordinating care, and managing patients on multiple medications. 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 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.

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 health care management and clinical practice. 3 credits.
**DNPU 703 Leading through Innovation**
This advanced leadership course focuses on the theories and practices needed to effectively lead innovative nursing change and to transform health care. Students are given the opportunity to develop a 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 nurse leader in the creation of an organizational context for innovation. Students will explore the relationship of diffusion of innovation in complex, adaptive healthcare organizations and shared governance.

**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 601 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. This course is only offered online. 3 credits.

**DNPU 706 Transforming Health Care through Outcomes management**
This advanced leadership course focuses on the theories and practices needed to effectively lead innovative nursing change. Students are given the opportunity to develop a philosophy for leading organizations using best practices now and in the future. The course emphasizes the role of the nurse leader in outcome management and accountability. 3 credits.

**DNPU 707 Clinical Residency I (255 Clinical Hours)**
This course is the first of two residency courses and is a synthesis of all the previous courses in the DNP and allows application of knowledge in the clinical setting. Students may choose to get experience in a variety of clinical settings appropriate to their specialty and goals for their clinical application capstone project. It is expected that students will use their clinical hours to construct an effective plan and secure appropriate permissions to implement the final capstone project. This course is pass/fail. Graded on a Pass/No Pass basis.

**DNPU 708 Application of Evidence-Based Thinking Capstone**
This final capstone course focuses on all the aspects of evidence-based practice and culminates the DNP program. Students will apply their understanding of evidence-based practice to their final clinical applied project and move from evidence report to either: a) guidelines generation, b) application of evidence with a focus on outcome evaluation; either through an evidence-based innovation or implementation of existing evidence-based guidelines or c) use of evidence in healthcare policy. Ethics in EBP will be included in discussions of research generation, use of evidence, and dissemination of evidence. Students will learn how to use the media to disseminate evidence. Students will engage in a professional networking experience provided via immersions on-site at Brandman’s School of Nursing & Health Professions. This course will culminate in the completion of the Clinical Project. This course requires students to attend the face to face immersion. Graded on a Pass/No Pass basis. 3 credits.

**DNPU 709 Clinical Residency II (255 Clinical Hours)**
This course is the second of two residency courses and is a synthesis of all the previous courses in the DNP and allows application of knowledge in the clinical setting. Students may choose to get experience in a variety of clinical settings appropriate to their specialty and goals for their clinical application capstone project. It is expected that students will use their clinical hours to construct an effective plan and secure appropriate permissions to implement the final capstone project. This course is pass/fail.
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 315 Organizational Information Systems
(Same as CSCU 315) Students explore the role of information systems in the operation of an organization. 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.

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. This course is offered online. 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. This course is offered online. 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 the leadership process from both theoretical and practical perspectives. It utilizes the three-factor framework as a heuristic device to analyze leadership theories and organize leadership research. It explores strategies and skills which contribute to creating organizations, systems and structures in which people can develop and apply their full potential as leaders. 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. The course may include an adventure-based retreat activity (lab fee). 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. 3 credits.

OLCU 486 Research Project I
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
Prerequisite: 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: 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: junior or senior level, minimum 3.0 GPA, and approval of instructor and appropriate Associate Dean. 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. 3 credits.
OLCU 601 Democracy, Ethics and Leadership  
(Same as PADU 601). 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  
(Same as HRCU/PADU 613) 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. Where available, students will participate in an experiential activity and a lab fee may be assessed. 3 credits.

OLCU 615 Organization Development and Change  
(Same as HRCU 615) Prerequisite: HRCU/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 616 The Practice of Organization Development  
Prerequisite: OLCU 602, 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 617 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. 3 credits.

**OLCU 620 Contemporary Issues in Organizational Leadership**

An examination of contemporary issues and recent theoretical and practical advances related to organizational leadership. Topics vary. Courses that examine different themes may be repeated for up to six credits 1-3 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. 3 credits.

**OLCU 625 Developing Leadership Competencies**

This course provides “hands-on” opportunities to explore and develop competencies essential to effective organizational leadership. Topics vary. Courses that examine different competencies may be repeated for up to six credits. 1-3 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. 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. 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. This course is offered online. 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. This course is offered online. 3 credits.

**OLCU 680 Organizational Research**

(Same as HRCU 680) 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. 3 credits.
OLCU 681 Leadership Capstone Seminar
Prerequisite: completion of all core courses, 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: 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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**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. 3 credits. (Online only)

**POSU 343 Constitutional Government**
(Same as HISU 303) 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**
(Same as HISU 324) 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 346 Environmental Law**
This course provides students with an overview of environmental law. It emphasizes state and federal statutory and case law dealing with air pollution, water pollution, noise pollution, solid waste/resource recovery, pesticides and toxic substances. Additionally, the course explores the impact of various governmental policies upon industry, business, and real estate development. 3 credits. (not offered in 2010-2011)

**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.

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**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. (Online only)

**PSYU 105 Resiliency**
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 302 General Psychology Seminar
An initial seminar course providing in-depth immersion into the discipline of psychology. A comprehensive survey of the field of psychology, covering major topics in psychological theory and its application in the fields of mental health, education, and related disciplines. 3 credits. (Online only)

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
Prerequisites: PSYU 105 and LBSU 115. Combines the learning from the two previous courses, academic reading about leadership, and the student’s own leadership experiences as the basis for work on a real-life project. Leadership is recognized as an essential component in a college education. With this student population, we can build upon experiences and learning from life early in the student's career. This course allows students to create a transformative experience through learning and life, and in so doing, veterans are encouraged to interpret their experiences as survivors rather than victims, thus continuing to improve self-efficacy and resiliency. 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 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
(Same as SOCU 345). 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 391 Youth At-Risk
(Same as SOCU 391 and CJCU 391) 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.

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.

PSYU 421 Cross-Cultural Psychology
An introduction to major issues and sessioninology 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. 3 credits. (Online only)

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 Shignon, Buddhism, Taoism, Vedanta, Yoga, Zen etc., will be analyzed in the context of the emerging reform in counseling and community mental health. (Online only)

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. 3 credits. (Online only)

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. 3 credits. (Online only)

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. 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.

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**PUBLIC ADMINISTRATION**

**PADU600 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.

**PADU 601 Democracy, Ethics, and Leadership**
(Same as OLCU 601). 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.
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.

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.

PADU 610 Data Analysis for Decision Making
(Also as BUSU 610). 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.

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.

PADU 613 Seminar in Organizational Dynamics
(Also as OLCU/HRCU 613) 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

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. 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.

PADU 622 Labor Relations and Collective Bargaining
(Also as HRCU 622). Students analyze the nature of industrial society and its changing dimensions in the post-industrial era. Union organizing, collective bargaining, and contract administration are emphasized. Problems relating to technology, automation, environmental work/safety issues, labor-management conflict, and affirmative action are discussed.

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.
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.

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.

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.

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.

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).

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.

RELIGIOUS STUDIES

RELU 304 The Ancient World
(Same as HISU 304) 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.

RELU 306 The Middle Ages
(Same as HISU 306) 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.
**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 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. 3 credits. (Online only)

**SSCU 397 Social Movements in the Sixties**
(Same as HISU 397/SOCU 397). 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. 3 credits. (Online only)

**SSCU 449 Multicultural Perspectives**
(Same as ENGU 449). 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. 3 credits. (Online only)

**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. (Online only)

SOCU 204 Marriage and the Family
This course studies the family as a social institution; socio-cultural as well as historical factors as related to sexuality, love, and marital choice; adjustment and conflict in marriage, micro-sociological analysis of family structure and dynamics. 3 credits. (Online only)

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. 3 credits. (Online only)

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 335 Society and the Environment
The air is thick with smog, famine breaks out with frightening regularity, and resources continue to accumulate in selected regions. Yet, in the long run, we are all citizens of this planet and must manage to survive on it and with each other. What are the key issues in this crucial debate that will determine all our futures? What ideas underlie environmentalism, what policies have to be debated, and what are the costs and benefits of different solutions to these problems? 3 credits. (not offered in 2010-2011)

SOCU 345 Social Psychology
(Same as PSYU 336) Discussion and analysis of the relationship between culture, grouplife, social structure, and human behavior; emphasis upon the dialogue between the individual and social collective. Topics include group behavior, attitudes, stereotypes, nonverbal communication, health psychology, aggression, social perceptions, relationships and helping behavior. 3 credits.
SOCU 347 Society, Culture, and Literature
( Same as ENGU 347/HUMU 347) 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. 3 credits. (Online only)

SOCU 380 Correctional Systems
( Same as CJCU 380) 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.

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
( Same as PSYU 391/CJCU 391) 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 397 Social Movements in the Sixties
( Same as HISU 397/SSCU 397) 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. 3 credits. (Online only)

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. 3 credits. (Online only)

SOCU 403 Police and Society
( Same as CJCU 403) This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, user of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.
**SOCU 411 Gangs and Gang Behavior**  
(Same as CJCU 411) 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.

**SOCU 412 Victimless Crimes**  
(Same as CJCU 412) 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. 3 credits. (Online only)

**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**  
(Same as CJCU 420/CJCU 420) 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. 3 credits. (Online only)

**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 460 White Collar Crime
(Same as CJCJ 460/CJCJ 560) 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. 3 credits. (Online only)

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.
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Coordinator, Strategic Partnerships, 2007

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Laura Feren, Assistant Professor of Psychology, Fairfield and Yuba City; 2003. B.A., Texas Tech University; M.A., Ph.D., Wright Institute.

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Modesto
Monterey
Moreno Valley
  Temecula
Ontario
Sacramento Valley
  Roseville
  Folsom
  Yuba City
San Diego
Santa Maria Valley
South San Joaquin Valley
  Hanford
  Lemoore NBK
  Visalia
Victor Valley
Walnut Creek
Washington State
  Bangor NSB
  Ft. Lewis
  Lacey
  McChord AFB
  Whidbey Island NAS